EVALUATION REPORT

DARE25

Efficacy randomised controlled trial study

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September 2022

YOUTH ENDOWMENT FUND

Sheffield Hallam University | Sheffield Institute of Education

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Acknowledgements

Thanks to Rebecca Illing-Downing, Sylvia Zhu, Gareth Price, Eleanor Byrne and Lucy Clague for assistance with the implementation and process evaluation.

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Executive Summary

The project

DARE25 is a school-based programme that aims to encourage children to make safer, healthier and more informed choices and keep them safe from involvement in crime and violence. In this project, Year 6 pupils (aged 10-11) received a programme of 10 weekly one-hour lessons, followed by a graduation ceremony. Lessons were provided to all children (rather than a targeted group) and were led and delivered by a trained DARE Officer in the children's regular classroom, with the class teacher present. Delivered by Nottinghamshire-based charity Life Skills Education, lessons involved role play, discussion groups, and reading and writing exercises. They aimed to provide information (on various topics including dealing with stressful situations, peer pressure, and balancing risks and consequences) and develop skills (such as communication, stress management and strategies for resisting peer pressure).

This evaluation of DARE25 aimed to ascertain the impact of the programme on behavioural and emotional problems among Year 6 pupils (as measured by the self-reported Strengths and Difficulties Questionnaire and the Problem Behaviour Frequency Scale). Experiencing these problems is associated with later involvement in crime and violence. The evaluation included a randomised controlled trial involving 3,881 children in 121 schools. Sixty-three schools received the programme in the academic year 2020/21, while 58 control schools did not. All schools were in Nottinghamshire, Derbyshire, Leicestershire, Northamptonshire, South Yorkshire, West Yorkshire or Lincolnshire. The evaluation also featured a process evaluation, comprising of interviews, remote lesson observations and virtual school visits (including teacher interviews and pupil focus groups). This process evaluation explored the factors that influenced the delivery of DARE25, perceptions of the programme and how scalable DARE25 may be. The trial took place in 2020/21, with schools receiving the programme from April-July 2021. Both delivery and evaluation therefore took place during the COVID-19 pandemic, requiring both the evaluators and delivery team to adapt.

Key conclusions
DARE25 had a **low impact** on reducing children's self-reported behavioural and emotional problems. After the programme, children in the DARE25 schools reported slightly lower levels of behavioural or emotional difficulty compared to their counterparts in schools who did not receive DARE25. This result has a **low security rating**.
DARE25 had no impact on children's self-reported levels of physical aggression, whether they reported socially excluding others, and how socially excluded by others they themselves felt. It had a low impact on reducing children's self-reported verbal aggression, substance use and the amount of physical attacks and threats they received. It had a high impact on reducing self-reported non-violent, low-level crime. These are the secondary outcomes which should be interpreted with more caution.
Teachers and DARE Officers reported that the skills and experience of DARE Officers were a key factor in effective delivery. Close joint working relationships between teachers and DARE Officers were also seen as beneficial.
Teachers reflected in interviews that the programme's content was well pitched and that DARE25 effectively engaged pupils. Some suggested that greater flexibility in response to the contexts of different schools would be helpful. Pupils consulted via interviews and focus groups perceived that their confidence, ability to resist peer pressure, decision making and communication skills had improved.
The core components of the intervention were largely delivered as intended. Some interviewed teachers reflected that tailoring the content and delivery may be effective, particularly adapting teaching to meet the needs of pupils with special educational needs (SEN) or English as an additional language (EAL) or amending the content to focus on issues with local relevance.

YEF security rating

These findings have a **low security rating**. The trial was a well-designed, efficacy, randomised controlled trial. It did not include as many children as originally intended, reducing the trial's ability to accurately estimate the impact of DARE25. Thirty-seven per cent of the children who started the trial were not included in the final analysis because they did not participate in testing (in part, due to the COVID-19 pandemic). We do not know

if the effect found for DARE25 would be the same if the children missing from the final analysis were included. The children in DARE25 schools were similar to those in the comparison schools.

Interpretation

DARE25 had a **low impact** on reducing children's self-reported behavioural and emotional problems. After the programme, children in the DARE25 schools reported slightly lower levels of behavioural or emotional difficulty compared to their counterparts in schools who did not receive DARE25. This result has a **low security rating**. DARE25 had no impact on children's self-reported levels of physical aggression, whether they reported socially excluding others, and how socially excluded by others they themselves felt. It had a low impact on reducing children's self-reported verbal aggression, substance use and the amount of physical attacks and threats they received. It had a high impact on reducing self-reported non-violent, low-level crime. These are the secondary outcomes, which are less important than the primary outcome, and should be interpreted with more caution. Reducing behavioural and emotional difficulties (like aggression, substance misuse and committing crime) is theoretically linked to reducing offending (and violent offending), and evidence of association supports this.

Teachers and DARE Officers reported that the skills and experience of DARE Officers were a key factor in effective delivery. Close joint working relationships between teachers and DARE Officers were also seen as beneficial. Interviewed teachers perceived that the programme's content was well pitched and that DARE25 effectively engaged pupils. They reflected that the materials used were engaging (particularly the videos), while some of the pupils who were interviewed praised the interactive quizzes and role plays. Some teachers reflected that greater flexibility in response to the contexts of different schools would be helpful. While some perceived the content to be too 'tame', others viewed it as too 'hard-hitting' for their pupils. Some teachers also reflected that further tailoring of the programme could support better delivery, particularly adapting teaching to meet the needs of pupils with SEN or EAL or amending content to focus on issues with local relevance. Pupils consulted via interviews perceived that their confidence, peer pressure resistance, decision making and communication skills had improved. They also drew attention to the value of learning about these topics at their age.

Thirty-two of the 61 intervention schools who completed testing were fully compliant and delivered all 10 classes in 10 weeks, plus a graduation ceremony. Twenty-nine intervention schools were partially compliant, completing the programme but over a condensed period or with some sessions delivered remotely. Exploratory analysis of pupils in the 32 fully compliant schools indicates that the programme had a larger and moderate impact in reducing children's self-reported behavioural and emotional problems when schools completed all classes in 10 weeks, plus a graduation.

In terms of how this evaluation relates to the wider evidence base, this evaluation supports the findings of West and O'Neal (2004) relating to DARE in the United States. They found that studies into the efficacy of these programmes discovered, on average, a small positive impact. However, these measured different outcomes (focusing on drug and alcohol use) and were based on a different US version of DARE. The YEF Toolkit strand on social skills training (which features elements of DARE25's approach) estimates a high impact on violent crime, and the YEF have a high level of confidence in this impact.

This report, and the primary and secondary outcome findings, only presents the findings of one study. When considering implications, frontline professionals, policymakers and service commissioners should carefully consider the process evaluation, the wider evidence base and their own professional judgement.

Summary of impact table

Outcome/ Group	Effect size (95% confidence interval)	Impact	Evidence security	No. of children	P Value
SDQ Total Difficulties Score/All participants	-0.07 (-0.164; 0.014)	Low		2,435	0.1

Introduction

Background

DARE25 is a programme designed to help young people take safer and healthier choices and reduce offending behaviours, including hate-, knife-, drug- and alcohol-related crime. In the UK, one in five people aged 16–24 used an illegal drug during the last year in which data were published (ONS 2020a). Offences involving knives or sharp instruments rose by 6% in the year ending March 2020 compared with the previous year, with more than 50,000 offences recorded (ONS 2020b). This is the context in which the DARE25 intervention, with its emphasis on early prevention, has been developed.

For this intervention, Year 6 pupils participated in 10 one-hour lessons delivered by a trained DARE Officer in the child's regular classroom. The class teacher and classroom assistants were present, although the session was led by the DARE Officer. Lessons involved a combination of role play, age-related scenarios, group skills sessions, discussion groups, reading and writing exercises and/or other interactive methods.

The D.A.R.E Elementary Programme was based upon the content of the 'Keepin IT REAL' programme designed by Professor Michael Hecht, which D.A.R.E America made adaptions to. D.A.R.E in the UK started in 1996 using the American products. In 2014, the UK D.A.R.E. Primary programme was written in direct consultation with Professor Hecht. All videos were rewritten, the knowledge content was adapted to UK law and the learning methods updated to be more interactive.

The original UK DARE model was a school-based drug use prevention programme taught by a police officer. The intervention evaluated here (DARE25) was delivered by Life Skills Education, an education charity based in Nottinghamshire. It used an adapted UK version, with an approach more focused on skills-based decision making rather than drug 'resistance'. This adaption was informed by evaluations from the USA that have shown the original D.A.R.E model to be ineffective or to have no effect on the drug and alcohol use of young people who take part in the programme (West and O'Neal 2004). DARE25 is based on the adapted UK version of the programme (as above), with expanded content including sessions on risky behaviours and offending, and it had not been evaluated in its current form. Overall, the UK version of both the D.A.R.E. Primary programme and DARE25 rely much more on an informed choice model rather than a following instruction model.

The UK D.A.R.E Primary programme, from which the present intervention has been developed, was independently evaluated by researchers in England using data collected in 2015/6 (Evans and Tseloni 2018). This study used pre- and post-intervention online questionnaires with 1,496 pupils from 51 schools, which were randomly selected from the list of 213 schools already taking part in the programme during the 2015/16 school year. The intervention group was drawn from schools receiving the programme in the autumn term, and the control group comprised schools receiving it in the spring or summer terms. It found significant differences between the intervention and control samples in terms of the extent

of change observed on four of the programme's nine learning outcomes (getting help from others, improving communication and listening skills, knowledge about alcohol and drugs, and making safe choices), in favour of the intervention group. Positive effects were also found for the other five outcomes, but these were not statistically significant at the $p < .05$ level. Evans and Tseloni (2018) stated that further research into medium- and long-term effects of the programme is needed.

In 2019, the DARE25 programme was launched, with new sections on knife crime and hate. Internet safety was removed, bullying reduced and some drug content changed. In general, factual content was replaced with skill-based content. These changes were informed by the evaluation (Evans and Tseloni 2018) and teacher focus groups and were sufficient to warrant a further evaluation, which is reported here.

The last evaluation of the D.A.R.E. Primary programme also had several shortcomings. First, it did not use well-known, validated outcome measures, and the scales adopted had low internal validity, as noted by the authors (Evans and Tseloni 2018: 246). The sample was imbalanced in that while most participating pupils were in Y6, some were in Y5, with a higher proportion of Y5 children being in the control group (30% compared to 5% in the intervention group). The intervention was delivered through four different models, with only 57% of schools adopting the approach where all sessions are led by a DARE Officer as opposed to a teacher. This trial addressed each of these issues. Furthermore, while DARE25 has been delivered in Nottingham and surrounding areas for 25 years, it has not been scaled up to the degree attempted in this trial, in terms of including not only a larger number of pupils and schools but also a wider geographical area.

The delivery team (Life Skills Education) note that although the rights to deliver D.A.R.E. branded provision were agreed in 1996, all formal links with the originating bodies have now been removed. The programme still retains the following core features:

• Working with young people aged between nine and 16 years old (although the DARE25 programme as evaluated here works specifically with Y6 pupils in primary schools).

• Aiming to improve young people's decision-making skills about their use of drugs and alcohol, enabling them to make safer and healthier choices and consequently reducing their offending behaviours, specifically drug- and alcohol-related crime. Knife and hate crime have been added as themes to the DARE25 programme.

• Delivery by 'DARE Officers', recruited for their experience and knowledge of 'working with drug and alcohol related consequences in the community'.

The programme evaluated here was a universal life skills education programme. The underlying programme theory draws on Bandura's Social Learning Theory (Bandura 1977). The delivery organisation explains it thus: 'Bandura's theory of social modelling is a very powerful method of education. If children see positive consequences from a particular type

of behaviour, they are more likely to repeat that behaviour themselves. Conversely, if negative consequences are the result, they are less likely to perform that behaviour. Novel and unique contexts often capture students' attention and can stand out in the memory.'

The overall key research question identified by Life Skills Education was: 'What is the impact of the DARE25 programme upon the rate of offending (knife crime, hate crime and drug-related crime and anti-social behaviour) of those who graduate through the programme compared with those who do not receive the programme?' As this question requires longitudinal data and could not be meaningfully answered within the given timescale (one school term), the evaluation focused on the propensity to engage in behaviours that place young people at risk of offending. The IPE was able to gauge the extent to which teachers perceived that the pupils participating in the programme demonstrated increases in confidence, improved decision-making skills and stronger communication skills. All of these factors were included in the logic model as within evaluation pupil outcomes. The impact evaluation aimed to explore emotional and behavioural issues that have been shown to be associated in other studies with involvement in criminal behaviour (Murray et al. 2015; van Domburgh et al. 2011; Malvaso and Delfabbro 2015). Long-term follow-up will be possible through the YEF data archive using data collected in the current evaluation.

The impact evaluation was a two-arm randomised controlled trial with pupils clustered into schools. This design allows for differences between and within schools to be measured, with school clustering clearly an important factor given the centrality of peer interactions to the intervention. Sampling a control group of pupils that do not receive the intervention also creates the opportunity to conduct longitudinal follow-up analysis, which is critical given the long-term aims of the programme. The implementation and process evaluation aimed to explore contextual factors that influence delivery in order to form a more complete picture of the intervention and its delivery.

Changes to evaluation and delivery schedule due to COVID-19

The programme was scheduled to be delivered in four phases, each taking place during one school term. The purpose of this approach was to allow a larger number of schools to participate in the study, given the capacity limits of the delivery team. The first two terms were intended for delivery in schools as a feasibility stage prior to the main efficacy trial. This was scheduled for spring term 2020, which was curtailed by the COVID-19 outbreak, and summer 2020, when no delivery took place due to school closures, with the second cohort of the feasibility stage postponed until autumn 2020. There were no impact evaluation activities planned in the feasibility stage, but qualitative IPE data collection from this period (see Table 3 for details) is included in this report. There were no changes to the programme content or personnel between the feasibility and efficacy stages, so they are treated here as a single trial.

Following partial school closures from March to September 2020, the revised plan for the main trial phase was to evaluate the programme being delivered to schools in the spring term (January–April, Cohort A) and the summer term (April–July, Cohort B) of 2021. Baseline testing for Cohort A was carried out in late November and early December 2020 (see Table 4). Randomisation was conducted on 3 December 2020.

Delivery for Cohort A intervention schools was scheduled for spring 2021, with outcome test data to be collected at the end of delivery (scheduled for late March 2021). However, a second round of partial school closures from 4 January to 8 March 2021 meant that this was no longer possible. It was agreed that intervention schools from Cohort A would receive the intervention in the summer term (April–July 2021). This meant that Cohort A received delivery at the same time as Cohort B, which did baseline testing in Feb/March 2020, with randomisation on 18 March 2020.

Intervention

WHO

This universal intervention was aimed at primary school pupils. It was delivered in school during class time, with the intention for all Y6 pupils (aged 10–11) in participating schools to take part.

All schools randomly allocated into the control group were offered the DARE25 programme during the 2021/22 school year to incentivise participation in the trial. These schools were also entitled to a £250 payment upon submission of outcome data. Pupils at schools randomly allocated to the control group were taught under 'business-as-usual' conditions during 2020/21. Control group data stored in the YEF data archive therefore relate to pupils in Y6 during 2020/21 who did not receive the intervention at any stage as part of this trial, allowing meaningful comparisons with the intervention group in future research. This aspect of the design is to facilitate understanding the longer-term effects of participating in DARE25. No evaluation activity was scheduled for 2021/22. By this point, pupils participating in the baseline and outcome tests as Y6 pupils in 2020/21 had left their primary schools.

WHAT

DARE25 can be characterised as an interactive curriculum-based programme, delivered in schools by DARE Officers, who are trained by the delivery team. Historically, DARE Officers were often former police officers, but they now come from a broader range of occupational backgrounds such as teaching and health, social and youth work. Lessons were accompanied by a workbook given to pupils containing learning materials and role-playing exercises. The workbook was designed to be used in class, although it could also be taken home (during COVID-19, they remained in class). The logic model (see Appendix C) shows how the intervention was hypothesised to work. The pathways to impact are both information

provision (on the topics covered below) and skills development (such as communication skills, stress management and peer pressure resistance strategies). The mechanisms are the expertise of the DARE Officers delivering the programme and the associated resources. While the programme is standardised, the DARE Officers offer 'value added' through drawing on their previous experience to give relatable examples and respond to questions, as explored further below. DARE Officers are also required to meet with school staff prior to the commencement of delivery to discuss safeguarding, pupil needs, classroom management and mutual expectations. They are encouraged to seek teacher feedback after each class and report any issues to senior staff. The programme comprised 10 lessons, sequenced as follows:

Lesson 1: Introduction to DARE25
Lesson 2: Dealing with Stressful Situations
Lesson 3: What Is Peer Pressure?
Lesson 4: Balancing Risks and Consequences
Lesson 5: Just Different
Lesson 6: Let's Communicate
Lesson 7: To the Point
Lesson 8: More Than Just Talk
Lesson 9: Becoming a Good Citizen
Lesson 10: My Support Network

This programme of lessons was followed by a graduation ceremony designed to consolidate and demonstrate pupil learning. It was thus viewed as an indicator of short-term impact, although individual pupil data on graduation were not used in the evaluation. Before the pandemic, the graduations usually involved an event to which parents were invited, but during COVID-19, the ceremonies tended to be 'scaled back' and without parents (although some schools attempted to record them for parents to watch later or use a live video link). A minority of participating schools completed the programme through some sessions being delivered remotely as COVID-19 caused disruption to classroom teaching, but this was a contingency measure rather than an intended variation and is analysed through compliance data in this report (see pp. 23–24, pp. 35–38). Further information about the intervention can be accessed here:
https://lifeskillseducation.co.uk/resources/the-dare-primary-programme/.

How much

The intervention was delivered across 10 one-hour sessions, ideally once per week. Deviations from this are assessed in this report through analysis of non-compliance.

When

Delivery took place for both cohorts from April to July 2021. Outcome test data for both Cohorts were collected in June/July 2021.

Evaluation objectives

The impact evaluation addressed the following questions:

1. What is the impact of DARE25 on behavioural and emotional problems among Y6 pupils as measured by the primary outcome (Strengths and Difficulties Questionnaire Total Difficulties Score)?
2. What is the impact of DARE25 on problem behaviour frequency among Y6 pupils as measured by the seven dimensions of the secondary outcome (Problem Behaviour Frequency Scale[1])?

The implementation and process evaluation focused on what was delivered to address the following questions:

1. What are the key factors that influence successful delivery of the DARE25 programme?
2. What are the perceptions of pupils, teachers and deliverers about the effectiveness and appropriateness of the programme?
3. What fidelity issues are observed during the trial?
4. What does the trial indicate about scalability?

Ethics and trial registration

The trial was approved by the university's ethical review committee (Reference number: ER27796305) and was publicly registered: https://www.isrctn.com/ISRCTN23403781: Recruitment was led by the delivery team. Schools were approached and then asked to sign the Memorandum of Understanding (MoU) to confirm their participation. Schools were responsible for informing parents about the trial. Relevant documentation can be found in Appendix B.

Data protection

The data protection policies and processes followed by the evaluation team were explained through a participant information sheet (see Appendix B). To prioritise the protection of data subjects, personal data from participating pupils were collected and stored securely in a

[1] Physical Aggression, Verbal Aggression, Relational Aggression, Overt Victimisation, Relational Victimisation, Delinquent Behaviour and Substance Use

password-protected folder accessible only to members of the evaluation team. The SHU evaluation team complied with General Data Protection Regulation (GDPR legal basis: public task Article 6 [1e]) and the SHU Data Protection Policy Statement, available here: https://www.shu.ac.uk/about-this-website/privacy-policy/privacy-notices/privacy-notice-for-research. This explains in full how the evaluation team approached compliance with current legislation, including how data subjects can request access to their data.

In the participant information sheet, it was made clear that after the evaluation (in 2022), information collected on pupils (name, unique pupil number and date of birth) would be sent to the Department for Education (DfE), where the personal data would be deleted and replaced with a pupil matching reference number. SHU would act as data controller until the information was transferred to DfE. These data would then be sent to the ONS Secure Research Service to be stored in pseudonymised form to allow future research into the relationship between participating in DARE25, educational attainment and criminal records. YEF would become the data controller once the data were archived.

Project team/stakeholders

For this study, the evaluation team was as follows:

Dr Eleanor Formby: project director, responsible for all aspects of the study and its overall direction. IPE data collection and analysis

Ben Willis: project manager, responsible for day-to-day management and communications with YEF, delivery personnel and other stakeholders; IPE data collection and key role in reporting

Dr Martin Culliney: statistical lead, responsible for statistical approach, data collection, reporting and analysis

Professor Mike Coldwell: oversight of all SHU evaluations funded by YEF in the initial round of evaluation grants

Sean Demack: statistical oversight

Lewis Clark: assistance with data analysis and report writing

The delivery team was led by Peter Moyes, CEO of Life Skills Education.

The evaluation manager at YEF was Amy Wells, who was replaced in this role by Jack Martin in spring 2020, who in turn was replaced by Lucy Brims in spring 2021. The YEF grant manager was originally Chan Allen, replaced in spring 2021 by Richard Hunte.

Methods

Trial design

Table 1: Trial design

Trial design, including number of arms		Two-arm, cluster randomised controlled trial
Unit of randomisation		School
Stratification variable(s) (if applicable)		Geographic area
Primary outcome	**Variable**	Behavioural and emotional problems
	Measure (instrument, scale, source)	Strengths and Difficulties Questionnaire Total Difficulties Score, pupil self-report version (online), 0–40 scale
Secondary outcome(s)	**Variable(s)**	Problem Behaviour Frequency
	Measure(s) (instrument, scale, source)	Problem Behaviour Frequency Scale (online survey, pupil self-report), analysed as seven separate subscales: Physical Aggression Verbal Aggression Relational Aggression Overt Victimisation Relational Victimisation Delinquent Behaviour Substance Use
Baseline for primary outcome	**Variable**	Strengths and Difficulties Questionnaire Total Difficulties Score, pupil self-report version (online), 0–40 scale
	Measure (instrument, scale, source)	Strengths and Difficulties Questionnaire (online survey)
Baseline for secondary outcome(s)	**Variable**	Problem Behaviour Frequency
	Measure (instrument, scale, source)	Problem Behaviour Frequency Scale (online survey, pupil self-report), analysed as seven separate subscales as above

This efficacy trial used a two-arm, two-level design, with pupils clustered into schools. The unit of randomisation was the school. All Y6 pupils at participating schools completed baseline and outcome tests during the 2020/21 school year. Intervention schools received DARE25 during the 2020/21 school year. Control schools operated under 'business-as-usual' conditions during 2020/21 (insofar as this was possible given the COVID-19 disruption) and received DARE25 during the 2021/22 school year after the evaluation had finished. This was to incentivise recruitment. Y6 pupils at control schools were taught under 'business-as-usual' conditions during 2020/21. As explained above, the 2020/21 Y5 cohort in control schools received the intervention during the 2021/22 academic year, when they were in Y6, and did

not contribute any data to the trial. Control group data stored in the YEF data archive therefore relate to pupils in Y6 during 2020/21 who did not receive the intervention at any stage as part of this trial. This was to allow longitudinal analysis of data from the trial, with a view to understanding the longer-term effects of participating in DARE25.

Randomisation was blocked by geographical area to help manage the workload of the delivery team, with schools split into six groups: Derbyshire North, Derbyshire South and West Midlands, Leicestershire and Northamptonshire, Nottinghamshire and Lincolnshire, South Yorkshire, and West Yorkshire. A variable representing 'area' was therefore included as a covariate in the analysis.

Randomisation was undertaken by the evaluation team at two separate times: December 2020 for Cohort A and March 2021 for Cohort B. The original plan was for intervention schools in Cohorts A and B to receive the intervention in the 2021 spring (January–March) and summer (April–July) terms, respectively. However, as a result of partial school closures from January to March 2021, all intervention schools received the intervention in summer 2021 (April–July), with outcome data collected after the delivery of the 10 in-class sessions.

The primary outcome measure was the Strengths and Difficulties Questionnaire. The secondary outcome measure was the Problem Behaviour Frequency Scale, analysed as seven separate subscales. Data for both measures were collected directly from participating pupils using an online survey administered in class at pre- and post-intervention.

Participant selection

Recruitment to the trial was managed by the delivery team and conducted at the school level. The delivery organisation is based in Nottinghamshire and focused recruitment efforts on primary schools located within approximately one hour's drive. Nottinghamshire, Derbyshire, Leicestershire, South Yorkshire, West Yorkshire, and Lincolnshire were therefore deemed to be in scope. Delivery staff telephoned eligible schools to identify the decision maker and provide information about the trial. Any schools that had received the programme in the previous three years were excluded. The recruited schools were split into six geographical areas, which are listed in the previous section.

As the intervention is delivered in class, it was expected that the entire Y6 cohort in recruited schools would participate, with the exception of pupils withdrawn from the evaluation by their parents or carers. As such, there was no screening of individual participants.

Outcome measures

Primary outcome

The primary outcome was the Strengths and Difficulties Questionnaire (SDQ), a brief behavioural screening questionnaire for 3–16-year-olds. It contains 25 items on psychological attributes, some positive and others negative. Five items pertaining to Prosocial Behaviour were omitted, and the remaining 20 items form what is known as the Total Difficulties Score, recorded as a scale from 0–40. Lower scores indicate lower levels of behavioural and emotional difficulty. This outcome measure is aligned with the longer-term outcomes of health and criminal activity specified in the logic model (Murray et al. 2015; van Domburgh et al. 2011; Malvaso and Delfabbro 2015). The SDQ is being used by YEF across its projects to create consistency and comparability between different evaluations. Further information is available from the publisher: https://www.sdqinfo.org/.

All participating pupils completed the SDQ in school as part of an online survey combining the primary and secondary outcome assessments at both pre- and post-intervention. Data was collected using the website Qualtrics.

Secondary outcomes

The Problem Behaviour Frequency Scale (PBFS; Farrell et al. 2016) contains 26 items asking about the frequency with which a young person has engaged in problem behaviour (aggression, delinquency or substance misuse) or been victimised by others. These are grouped into seven categories: Physical Aggression, Verbal Aggression, Relational Aggression, Overt Victimisation, Relational Victimisation, Delinquent Behaviour and Drug Use. Due to the distinct nature of these dimensions, each was analysed as a separate outcome measure. All are structured as multiple-choice questions, where respondents indicate the frequency of each problem behaviour over the past 30 days, with the following options: 0, 1–2, 3–5, 6–9, 10–19 and 20 or more. Each item is analysed as a 0–5 scale. Subscales are derived from totalling the relevant items. Lower scores represent lower levels of problem behaviour.

PBFS was selected as an outcome measure due to alignment with the aims of the intervention. All seven subscales relate to the logic model, which specifies improved decision-making skills, knowledge, communication skills, confidence and knowing where to go for help as intended outcomes within the evaluation period. The logic model also includes long-term outcomes beyond the evaluation period, namely reduced involvement in criminal behaviour, that are relevant to these measures.

This research instrument was adapted slightly so that questions were phrased in a way that would be understood by pupils in England. Adaptation was limited to Anglicisation of the language, and none of the content was fundamentally altered (see Appendix D).

Baseline measures

For the primary and secondary outcomes, each outcome measure was compared with the same measure at pre-intervention, which served as the baseline variable in each instance.

Sample size

Sample size was determined by the number of schools that the delivery team was able to recruit, given the trial design and timeframe. As recruitment took place during a period of disruption to schools caused by COVID-19, including two national lockdowns in which schools were not fully open, this proved challenging. Power calculations are presented for 121 schools, the total number taking part (see Table 2).

There was uncertainty over the pupil level pre/post-test correlation, estimated to lie between 0.5 and 0.7. The intra-cluster correlation was estimated to be between 0.168 and 0.217. These figures are based on previous studies using the same primary outcome measure – SDQ (Findon et al. 2016; Yao et al. 2009). As these estimates were not based on any prior evidence relating to the secondary outcome measures, the analyses should be treated as exploratory. Calculations were conducted in Excel using the formula from Bloom et al. (2007) and then checked using the 'powerUp' software.

Participants were Y6 pupils clustered into schools. The design took no account of class groups within schools. As previously mentioned, the entire Y6 cohort in each school took part in the trial. The average cluster (school Y6 cohort) size was 32 pupils, ranging from seven to 72. The difference is mostly explained by school size, with very small rural primaries taking part along with larger schools.

Table 2 presents minimum detectable effect size (MDES) estimates and sample sizes for the DARE25 impact evaluation. Figures for the randomisation and protocol stages were the same as the protocol template was only made available after the first randomisation had been completed (December 2020). Two scenarios are presented below to show the MDES associated with different estimates of participant-level pre/post-test correlations. These figures reflect the achieved sample size at baseline, based on the following assumptions:

$\mathbf{R_i^2}$ - Participant (pupil)-level pre/post-test correlation of 0.5 (Scenario 1) or 0.7 (Scenario 2)
$\mathbf{R_c^2}$ - Cluster (school)-level pre/post-test correlation of 0.25
ρ - Intra-cluster correlation (ICC) between 0.168 and 0.217
j - 121 schools
m - 32 pupils per school

Table 2: Sample size calculations

		Scenario 1	Scenario 2
Minimum Detectable Effect Size (MDES)		0.22–0.24	0.21–0.24
Pre-test/post-test correlations	**Level 1 (participant)**	0.5	0.7
	Level 2 (cluster)	0.25	0.25
Intra-cluster correlations (ICCs)	**Level 1 (participant)**	-	-
	Level 2 (cluster)	LOW = 0.168, HIGH = 0.217	LOW = 0.168, HIGH = 0.217
Alpha		0.05	0.05
Power		0.8	0.8
One-sided or two-sided?		2	2
Average cluster size (if clustered)		32	32
Number of clusters (schools)	**Intervention**	63	63
	Control	58	58
	Total	121	121
Number of participants	**Intervention**	1,979	1,979
	Control	1,902	1,902
	Total	3,881	3,881

MDES calculations were performed in Excel using the formula set out in Bloom et al. (2007), which relates to two-level clustered randomised controlled trials:

$$MDES = M_{n-k*-2}\sqrt{\left(\frac{\rho(1-R_C^2)}{\mathrm{P}(1-\mathrm{P})\mathrm{J}}\right)+\left(\frac{(1-\rho)(1-R_i^2)}{\mathrm{P}(1-\mathrm{P})\mathrm{Jm}}\right)}$$

Using the Bloom et al. (2007) formula allows baseline covariates to be added at the cluster (school) level, pupil level or both. Our analysis approach involves using mean-centred baseline scores at both pupil and school level in the multilevel models. Having a covariate at both school and pupil levels maximises the precision of the trial, leading to a smaller MDES estimate than approaches using only one covariate or none. This is indicated in the formula, where ρ = school-level intra-cluster correlation; $Rc^2 = R^2$ for cluster level covariate; $Ri^2 = R^2$ for pupil level covariate; j = number of schools; m = number of participants per school; Mn-k*-2 = z-score multiplier; and P = proportion of schools assigned to intervention. Using this formula produces MDES estimates of 0.22–0.24 standard deviations for Scenario 1 and 0.21–0.24 standard deviations for Scenario 2.

It was decided by the evaluation team that adopting a three-level design with pupils clustered into classes would not be viable owing to a lack of information on how strictly the separation of these clusters would be maintained by schools. Furthermore, the trial was not treated as a multisite clustered design due to the assumption that the programme would be delivered the same way across geographical areas and that any differences arising would stem from unrelated factors. These boundaries were devised to aid recruitment and do not correspond with official administrative districts. However, as stated above, these areas were used to block the randomisation and were therefore included in the analysis as covariates.

Randomisation

Randomisation was undertaken by the evaluation team. Schools were randomly allocated to the intervention or control group at two separate times: December 2020 for Cohort A and March 2021 for Cohort B. Randomisation was at the school level and blocked by geographical area. In essence, this means that a separate randomisation was performed for each area within each cohort. This approach ensured that sample sizes were well balanced in each area, with the aim of managing workload for the delivery team.

The method of randomisation was as follows: all schools were assigned a value through a random number generator in Microsoft Excel, the schools were sorted by the random number within geographical areas and intervention/control allocation was assigned by the ABABAB pattern within each area. Schools were informed of their allocation immediately. Notification was withheld from those yet to complete baseline testing until this was done. The end of term (autumn 2020 for Cohort A and spring 2021 for Cohort B) was the deadline for this. For Cohort A, 69 schools were randomised, 61 of which submitted the required data and were informed of their allocation, while eight did not proceed with the trial. For Cohort B, 72 schools were

randomised, and 60 complied in time to be included in the trial, giving a total sample size of 121 schools. As schools that did not comply with the requirements were not baselined or informed of their randomisation status, they are not included in the attrition calculations presented in this report.

Statistical analysis

Primary analysis

The primary analysis was conducted on an intention-to-treat basis. All impact analysis was conducted using Stata. The primary outcome measure was the SDQ Total Difficulties Score, scored on a scale of 0 to 40[2], with 0 indicating the lowest level of behavioural and emotional problems. Any respondents with missing data for any of the 20 SDQ items were treated as having missing data for the primary outcome measure. Of the 3,881 cases collected at baseline, 328 (9%) had at least one missing value across the 20 SDQ questions. If the intervention is associated with fewer behavioural and emotional problems among participating pupils, lower scores on the SDQ would be expected.

To formally specify the ITT model, let Y_{ik} represent the outcome score for pupil i in school k.

The level 1 (pupil-level) model is:

$$Y_{ik} = \pi_{0k} + \pi_{1k}(\text{Baseline}_{ik}) + e_{ik} \sim N(0, \sigma^2)$$

Where:

$i = 1, \ldots, n$ pupils per school; $k = 1, \ldots, k$ schools

- π_{0k} is the mean score for school k.
- Baseline_{ik} is the pupil-level (school-centred) pre-test covariate for pupil i in school k.
- π_{1k} is the coefficient for the pupil-level baseline covariate for school k.
- e_{ik} is the pupil-level error/residual.
- σ^2 is the within-school variance.

The level 2 (school-level) model is:

$$\pi_{0k} = \gamma_{00} + \gamma_{01}\text{Group}_k + \gamma_{02}\text{BaselineSch}_k + \gamma_{03}\text{Cohort}_k + \gamma_{04}\text{Hub}_k + u_{0k};$$

$$u_{0k} \sim N(0, \tau_{\beta_o})$$

[2] The SDQ contains 25 items, but five of these relate to Prosocial Behaviour and are omitted from the analysis, which focuses on the 'Total Difficulties Score' as defined in the YEF SDQ guidance document

Where:

- γ_{00} is the estimated adjusted school-level grand mean.
- $\mathrm{Group_k}$ is '1' for intervention and '0' for control schools; γ_{01} is the intervention effect coefficient.
- $\mathrm{BaseS_k}$ is the school-level mean baseline covariate (centred around the school-level grand mean); γ_{02} is the coefficient for the school-level baseline covariate.
- $\mathrm{Cohort_k}$ represents a binary variable identifying the pupil cohort (Cohort A = 0; Cohort B = 1); γ_{03} is the coefficient for Cohort B schools.
- $\mathrm{Hub_k}$ represents a vector for the geographical hub area dummy variables; γ_{04} is a coefficient vector for the geographical hub covariates. In total, for the six hub areas, five binary dummy variables will be included; γ_{04} is a coefficient vector for the hub area covariates.
- $\mathrm{u_{0k}}$ is the random effect associated with each school mean.
- τ_{β_0} is the residual/error variance between schools.

This approach was adopted to capture differences between intervention and control groups overall.

Secondary analysis

The secondary outcome measure, the Problem Behaviour Frequency Scale (PBFS), contains 35 items asking about the frequency with which a young person has engaged in problem behaviour. It was analysed as seven separate sections: Physical Aggression, Verbal Aggression, Relational Aggression, Overt Victimisation, Relational Victimisation, Delinquent Behaviour and Drug Use. The analysis of PBFS as seven dimensions follows Farrell et al. (2016), who used confirmatory factor analysis and found that grouping the items in other configurations resulted in weaker model fit. PBFS was selected as an outcome measure due to alignment with the aims of the intervention and was analysed in seven sections in order to generate more precise insights into the areas where the intervention is associated with change in pupil behaviour. All analyses on these secondary outcome measures were conducted according to the same analysis plan as specified for the primary outcome.

Analysis in the presence of non-compliance

Compliance was measured at the school level. To reiterate, the intervention was delivered through 10 in-class sessions, ideally scheduled weekly. However, the trial took place amid continuing disruption due to the COVID-19 pandemic. During the study period, there were instances of school pupils, staff and personnel from the delivery team undergoing periods of isolation as a result of exposure to the virus, increasing the risk of the intervention not being delivered as intended. As such, at the end of the trial, participating schools were categorised into the following groups:

- 1) Intervention completed through 10 in-class lessons over 10 weeks, plus graduation ceremony (fully compliant)
- 2) Intervention completed, but over a condensed period or with some sessions delivered remotely (partially compliant)
- 3) School did not finish 10 lessons plus graduation (non-compliant)

These categories were agreed with the developer in advance of data analysis. There was originally a category for schools that did not complete 10 lessons plus graduation yet still took part in outcome testing, but no schools were reported by the developer to fit these criteria. It could be argued that these compliance thresholds are excessively strict, but the developer emphasises the importance of finishing the programme, which takes place in schools over a relatively short period. The delivery team provided this information on each school at summary level. Descriptive statistics are presented later in the report. Also worth reiterating is that compliance is attributed at the school level, and it is still possible for pupils to have missed sessions given that individual attendance records were not requested from the delivery team as it was expected that this would have been too burdensome for schools. Overall, state primary school attendance was 96% when schools reopened to all pupils on 8 March 2021. This fell to below 90% by 28 June and was down to 81% by the end of the summer 2021 term[3], illustrating that pupil absence was clearly an issue at this time.

The Statistical Analysis Plan (SAP) stated that compliance would be analysed using two-stage least squares (2SLS) regression. However, this did not prove possible as the model did not converge, so alternative approaches to assessing the impact of compliance were adopted. Specifically, the Complier Average Causal Effect (CACE) was calculated, and analysis models were constructed to compare the fully compliant group to the control group to determine whether compliant cases demonstrated different results to the control group in comparison to the ITT intervention sample. Full details on the approach to analysing compliance are provided in the results section.

Missing data analysis

The SAP stated that if more than 5% of outcome data is missing, as part of the follow-on analyses, a multilevel logistic regression model with a binary outcome identifying when outcome data are missing (= 1) or not (= 0) would be constructed. If any of the explanatory variables account for a statistically significant amount of variation in the missing data outcome, we would cautiously conclude that the data are missing at random. Multiple

[3] https://explore-education-statistics.service.gov.uk/data-catalogue/attendance-in-education-and-early-years-settings-during-the-coronavirus-covid-19-outbreak/2022-week-10

imputation was not considered due to the lack of data on pupil characteristics or other individual level information.

Subgroup analyses

Subgroup analysis on both delivery Cohorts A and B was carried out. This was necessary as baseline data for Cohort A were collected in November and December 2020, whereas baseline data for Cohort B were collected in March 2021. It is possible that the difference in time elapsed between pre- and post-test data collection for the two cohorts affected results. Conducting subgroup analysis, in addition to using trial cohort as a covariate in the headline analysis modelling, determined whether this happened.

Additional analyses and robustness checks

The length of time elapsed between baseline and outcome testing varied between participants. For practical reasons, the delivery team was keen to begin outcome testing in control schools before the intervention was completed in intervention schools. There was a gap of one week between when the first control schools commenced outcome testing and when the first intervention schools followed suit. In order to examine the effect this may have had, we conducted exploratory analyses where the number of days between baseline and outcome testing is included in the multilevel modelling as an additional covariate.

For delivery purposes, there are two instances where more than one school was treated as a single cluster in this trial, involving rural schools with small pupil numbers that form part of the same federation. These were randomised as single schools and analysed as such in the primary analysis. To examine the implications of this approach, adopted for practical reasons, exploratory analysis was undertaken with these schools separated into distinct clusters to check for any important differences in results.

Estimation of effect sizes

Effect sizes were calculated using Hedges' g, as specified in the following equation, where I is the intervention mean, C is the control mean, δ^2_{sch} is the school level variance and δ^2_{pup} is the pupil level variance:

$$\text{ES} = \frac{(\text{I} - \text{C})_{\text{adjusted}}}{\sqrt{\delta^2_{\text{sch}} + \delta^2_{\text{pup}}}}$$

The headline effect size was calculated from the group allocation (intervention/control) coefficient in the full analysis model (including geographical area and cohort), with the unconditional variance as the denominator. Effect sizes are reported below, along with confidence intervals and p-values to reflect statistical uncertainty.

Estimation of ICC

Clusters in this trial are schools. ICCs were calculated using the 'estat icc' command in Stata and are presented below in the relevant analysis section.

Implementation and process evaluation

Research methods

The implementation and process evaluation drew mainly on data collected from delivery personnel through online/telephone interviews, including the Project Lead/CEO (undertaken longitudinally) and class teachers receiving the intervention. In addition, school 'visits' were conducted remotely due to ongoing restrictions during the study period, and lesson observations that were initially planned to be in person were conducted remotely.

As seen in the logic model (Appendix C), the programme was expected to lead to improved confidence and decision making among participating pupils, which in turn is evidenced through pupils graduating from the programme. All aspects of the IPE were focused on gauging the success of the programme on these outcomes, which also relate to emotional and behavioural issues, as measured in the impact evaluation, and the longer-term outcomes of health and criminal activity specified in the logic model (Murray et al. 2015; van Domburgh et al. 2011; Malvaso and Delfabbro 2015).

Table 3 provides further detail on the specific data and methods and how these address the implementation and process evaluation (IPE) research questions. Topic guides were designed by Willis and Formby, and all data collection undertaken by Willis, Formby or Clague. Topic guides for DARE25 and school staff members explored (see Appendix E for more detail):

- the background of interviewees;
- detail on school contexts;
- DARE25 content and delivery; and
- thoughts on the impact of DARE25 (short term and longer term).

Pupil focus groups within virtual school visits took place with pupils in class time (accompanied by their teacher and/or a teaching assistant) and with the researcher joining remotely from home. Questions areas included:

- awareness of DARE25 lessons;
- DARE25 activities involved in; and
- thoughts on short/longer-term impacts.

Our sampling approach to selecting the 14 school sites and teacher interviews was informed by the following principles:

- All geographical areas represented
- Pupil focus groups in each school ensuring that a range of young people took part (this was pragmatic given the circumstances, via requesting that schools arranged focus groups of six to eight pupils including different genders and attainment levels)
- Aim for a different DARE Officer for each school selection
- Aim for a range of DARE Officer length of experience in the role

This set of sampling principles aimed to mitigate the risk of systemic bias towards certain characteristics and to gain broad insights from across the programme. DARE Officers interviewed received a £20 Amazon voucher. Originally, the intention was to attend a Life Skills Education event in person and speak to DARE Officers there, but this was not possible due to COVID-19.

Analysis

Given that the key focus of the evaluation was to test the logic model, the analysis approach was primarily deductive but with flexibility to capture emergent themes. All interviews were audio-recorded (subject to consent) and then fully transcribed. An analysis framework underpinned by both the research questions and key dimensions of the logic model was created. This analysis framework was represented by appropriate headings in Excel with detailed descriptors to ensure consistency of coding across the research team. This was therefore a 'manual' approach rather than using NVivo as originally planned. At an early stage of analysis, the IPE research team coded a selection of transcripts using the analysis framework as a guide. This was followed by a team meeting to assess the extent of the inter-rater reliability of coding decision making in order to address any inconsistences and ambiguities and refine the analysis framework and descriptors. School recruitment was a pragmatic approach rather than an analytic device, and data were analysed at an aggregate level rather than by/within school sites.

Thematic analyses were deployed, using coding themes drawn from the research questions and logic model. The thematic analysis utilised a framework analysis (Smith and Davies, 2010) approach, which involves gaining an initial overview of the data, building a provisional framework drawing on the research questions, detailed coding of data according to themes from the framework and finally interpreting the data within the framework.

Table 3: IPE methods overview

Data collection methods/ participants/sources	Data analysis methods	Research questions addressed	Implementation/logic model relevance
Semi-structured interviews with Project Lead (LSE) – undertaken twice during the project	Thematic analysis	RQs 1, 2 and 4	Inform logic model; examine if programme was being delivered as intended and achieving intermediate outputs (as in the logic model)
Observations of **10** DARE25 lessons[4] from across a variety of schools	No formal thematic analysis; conducted to aid understanding	RQs 3 and 4	Understanding consistency between DARE Officers in different schools; insights on scale-up
Semi-structured DARE Officer interviews x **6**	Thematic analysis	RQs 1, 2 and 3	Perceptions of inputs and impacts; understanding DARE Officer context
Semi-structured interviews with class teachers x **10**	Thematic analysis	RQs 1 and 2	Perceptions of inputs and impacts; understanding school-level context
'Virtual' school visits x **14**, usually semi-structured teacher and senior leader interviews and pupil focus group[5]	Thematic analysis	RQs 1 and 2	As above

4 The original intention was for the research team to undertake these in person, but due to COVID-19, we requested that LSE provide a selection of videos (with suitable consent) of DARE Officers delivering lessons. These videos were then watched and pertinent observations made to aid our overall understanding of the programme.

5 These 'visits' resulted in a total of 18 teacher/teaching assistant interviews, six senior/pastoral lead interviews and 13 pupil focus groups.

Timeline

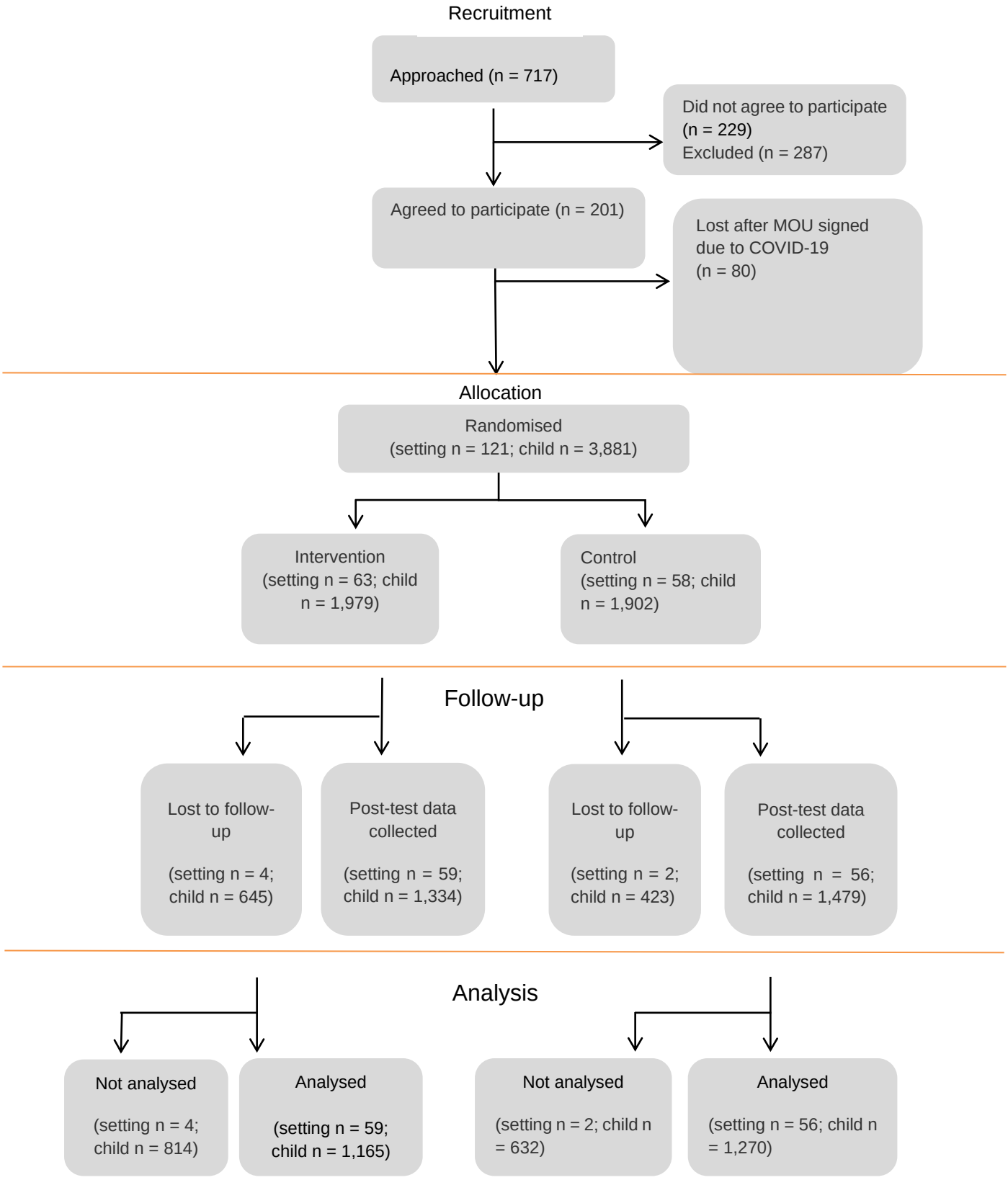
Table 4: Timeline

Dates	Activity	Staff responsible
Feb 2020	Ethics approval	SHU
Feb 2020	Initial interview with LSE programme manager	SHU/LSE
Sept 2020	Updated ethics approval	SHU/YEF
Oct 2020	Second interview with LSE programme manager	SHU/LSE
Nov–Dec 2020	Cohort A baseline tests; randomisation	SHU
Dec 2020	DARE Officer interviews	SHU/LSE
Dec 2020–Apr 2021	Class teacher interviews	SHU
Mar 2021	Cohort B baseline tests; randomisation	SHU
Apr–Jul 2021	DARE25 delivery (Cohorts A and B)	LSE
Jun–Jul 2021	Virtual school visits (Cohorts A and B)	SHU
Jun–Jul 2021	Outcome testing (Cohorts A and B)	SHU
Oct 2021	Report first draft	SHU
2021/2022	DARE25 delivery to control schools	LSE

Impact Evaluation Results

Participant flow, including losses and exclusions

Figure 2: Participant flow diagram (two arms)



Attrition

Table 5 displays the individual pupil-level attrition from the trial. This has been calculated as the ratio between participants analysed and those randomised. Outcome test data were collected at pre- and post-intervention, as detailed elsewhere in the report. Some attrition is accounted for by schools not finishing the programme and therefore failing to complete post-intervention testing (six schools or 5%, accounting for 241 pupils or 19% of attrition). The remainder is accounted for by individual pupils not taking part in post-intervention testing. Specific reasons were not provided, but it is likely that ongoing disruption due to the COVID-19 pandemic affected school attendance, which in turn increased attrition. This applies to both control and intervention schools. It is therefore difficult to explain why attrition was higher in the intervention group.

Table 5: Pupil level attrition from the trial (primary outcome)

		Intervention	Control	Total
Number of participants	Randomised	1,979	1,902	3,881
	Analysed	1,165	1,270	2,435
Participant attrition (from randomisation to analysis)	Number	814	632	1,446
	Percentage	41.1%	33.2%	37.3%

Participant characteristics

Table 6 displays descriptive statistics about the study sample at baseline. The six geographical areas were well balanced between the intervention and control groups, owing to the blocked randomisation approach. There was very good balance between the two groups in terms of primary outcome scores at baseline, with an effect size of 0, and on KS2 attainment as measured by the percentage of pupils reaching the expected standard in reading, writing and maths.

However, it is noteworthy that a higher proportion of schools in the intervention group (5/63) are rated as requiring improvement by OFSTED than in the control group (1/58). There is also a higher proportion of disadvantaged pupils on average across intervention schools. For the control group, the mean share of pupils defined as disadvantaged (eligible for free school meals) per school was 30%, compared to 37% for the intervention group. The control group also had a slightly higher proportion of schools based in rural local authority districts (52.7%) compared to the intervention group (47.6%). The randomisation process only took into account geographical areas and did not attempt to create balance on these other factors using stratification.

Table 6: Baseline characteristics of groups as randomised

Setting level (categorical)	Control group		Intervention group		
	n/N (missing)	Count (%)	n/N (missing)	Count (%)	
AREA					
Derbyshire North	6/58	6 (10.3%)	7/63	7(11.1%)	
Derbyshire South/West Mids.	13/58	13(22.4%)	10/63	10(15.9%)	
Leics./Northants.	9/58	9(15.5%)	9/63	9(14.3%)	
Notts./Lincs.	8/58	8(13.8%)	12/63	12(19%)	
South Yorkshire	12/58	12(20.7%)	13/63	13(20.6%)	
West Yorkshire	10/58	10(17.2%)	12/63	12(19%)	
COHORT					
A	30/58	30(51.7%)	31/63	31(49.2%)	
B	28/58	28(48.3%)	32/63	32(50.8%)	
OFSTED					
Outstanding	5/58	5(8.6%)	5/63	5(7.9%)	
Good	41/58	41(70.7%)	45/63	45(71.4%)	
Satisfactory	11/58	11(19%)	8/63	8(12.7%)	
Requiring improvement	1/58	1(1.7%)	5/63	5(7.9%)	
% RURAL	58	52.7	63	47.6	
School level (continuous)	**n/N (missing)**	**Mean (SD)**	**n/N (missing)**	**Mean (SD)**	
% pupils FSM	57(1)	30.1(17.5)	63	37.1(22.6)	
% of KS2 pupils at expected standard in reading, writing and maths	56(2)	61.1(15.1)	63	63(14.4)	
Participant level (continuous)	**n/N (missing)**	**Mean (SD)**	**n/N (missing)**	**Mean (SD)**	**Effect size**
SDQ	1,712(190)	13.97	1,812(167)	13.96	0.00

Outcomes and analysis

Primary analysis

Table 7 shows the results for the headline ITT analysis of the primary outcome. The measure is scored 0–40, and lower scores represent fewer behavioural and emotional problems. Thus, a negative effect size indicates positive impact. The effect size of -.0.07 (CI low: 0.164; CI high: 0.014, p value = 0.1) provides tentative evidence that the programme is associated with a very small decline in behavioural and emotional problems, as measured by the SDQ Total Difficulties Score, although certainty in this finding is undermined by the wide confidence intervals. Furthermore, while attrition has led to an achieved sample size lower than that used in the power calculations, even with no attrition the MDES was 0.21, larger than the 0.07 observed.

Table 7: Primary analysis

	Unadjusted means				Effect size		
	Intervention group		Control group				
Outcome	n (missing)	Mean (95% CI)	n (missing)	Mean (95% CI)	Total n (intervention; control)	Hedges' g (95% CI)	p-value
SDQ Total Difficulties Score	1,165(814)	11.93 (11.572; 12.287)	1,270(632)	12.76 (12.394; 13.126)	2,435(1,165;1,270)	-0.07 (-0.164; 0.014)	0.100

Secondary analysis

Table 8 displays the results for the headline ITT analysis of the secondary outcomes, the seven subscales of the Problem Behaviour Frequency Scale. Lower scores indicate a lower frequency of problem behaviour.

The first subscale analysed was Physical Aggression. An effect size of -0.03 (CI low:-0.108; CI high: 0.49, p = 0.463) was observed. Again, this is a positive result of such small magnitude as to be negligible, with wide confidence intervals and a small difference in mean values between the intervention and control groups. This outcome measure is unique among those analysed here in that when looking at simple descriptive statistics, the overall mean values for pupils in both the intervention and control groups increased over the study period, indicating that physical aggression became more commonplace during that time.

Verbal Aggression was the next secondary outcome to be analysed. Yet again, a negative effect (g = -0.07, CI low: -0.516; CI high: 0.385, p = .075) was found, along with wide confidence intervals. The third secondary outcome, Relational Aggression, produced similar results, with a negative effect (-0.07) and wide confidence intervals (-0.516; 0.382).

The fourth and fifth secondary outcome measures both relate to victimisation and as such differ from the others in that they gauge the frequency with which respondents have been the recipient of problem behaviour instead of reflecting the respondent's own behaviour. Despite this, the results follow a now familiar pattern, with very small negative effects for both Overt Victimisation (g = -0.06, CI low: -0.144; CI high: 0.026) and Relational Victimisation (g = -0.04, CI low: -0.125; CI high: 0.049).

Of the two remaining secondary outcomes, analysis of Substance Use again shows a small negative effect size with wide confidence intervals (g =-0.08, -0.167; 0.016). On the other hand, analysis of Delinquent Behaviour produces an effect size of -0.36, with upper and lower 95% confidence intervals (-0.677; -0.035) both below zero and a p value of 0.029. This result clearly stands apart from the other outcomes analysed and suggests that the programme is associated with improvements in this dimension of behaviour.

It would be reasonable to claim that the number of outcomes examined increases the possibility of discovering a positive result through chance. One approach to combating this would be to apply the Bonferroni correction, yet this is acknowledged as being highly conservative and has not been used in this case. It is nevertheless important to consider the most eye-catching result in the context of the others that have been presented. The broader pattern is for very small negative effects (representing positive impact) observed across all eight measures, but with substantial dispersion of results around sample means reducing certainty in the findings. Furthermore, the trial was not powered for these secondary outcomes, analysis of which was always intended to be exploratory. The implications of this will be discussed in greater depth later in the report.

Table 8: Secondary analysis

	Unadjusted means				Effect size		
	Intervention group		Control group				
Outcome	n (missing)	Mean (95% CI)	n (missing)	Mean (95% CI)	Total n (intervention; control)	Hedges' g (95% CI)	p-value
PBFS: Physical Aggression	1,298(681)	7.21 (7.023; 7.406)	1,428(474)	7.35 (7.154; 7.554)	2,726(1,298;1,428)	-0.03 (-0.108; 0.049)	0.463
PBFS: Verbal Aggression	1,290(689)	5.22 (5.089; 5.359)	1,432(470)	5.25 (5.120; 5.375)	2,722(1,290;1,432)	-0.07 (-0.516; 0.385)	0.775
PBFS: Relational Aggression	1,297(682)	5.87 (5.742; 5.988)	1,417(485)	5.95 (5.826; 6.069)	2,714(1,297;1,417)	-0.04 (-0.110; 0.038)	0.339
PBFS: Overt Victimisation	1,233(746)	8.48 (8.232; 8.718)	1,396(506)	8.84 (8.598; 9.081)	2,629(1,233;1,396)	-0.06 (-0.144; 0.026)	0.177
PBFS: Relational Victimisation	1,265(714)	7.24 (7.017; 7.457)	1,405(497)	7.51 (7.294; 7.734)	2,670(1,265;1,405)	-0.04 (-0.125; 0.049)	0.396
PBFS: Delinquent Behaviour	1,279(700)	5.35 (5.262; 5.445)	1,421(481)	5.5 (5.402; 5.597)	2,700(1,279;1,421)	-0.36 (-0.679; -0.037)	0.029
PBFS: Substance Use	1,261(718)	6.4 (6.295; 6.507)	1,405(497)	6.53 (6.418; 6.643)	2,666(1,261;1,405)	-0.08 (-0.167; 0.016)	0.105

Analysis in the presence of non-compliance

Table 9 provides descriptive statistics on the compliance status of participating pupils and schools. Of the 61 schools that undertook outcome testing, 32 were classed as fully compliant, having completed the intervention as intended. A further 29 schools were partly compliant, having completed the programme but with some remote or condensed delivery. All schools

that progressed as far as outcome testing completed the intervention in some form – none of them were classed as being not compliant.

Table 9: Compliance status of intervention group

Outcome	Number of pupils	Number of schools
Fully compliant	1,087	32
Partly compliant	850	29
Not compliant	0	0

It was not possible to follow the exact approach specified in the SAP as the first stage of the multilevel logit model did not converge when attempting the analysis in Stata. An instrumental variable approach to account for endogeneity of compliance was then considered. However, after running a two-stage least squares regression, the assumption of endogeneity was tested using the Wu-Hausman test and found not to be statistically significant (F statistic = .123, p = 0.73), indicating that compliance was exogenous.

With compliance seen to be exogenous, the Complier Average Causal Effect (CACE) for the primary outcome was estimated, which was calculated by dividing the ITT effect size and confidence intervals by the proportion of intervention pupils located in the 32 schools achieving full compliance, as specified by Jo et al. (2008) and Schochet and Chiang (2011). The purpose is to show how the effect size is affected by the rate of compliance to the intervention, as a measure not only of the intervention effect but also of the extent to which participants (in this case, schools) followed the intervention programme fully. Full compliance was met by 1,087 of the 1,937 pupils in intervention schools (56%). This is shown below as an equation, using the effect size for the primary outcome as the numerator. The CACE estimate is 0.125 standard deviations.

$$CACE\ estimate = \frac{ITT\ estimate}{proportion\ of\ pupils\ in\ fully\ compliant\ schools} = \frac{-0.07}{0.56} = -0.125\ sds$$

As an alternative way of examining the effect of non-compliance, Table 10 displays the analysis of the total SDQ score and the seven subscales of the Problem Behaviour Frequency Scale, where the 'compliance' variable replaces the 'allocation' variable. Instead of comparing the whole intervention and control groups, this analysis compares pupils in intervention schools that were classed as fully compliant with the programme with pupils from the control group – in other words, a variant on intervention analysis restricted to participants receiving the intervention in full. Again, lower scores indicate fewer behavioural and emotional problems.

The results follow a similar pattern to the secondary analysis discussed above in that small negative effect sizes with wide confidence intervals and small differences in mean values were observed against the total SDQ score and all seven PBFS subscales.

Analysis of SDQ scores when comparing fully compliant cases to the control group again showed a small negative effect size of -0.1 (CI low: -0.213; CI high: 0.005, p = 0.062), thus providing further tentative evidence that the programme is associated with a reduction in behavioural and emotional problems as measured by the SDQ.

The first PBFS subscale, Physical Aggression, had an effect size of -0.06 (CI low: -0.16; CI high: 0.032, p = 0.194) with relatively small differences in mean values between the 'compliant' intervention and control groups. A slightly larger effect size was observed for 'Verbal Aggression' (g = -0.31, CI low: -0.823; CI high: 0.21, p = 0.245) when compared to the secondary analysis above, but with wider confidence intervals indicating greater variation in responses. Relational Aggression (g = -0.08, CI low: -0.164; CI high: 0.001, p = 0.051) showed a small negative effect size. Results also show small negative effects for both Overt Victimisation (g = -0.09, CI low: -0.195; CI high: 0.012, p = 0.084) and Relational Victimisation (g = -0.07, CI low: -0.176; CI high: 0.037, p = 0.199).

The previous analysis of Delinquent Behaviour produced an effect size of -0.36 with both CI below zero and a p value of 0.03. This result stood apart from the other subscales, suggesting that the programme is associated with improvements in this facet of behaviour. When comparing those who are deemed to have complied with the minimum requirements of the trial against the control group, a slightly smaller effect size (g = -0.34, CI low: -0.738; CI high: 0.05, p = 0.087) was found, along with wider CIs and p value greater than 0.05. Lastly, analysis of the subscale Substance Use shows a small negative effect size with wide CIs (g = -0.08, CI low: -0.187; CI high: 0.023, p = 0.124).

Table 10: Analysis in the presence of non-compliance

	Unadjusted means				Effect size		
	Intervention group		Control group				
Outcome	n (missing)	Mean (95% CI)	n (missing)	Mean (95% CI)	Total n (intervention; control)	Hedges' g (95% CI)	p-value
SDQ	652(435)	11.77 (11.292; 12.239)	1,270(632)	12.76 (12.394; 13.126)	1,922(652;1,270)	-0.1 (-0.213; 0.005)	0.062

PBFS: Physical Aggression	737(350)	7.01 (6.773; 7.257)	1,428(474)	7.35 (7.154; 7.554)	2,165(737;1,428)	-0.06 (-0.160; 0.032)	0.194
PBFS: Verbal Aggression	730(357)	5.07 (4.901; 5.242)	1,432(470)	5.25 (5.120; 5.375)	2,162(730;1,432)	-0.31 (-0.823; 0.210)	0.245
PBFS: Relational Aggression	731(356)	5.72 (5.574; 5.870)	1,417(485)	5.95 (5.826; 6.069)	2,148(731;1,417)	-0.08 (-0.164; 0.001)	0.051
PBFS: Overt Victimisation	703(384)	8.18 (7.878; 8.475)	1,396(506)	8.84 (8.598; 9.081)	2,099(703;1,396)	-0.09 (-0.195; 0.012)	0.084
PBFS: Relational Victimisation	716(371)	6.95 (6.696; 7.211)	1,405(497)	7.51 (7.294; 7.734)	2,121(716;1,405)	-0.07 (-0.176; 0.037)	0.199
PBFS: Delinquent Behaviour	725(362)	5.37 (5.232; 5.507)	1,421(481)	5.5 (5.402; 5.597)	2,146(725;1,421)	-0.34 (-0.738; 0.050)	0.087
PBFS: Substance Use	716(371)	6.4 (6.263; 6.545)	1,405(497)	6.53 (6.418; 6.643)	2,121(716;1,405)	-0.08 (-0.187; 0.023)	0.124

Missing data analysis

Table 11 shows the results from a multilevel logistic regression model, where the outcome is a binary indicator of whether a respondent has (1) or does not have (0) missing data for the primary outcome measure. This model treats individual pupils as the unit of analysis and does not account for clustering at the school level, unlike the analyses presented above. The predictor variables are those included in the headline ITT models. Results are expressed as odds ratios.

This analysis shows that pupils are 2% more likely to have missing data for the post-intervention SDQ for every additional point scored on the pre-intervention SDQ. Readers are reminded that higher scores on this test represent a negative outcome. No other variables in the model showed a relationship with the missing outcome that was significant at the $p > .05$ level. As pupils with higher scores on the baseline SDQ (indicating responses that report higher levels of behavioural and emotional problems) were more likely to have missing outcome data, there is the possibility that the ITT results are affected by bias. Given the absence of other pupil level data, exploring this through sensitivity analysis or multiple imputation is not possible.

Table 11: Analysis of missing data

Outcome	OR	SE	p-value	95% confidence intervals	
				Lower	Upper
Pupil-centred SDQ	1.02	0.007	0.005	1.006	1.034
School-centred SDQ	1.09	0.081	0.268	0.938	1.258
Area (reference: Derbyshire North)					
Derbyshire South and West Midlands	0.47	0.246	0.149	0.169	1.311
Leicestershire and Northamptonshire	0.54	0.294	0.256	0.183	1.570
Nottingham and Lincolnshire	0.65	0.352	0.423	0.222	1.881
South Yorkshire	1.31	0.676	0.601	0.476	3.601
West Yorkshire	0.98	0.522	0.974	0.347	2.784
Cohort	0.90	0.262	0.707	0.505	1.590
Constant	0.52	0.293	0.246	0.171	1.571
School-level variance Constant	1.90	0.319		1.368	2.643

Subgroup analyses

Table 12 shows the results from two multilevel models following the same approach as for the headline ITT models, split according to delivery cohort. The outcome variable in these analyses is SDQ. The effect size is larger for Cohort B (-.09) than Cohort A (-.05). While it is noteworthy that the negative effect sizes represent a continuation of the positive trend evident in all models presented thus far, both estimates have considerable uncertainty owing

to wide confidence intervals and high p-values. Results must therefore be interpreted with great caution.

Table 12: Subgroup analysis (delivery cohort)

	Unadjusted means				Effect size		
	Intervention group		Control group				
Outcome	n (missing)	Mean (95% CI)	n (missing)	Mean (95% CI)	Total n (intervention; control)	Hedges' g (95% CI)	p-value
Cohort A	537(349)	12.3 (11.771; 12.836)	606(358)	12.82 (12.276; 13.361)	1,143(537;606)	-0.05 (-0.187; 0.090)	0.495
Cohort B	628(465)	11.61 (11.128; 12.092)	664(274)	12.71 (12.210; 13.202)	1,292(628;664)	-0.09 (-0.206; 0.016)	0.095

Additional analyses and robustness checks

Disruptions caused by COVID-19 resulted in the length of time between baseline and outcome testing varying across participants. The total number of days between baseline and outcome testing was calculated for each participant. Descriptive analysis shows there was, on average, a 163-day gap between baseline and outcome testing.

Further analysis was run to explore how the total number of days between baseline and outcome testing varied by allocation (intervention vs control), cohort (Cohort A vs Cohort B) and geographical area.

Table 13 shows that the intervention group (Mean = 172, SD = 52.4) had a 17-day longer gap between baseline and outcome testing when compared to the control group (Mean = 155, SD = 52.7), and participants in Cohort A (Mean = 219, SD = 11.3) had a 104-day longer gap between baseline and outcome testing when compared to those in Cohort B (Mean = 115, SD = 10.4), as would be expected given when recruitment and delivery took place.

When broken down by geographical area, we found that, on average, participants from West Yorkshire had the shortest number of days between baseline and outcome testing (Mean = 143, SD = 47.9), compared to Derbyshire North, which, on average, had the longest (Mean = 183, SD = 52.7).

Table 13: Descriptive analysis of time between baseline and outcome testing

	N	Mean	SD	Min	Max
Number of days between pre- and post-test	2,817	163	53.2	92	244
Allocation					
Intervention	1,336	172	52.4	190	244
Control	1,481	155	52.7	92	138
Cohort					
Cohort A	1,316	219	11.3	92	230
Cohort B	1,501	115	10.4	110	244
Geographical area					
Derbyshire North	257	183	52.7	92	237
Derbyshire South and West Midlands	647	164	56.8	94	244
Leicestershire and Northamptonshire	492	162	52.6	98	231
Nottingham and Lincolnshire	409	152	48.6	98	240
South Yorkshire	533	181	47.6	103	238
West Yorkshire	479	143	47.9	97	239

The length of time between baseline and outcome testing was included in an analysis model as a covariate to examine whether this alters the headline findings. Results are displayed in Table 14. Analysis of the total SDQ score when controlling for this showed a small negative effect size of -0.03 (CI low: -0.17; high: 0.102, p = 0.626). Small negative effect sizes with wide

confidence intervals and small differences in mean values were also observed against the seven PBFS subscales.

Physical Aggression had an effect size of -0.01 (CI low: -0.136; CI high: 0.11, p = 0.834), with similar means for both the intervention and control groups. Verbal aggression had a larger negative effect size of -0.32 (CI low: -1.019; CI high: 0.383, p = 0.374) when compared to the secondary analysis above (-0.07), but again the uncertainty around this result makes it difficult to draw firm inferences. Relational Aggression had a very small negative effect size (g = -0.01, CI low: -0.126; CI high: 0.104, p =.849). Overt Victimisation (g = -0.04, CI low: -0.177: CI high: 0.089, p = 0.516) and Relational Victimisation (g = -0.03, CI low: -0.161: CI high: 0.109, p = 0.703) followed a similar pattern. When controlling for the time elapsed between baseline and outcome testing, the effect size for Delinquent Behaviour increased slightly when compared to the secondary analysis above (g = -0.47, CI low: -0.973; CI high: 0.028, p = 0.064), again with wide confidence intervals. Finally, Substance Use had a small negative effect size of -0.13 (CI low: -0.272; CI high: 0.01, p = 0.068). While these results in some instances differ from the headline models, they all still show very little effect associated with the programme, even when controlling for the length of time between baseline and follow-up.

Table 14: Exploratory analysis models with gap between baseline and outcome test

	Unadjusted means				Effect size		
	Intervention group		Control group				
Outcome	n (missing)	Mean (95% CI)	n (missing)	Mean (95% CI)	Total n (intervention; control)	Hedges' g (95% CI)	p-value
SDQ	1,165(814)	11.93 (11.572; 12.287)	1,270(632)	12.76 (12.394; 13.126)	2,435(1,165;1,270)	-0.03 (-0.170; 0.102)	0.626
PBFS: Physical Aggression	1,298(681)	7.21 (7.023; 7.406)	1,428(474)	7.35 (7.154; 7.554)	2,726(1,298;1,428)	-0.01 (-0.136; 0.110)	0.834
PBFS: Verbal Aggression	1,290(689)	5.22 (5.089; 5.359)	1,432(470)	5.25 (5.120; 5.375)	2,722(1,290;1,432)	-0.32 (-1.019; 0.383)	0.374
PBFS: Relational Aggression	1,297(682)	5.87 (5.742; 5.988)	1,417(485)	5.95 (5.826; 6.069)	2,714(1,297;1,417)	-0.01 (-0.126; 0.104)	0.849
PBFS: Overt Victimisation	1,233(746)	8.48 (8.232; 8.718)	1,396(506)	8.84 (8.598; 9.081)	2,629(1,233;1,396)	-0.04 (-0.177; 0.089)	0.516
PBFS: Relational Victimisation	1,265(714)	7.24 (7.017; 7.457)	1,405(497)	7.51 (7.294; 7.734)	2,670(1,265;1,405)	-0.03 (-0.161; 0.109)	0.703
PBFS: Delinquent Behaviour	1,279(700)	5.35 (5.262; 5.445)	1,421(481)	5.5 (5.402; 5.597)	2,700(1,279;1,421)	-0.47 (-0.973; 0.028)	0.064
PBFS: Substance Use	1,261(718)	6.4 (6.295; 6.507)	1,405(497)	6.53 (6.418; 6.643)	2,666(1,261;1,405)	-0.13 (-0.272; 0.010)	0.068

For delivery purposes, there were two instances where more than one school was treated as a single cluster in this trial, involving rural schools with small pupil numbers that form part of the same federation. These were randomised as single schools and analysed as such in the main headline analysis, reducing the number of schools from 124 to 121, leaving an analysis sample of 115. Pupils in these amalgamated schools received the delivery at the same time and were treated as the same cluster. To examine the implications of this approach, exploratory analysis was undertaken with these schools separated into distinct clusters to check for any important differences in results. As expected, the differences between these estimates and those presented above in the headline analysis are extremely minor (see Table 15). The most noteworthy findings, that all outcomes have small negative effects that are subject to considerable uncertainty and that the PBFS subscale Delinquent Behaviour stands out as a clearer sign of positive impact associated with the intervention, still pertain with this slight variation in approach to defining clusters.

Table 15: Sensitivity analysis: combined schools treated as separate clusters

	Unadjusted means				Effect size		
	Intervention group		Control group				
Outcome	n (missing)	Mean (95% CI)	n (missing)	Mean (95% CI)	Total n (intervention; control)	Hedges' g (95% CI)	p-value
SDQ	1,165(814)	11.93 (11.572; 12.287)	1,270(632)	12.76 (12.394; 13.126)	2,435(1,165;1,270)	-0.07 (-0.161; 0.017)	0.114
PBFS: Physical Aggression	1,298(681)	7.21 (7.023; 7.406)	1,428(474)	7.35 (7.154; 7.554)	2,726(1,298;1,428)	-0.03 (-0.109; 0.050)	0.466
PBFS: Verbal Aggression	1,290(689)	5.22 (5.089; 5.359)	1,432(470)	5.25 (5.120; 5.375)	2,722(1,290;1,432)	-0.07 (-0.516; 0.382)	0.770
PBFS: Relational Aggression	1,297(682)	5.87 (5.742; 5.988)	1,417(485)	5.95 (5.826; 6.069)	2,714(1,297;1,417)	-0.04 (-0.109; 0.038)	0.348
PBFS: Overt Victimisation	1,233(746)	8.48 (8.232; 8.718)	1,396(506)	8.84 (8.598; 9.081)	2,629(1,233;1,396)	-0.06 (-0.142; 0.027)	0.183
PBFS: Relational Victimisation	1,265(714)	7.24 (7.017; 7.457)	1,405(497)	7.51 (7.294; 7.734)	2,670(1,265;1,405)	-0.04 (-0.123; 0.051)	0.414
PBFS: Delinquent Behaviour	1,279(700)	5.35 (5.262; 5.445)	1,421(481)	5.5 (5.402; 5.597)	2,700(1,279;1,421)	-0.36 (-0.677; -0.035)	0.030
PBFS: Substance Use	1,261(718)	6.4 (6.295; 6.507)	1,405(497)	6.53 (6.418; 6.643)	2,666(1,261;1,405)	-0.08 (-0.167; 0.016)	0.107

Further exploratory analysis was conducted to examine the effect of the intervention on the five subscales of the primary outcome measure – the SDQ. Each is derived from a set of five items in the SDQ questionnaire. This was not specified in the protocol or SAP but has been undertaken after studying the results presented above, which showed a pattern of very small effect sizes in the same direction, including across the seven secondary outcome measures. Looking in greater detail at the constituent elements of SDQ therefore seemed worthwhile. The same approach to item non-response has been adopted as for the previous analyses, so a case is only included if all questions comprising a given subscale have been answered.

For the first four SDQ subscales, negative effect sizes again represent improvements in emotional and behavioural problems. The exception is the prosocial subscale. The results of these additional analyses are presented in Table 16.

The SDQ Emotional Symptoms subscale had an effect size of -0.1 (CI low: -0.172; CI high: -0.023, p = 0.011), indicating that the programme is associated with improvements in emotional and behavioural problems. Similarly, the SDQ Conduct Problems subscale showed a negative effect (CI low: -0.156; CI high: -0.008, p = 0.03). With the upper and lower confidence intervals for both outcome measures below zero, there is some evidence of a positive effect in the intervention group.

The SDQ Hyperactivity/Inattention subscale also shows a negative effect (-0.06), but the confidence intervals fall either side of zero (-0.15; 0.026) which, along with the p-value (0.166), means that this estimate is subject to uncertainty. The SDQ Peer Relationship Problems subscale has a positive effect of negligible magnitude (0.01, CI low: -0.066; CI high: 0.094, p = 0.732). Finally, the SDQ Prosocial Behaviour subscale shows a positive effect (which indicates a favourable response to the intervention, unlike the other four subscales). However, the confidence intervals (CI low: -0.001; CI high: 0.165) and p-value (0.083) again indicate uncertainty over this estimate.

To summarise the exploratory analyses of the subscales forming the SDQ, there is some tentative evidence of the programme being associated with improvements in emotional and behavioural problems on specific dimensions of the primary outcome measure. These analyses were not pre-specified and as such should be treated cautiously.

Table 16: Exploratory analysis of SDQ subscales

	Unadjusted means				Effect size		
	Intervention group		Control group				
Outcome	n (missing)	Mean (95% CI)	n (missing)	Mean (95% CI)	Total n (intervention; control)	Hedges g (95% CI)	p-value
SDQ: Emotional Symptoms	1,299(680)	3.45 (3.321; 3.584)	1,433(469)	3.79 (3.660; 3.921)	2,732(1,299;1,433)	-0.10 (-0.172; -0.023)	0.011
SDQ: Conduct Problems	1,290(689)	1.97 (1.869; 2.071)	1,436(466)	2.17 (2.068; 2.267)	2,726(1,290;1,436)	-0.08 (-0.156; -0.008)	0.030
SDQ: Hyperactivity/Inattention	1,292(687)	4.17 (4.037; 4.307)	1,419(483)	4.43 (4.295; 4.567)	2,711(1,292;1,419)	-0.06 (-0.150; 0.026)	0.166

SDQ: Peer Relationship Problems	1,290(689)	2.42 (2.327; 2.521)	1,420(482)	2.38 (2.283; 2.474)	2,710(1,290;1,420)	0.01 (-0.066; 0.094)	0.732
SDQ: Prosocial Behaviour	1,295(684)	7.80 (7.699; 7.894)	1,439(463)	7.64 (7.544; 7.735)	2,734(1,295;1,439)	0.08 (-0.010; 0.165)	0.083

Estimation of effect sizes

Estimation of ICC

Table 17 shows the intra-cluster correlations for the main headline analysis models presented above. Sample size calculations were conducted only for the primary outcome variable, but ICC figures are presented here nonetheless. The ICC estimates included in the power calculations (0.168–0.217) were based on previous research (Findon et al. 2016; Yao et al. 2009) and were far higher than the observed ICC found in the current trial. It is difficult to know why this is, although one possibility is the highly unusual context. As school closures for most pupils and other lockdown restrictions resulted in young people spending more time apart from their peers, it is possible that this is related in some way to lower levels of intra-cluster clustering.

Table 17: Intra-cluster correlation

Variable	ICC (school level)	SE	95% CI high	95% CI low
SDQ (primary)	0.064	0.015	0.039	0.101
PBFS (secondary)				
Physical Aggression	0.019	0.008	0.008	0.044
Verbal Aggression	0.017	0.007	0.007	0.039
Relational Aggression	0.005	0.006	0.000	0.049
Overt Victimisation	0.022	0.009	0.010	0.046
Relational Victimisation	0.022	0.009	0.010	0.048
Delinquent Behaviour	0.009	0.007	0.002	0.040
Drug Use	0.025	0.009	0.012	0.051

Implementation and Process Evaluation Results

In this section, we present the findings from the implementation and process evaluation, drawing on the research methods summarised in Table 3. The sections are structured around the research questions and thematically cover the topics explored with IPE participants, namely programme delivery, programme content, programme impact and issues about programme tailoring and fidelity.

1. What are the key factors that influence successful delivery of the DARE25 programme?

Key points:

- **DARE25 was mostly thought to be a well-designed and comprehensive programme, with a standardised package of resources that can be used in different locations.**
- **The specialist skills and experience of the DARE Officers and the general 'novelty' of an external visitor were thought to support successful DARE25 delivery (for example, through confidently responding to and/or facilitating appropriate pupil discussion).**
- **The support and allocation of dedicated time from engaged members of school staff in joint working with DARE Officers was felt to improve the effectiveness of the programme.**

In this section, we explore whether the DARE25 programme was perceived to be delivered successfully within schools, starting with participant understandings of the programme and its purpose. Next, we discuss the delivery model whereby DARE Officers attended schools as external visitors to deliver DARE25 content to pupils in class. Following this, we explore the level of engagement of school staff with the programme. Lastly, we consider the perceived effectiveness of individual DARE Officers, along with implications for the success of delivery. Data are drawn from the different elements of the IPE, and each quote is labelled accordingly.

UNDERSTANDINGS OF DARE25 AND ITS PURPOSE

Most school-based staff identified that the core of what DARE25 sought to achieve was a combination of awareness raising, knowledge exchange and skill development. This was in order to equip young people to make more fully informed choices in relation to several experienced or hypothetical scenarios. This combination of knowledge and skills is the basis for the programme's logic model, specifically the within evaluation pupil outcomes.

> 'I think essentially it's giving young people the tools and the information to be able to make the best decision they can in given circumstances and have the confidence to ask for help if things are too difficult for them.' (DARE Officer 3)

> ‘I would say it’s seeking to give the children the knowledge and the skills to be able to make safe choices.’ (Headteacher, School 2)

Based on interviews with a range of DARE25 and school staff, it was quickly apparent that DARE Officers had been provided with a very specific brief to ensure that full coverage of the programme was undertaken (as described in more detail in the Introduction); we found no evidence to suggest this did not happen in any school. This attests to the importance the delivery lead places on systematically covering each module in full, in a particular order, to fully maximise the benefits of the programme. This approach does, however, limit its flexibility, as discussed further below.

On a related note, when interviewed, the delivery lead said that only when there was adequate evidence of attendance and engagement via pupil workbooks would pupils be permitted to ‘graduate’ and receive certification with the DARE25 brand attached to it. Ultimately, this came down to protecting the integrity of programme.

> ‘There’s a small number of pupils each year that don’t graduate. And it seems harsh, and we try to avoid that… We have some difficult conversations with our DARE Officers who, with all the best will in the world, want to have every child graduate and succeed, and of course we do. But there is a standard that we also expect to be achieved through the programme.’ (Project Lead/CEO interview)

The above comment related to the DARE25 programme as a whole, and this approach became more complex to operationalise during the pandemic, but in general, the Project Lead explained that the vast majority of pupils do pass as they attend sufficient lessons and demonstrate enough learning (in their workbooks) to do so.

As the evidence strongly indicates full engagement with all the lessons delivered in a largely prescribed way (more on this in the fidelity section), attention now turns to other explanatory variables that may have influenced the extent to which delivery was perceived to be successful.

DARE Officers as specialist external visitors

DARE25 staff discussed several factors perceived as key to DARE25 delivery, including the fact that DARE Officers were external to the school and therefore able to offer an added degree of novelty and/or credibility:

> 'The kids like somebody different going in from the teacher…It kind of adds a little bit of credibility to it, I think… it draws them in.' (DARE Officer 3)

One DARE Officer even said they felt 'like a celebrity' because the pupils were so excited to see them, as an external visitor (DARE Officer 5). School staff thought that external visitors were particularly helpful when a school staff body was female dominated. That is, male DARE Officers were perceived as having more 'powerful', or relatable, input for male pupils who were more used to being taught only by female school staff members.

The majority of teachers tended to respect and welcome the input of external DARE Officers, who were often viewed as having more subject-specific expertise. This was particularly the case in settings where there had been a tendency to deprioritise non-core subjects such as Personal, Social, Health and Economic Education (PSHE) as a result of 'curriculum creep' and the added burden of lost learning through COVID-19-related lockdowns. In this context, some specifically felt it was valuable to work with an external subject specialist to signal the importance of the subject areas being discussed.

> 'We're saying this person is an expert, and that it's worth putting an expert in for, which again gives it [the subject] that greater importance.' (Teacher, Interview 6)

There was generally agreement among teaching staff that the DARE Officers were able to bring a subject specific expertise to the topic areas that they themselves just simply did not possess.

> '[They're] quite tricky subjects, so actually if you've got more of a professional that has more of an understanding, it's probably better for them to go through it… It wouldn't have been something that I would have felt comfortable talking to the children about.' (Teacher, Interview 7)

Although most teachers felt capable of being able to deliver the resources, there was broad consensus they would lack the confidence, authority and specific knowledge, especially in relation to drugs and knife crime, to do so as effectively. Having an external, accredited expert provided additional credibility and reassurance to individual pupils that any questions would be met with a thoughtful and confident response. Teachers also felt that the DARE Officers were better placed to steer and/or facilitate group discussions that emerged from pupils' own disclosures, reflections or disagreements with each other over sensitive themes.

> ‘If it’s coming from someone who is extremely knowledgeable, it prompts the children to delve a little bit deeper and ask questions that they wouldn’t have normally asked. They would have stopped based on my lack of knowledge, whereas with X, they’ve gone a lot deeper. She’s done a far better job than I could have done.’ (Teacher, Interview 8)

Pupils also generally felt it was better to have delivery from an external DARE Officer than their classroom teacher. They provided a variety of reasons, including that DARE Officers were perceived to know more about the topic and have more direct experience or specialist training with the matters being discussed. One pupil also suggested that:

> ‘Teachers are just going to say what they’ve been told to say – they’re not someone that’s actually from that organisation that has experience and had situations where they, like, had to deal with that’ (Pupil, School 11)

This quote perhaps reflects pupil perceptions of their teachers just as much as it reveals their views of the DARE Officers, but it nevertheless demonstrates how delivering the intervention through external visitors can command a degree of authority because of their previous lived experience (that teachers were perceived to not have).

Although the majority of pupils were complimentary about the DARE Officers they had experience of, some did say that, at first, having a new person teaching their class was a bit ‘weird’ or ‘scary’. In some cases, this was simply because external visitors had become far rarer across the pandemic period, which also contained two lengthy spells of school closures for most pupils during which contact with other adults was likely to have declined dramatically. However, pupils seemed to overcome initial wariness, in some instances attributing this to the specific DARE Officer in question.

> ‘At first, it was kind of scary because we didn’t know the person, but then after a couple of lessons, our DARE Officer was quite fun and making activities fun.’ (Pupil, School 5)

Although there was no evidence that this view was widespread, one school staff participant explicitly referred to the former link between DARE programme delivery and police officers. They expressed some disappointment that this aspect had changed because they were thought to carry more ‘weight’ with pupils:

> ‘What we always thought was good about [the previous version of] DARE was… it was a police officer… and that had quite a lot of weight with our children… [but that] just sort of changed.’ (Teacher, Interview 1)

These remarks should be considered alongside the fact that among the current delivery personnel are former police officers, along with those from other occupational backgrounds related to programme content (such as teachers and health, social and youth workers). Some pupils were aware when they had a DARE Officer who had previously served in the police. Responses to this were generally positive, in some cases because of the relevant experience provided by such a career, and in other cases because of the effectiveness of the individual in question:

> 'When they said they were a retired police officer, I was a bit, not worried as such, but wondering because I didn't really want to know about bad things, but they explained it really well, and [he or she] was a really nice person.' (Pupil, School 4)

> 'It's better to have someone who's experienced in stuff like this because they were a police officer, so they knew about the dangers and what people do, what's bad for you.' (Pupil, School 2)

Overall evidence gathered through the fieldwork suggested that delivery in school through external visitors was a successful approach.

Teacher engagement before and during DARE25

DARE25 staff acknowledged that linkages between the intervention and the school curriculum differ between schools. This was dependent to some extent on the level of engagement of school staff with the programme (with school engagement noted as an intermediate output within the logic model). That is, it was felt harder for school staff to draw out links to DARE25 in other aspects of schoolwork if they were less aware of DARE25 content themselves. According to DARE Officers, school staff engagement was subject to variation, with some teachers actively contributing during the intervention sessions with encouragement for pupils to draw connections with other schoolwork, and others using the presence of another adult as an opportunity to do something else:

> 'Some teachers will sit at the back of the class and just do the marking and not participate, and therefore they will find it quite difficult to make the links across because they're not paying attention and they're not actually listening to what's going on… but where they are actively in the class, then that's where it's most effective.' (Project Lead/CEO interview)

For a number of reasons, DARE25 and many school staff members deemed it important that school staff stayed in the classroom with DARE Officers. These reasons mainly centred on the teacher having greater knowledge and understanding of their own pupils. First, it was considered crucial for teachers to engage to support behaviour management, as DARE Officers have no formal disciplinary powers over pupils owing to their status as external visitors and usually do not have specific pedagogic expertise. Second, it would be difficult for DARE Officers to fully grasp the educational level at which the pupils are working giving their

limited time together, so teacher awareness of their ability remains vital during the sessions. The following quote illustrates this through an example of how an attentive teacher supported a DARE Officer to understand the needs of the pupils in that class:

> 'In the first lesson, quite early on, they'd said to the children, "I want you to read this page, and then we're going to talk about it". I just looked around the room… and I thought, "Oh my, no no no, that's not going to work". I interjected and said, "I'll read that"… and they were fine with it… At the end of that lesson, I explained about the children, and some of them struggle to read… so they took that on board and they either read it themself or they asked for volunteers.' (Teacher, Interview 1)

This shows that such support from teachers was fruitful when the DARE Officer was open to hearing feedback and being flexible in their delivery. Our fieldwork revealed these sorts of examples of positive interactions between school staff and DARE Officers (which was a programme intention, enshrined in the MOU). It was also said (by DARE Officers and school staff) to be important for school staff to be in the room to help navigate any emergent disclosures or child protection issues, and often just a glance from a DARE Officer to a teacher could avoid the need to stop a lesson (i.e. a teacher could relay to a DARE Officer that they were aware of an issue, and the DARE Officer need not take it any further). Related to this, it was important to have these kinds of processes set up in advance, and school staff members therefore stressed the importance of the DARE Officer understanding pupil needs prior to delivery. Where this had not been put in place, a lack of flexibility in delivery tended to impact on whether or the degree to which delivery was tailored to meet particular pupil's needs. Where time was not factored in sufficiently in advance, there was a sense that this acted as a barrier to the effective delivery of the programme.

> 'I've a got a couple of children with autism, and I've got a couple of children who've got quite significant behaviour needs… If we were to do the programme again, it would be nice to have a longer conversation beforehand about specific children and specific children's needs… It did seem a bit in the first few lessons that [the DARE Officer] had been thrown in the deep end… not knowing which children were which and who you could speak to in a certain way and that sort of thing.' (Teacher, School 10)

Where time was lacking for teachers and DARE Officers to 'catch up' informally (e.g. before class), this could result in a lack of 'rapport' between class teacher and DARE25 deliverer. If this familiarity, or basis for relationship, was lacking, this was felt to limit how much a school staff member could engage with, or support, DARE25 delivery:

> 'It was always such a whirlwind. We had to have it at 8.45 first thing on a Monday morning, for some reason. That's when school starts, but the rep would turn up at exactly that time. There wouldn't be the five minutes before to have a chat or the five minutes after to have a chat because they had to race off to their next school. You

didn't get that time to have a chat. We didn't really get much of a rapport… Because it started straight after Easter… I was planning to meet up with them over Easter, but that got cancelled, and then it was like the day before, and I was like, "Well, I still don't know anything about this".' (Teacher, School 11)

Our interviews suggested that where school staff were fully on board with the programme, benefits to pupils were maximised, and it is important to have time for DARE Officers to connect with schools in advance of programme delivery to ensure that any particularly sensitive areas for pupils are known. Where this preparation and/or in-class support was not so strong, DARE25 was criticised for not taking enough account of different learning levels:

'It's delivered across the board for everybody being able to access the same amount of learning, whereas specifically in that cohort, we have got various children with extra needs. I sometimes felt that wasn't quite taken into account… Some of them obviously had a problem… they couldn't cope with the pace of the delivery… They couldn't actually process the information before [the DARE Officer] moved on to the next thing.' (Teacher, School 2)

As discussed earlier, such issues could be alleviated through flexibility on the part of the DARE Officer and support from teachers, although both would require an element of individual initiative.

Effectiveness of the DARE Officer

While much of the above discussion has been about DARE25 as a whole, there were also comments about individual DARE Officers, which suggests there is some variability. Perhaps not surprisingly, the experience of the DARE Officer was perceived to have an impact on the success of the programme. While many of our participants (both pupils and school staff) described DARE Officers they had experience of in positive terms, some felt that the DARE Officer they met had been less experienced:

'Their pace was a bit slow; they spent too long on certain concepts where the kids had either understood it or got bored, and they should have moved on. But I don't think there are elements of the programme itself, I think perhaps just [their] inexperience of delivering the programme. I can see that if it was delivered… [by] somebody a little bit more experienced, then it would have felt more effective.' (Teacher, Interview 3)

This teacher also felt that if the programme had been co-delivered by a DARE Officer and an existing teacher, this would have (at least partly) overcome these issues. This indicates that they felt familiarity with school pupils was one aspect of successful delivery and something that this DARE Officer had lacked. This contrasts with suggestions that the 'novelty' of external visitors, and thus their unfamiliarity to pupils, could also be valuable.

One school staff member was quite critical of one of the DARE Officers' delivery of the programme, which he contrasted with a different DARE Officer who had provided cover for one lesson, asserting that you 'can't beat experience and you can't beat life experience'. The teacher suggested that a lack of flexibility and tailoring could impact on pupil engagement. Conversely, when delivery was tailored to the pupils, this was thought to increase pupil participation:

> 'It was very much, "This is my script, and I'm going to do my script". The children got to the point where they didn't really want to answer [the DARE Officer's] questions… [but] it was, "This is my script, you should be able to answer my question because it's on my script. Oh no, two minutes is up… I've got to go onto the next bit". There was no tailoring to the children's abilities or needs… They'd get frustrated when I wasn't in the room, but I still had my [younger pupils] to sort out. Then, if I was in the room, they'd get frustrated with me chipping in and trying to help… it was very obvious that it wasn't welcome… The last [session] we just did yesterday. It was a different rep, and the children were so much more talkative and so much more involved in it because of the way it was delivered, and [the DARE Officer] seemed to understand that they needed to tailor it more to the children and change things around a bit, and they [the pupils] seemed to get a lot more out of this session… You've got to roll with the punches, you've got to adapt yourself, teaching different groups… I kept looking at the materials feeling quite frustrated – this is good stuff, but we're not getting out of it what the children need to get out of it.' (Teacher, School 11)

While the above comments allude to a possible lack of experience or confidence on the part of the DARE Officer, the need to adhere to the prescribed programme was also a perceived challenge in some other schools, hence the need to follow 'the script':

> 'This time, and it's difficult to know whether that was a deliberate decision or whether it was just the [person] delivering it… it felt more scripted… [The person] was like, "This is the script, this is what I've got to deliver"… Sometimes I felt, knowing the children, that it might have been better to start and unpick something a little bit more… [but] it felt like [they were] sticking to the script.' (Teacher, Interview 1)

A tendency to closely follow a 'script' or planned lesson may also be problematic when this interrupts the natural flow of delivery, as one teacher felt was the case in a few of the lessons.

IMPACT OF COVID-19

A particular issue that affected some schools' ability to build on DARE25 delivery concerned the COVID-19 pandemic. This is not related to the programme as such but to how it needed to be adapted in the circumstances, for instance due to staff illness, partial school closures, 'burst' bubbles leading to lessons having to be combined or the final graduation session not being able to involve parents. While these issues mostly influenced the logistics of delivery,

they did so in different ways. For example, schools had restrictions on pupil movements and interactions within the classroom, which would prevent some of the usual discussions or role-playing exercises from taking place. As these would be considered key components of the sessions, delivery was clearly affected by the circumstances in which it took place. The delivery organisation cited challenges occurring related to the pandemic:

> 'It was all a bit tricky because when we went back in September, there were all sorts of rules and things with regard to risk assessment this year, so the children were sat in rows… and the DARE Officer did say to me things like, "Well, in this activity, this is what I'd like to do", and I had to say, "No, you can't do that"… We were very limited to a sit-down situation because of the risk assessment.' (Teacher, Interview 1)

> 'Logistically, because they missed some delivery and had to cut short the lessons, partner talk was kept to a minimum, and there was no role play.' (Teacher, Interview 8)

Despite these challenges, DARE Officers praised pupils' resilience.

> 'It just amazes me that the kids are so mature and resilient about it all.' (DARE Officer 3)

As one DARE25 staff member explained, 'flexibility is the name of the game', and schools and DARE25 staff seem to have coped with the knock-on effects of the pandemic admirably. There was variation at school level, but the most common adaptations related to reducing role play and movement within class and restrictions related to the movement of the DARE25 workbooks. When some schools had experienced both online and in-person DARE25 delivery, the face-to-face version was always preferred, largely because of technical issues with online delivery:

> 'It [online delivery] obviously didn't go as smoothly as having her in school. There were technical issues for a start. We lost connection two or three times, which isn't helpful because obviously she was in the middle of going through something or explaining something, and then you lose connection, and the kids get all a bit excited, don't they, when something like that happens, and lost the thread a little bit. So then it was difficult because we couldn't get the full session in because we were dipping in and out of connection… It couldn't have been helped, that was how it was, but it wasn't an ideal way to be delivering the programme… It was much, much better when she was in the classroom.' (Teacher, Interview 2)

While the pandemic required some in-school adaptation, other related issues were expected to have a more serious influence on the likelihood of future DARE25 delivery (beyond this trial). Though school budgetary constraints can be a general issue, this teacher identified the knock-on impact of the pandemic on their future financial situation:

> ‘We have this great national pandemic, and we’ve got two teachers in school shielding who we get no supply costs for, so any money that was in the budget for anything is now effectively paying for two teachers – well, four teachers, the two that have got to stay at home and the two that we have to employ to cover them… I suspect that next year will be really tight.’ (Teacher, Interview 1)

Most schools chose not to allow pupil workbooks to go back and forth between school and home, which could have limited engagement from parents. A minority also saw the DARE Officer’s face mask as a barrier to delivery, although this was clearly an issue arising solely from the circumstances at the time. Aside from the pandemic, there were also some wider calls for more parental involvement, which would support one of the logic model’s intermediate outputs (parental/care support). This extract from a school staff member presents one suggestion of how this could be achieved:

‘I think maybe if there was some sort of parent PowerPoint or parent presentation that could be sent to parents, a video clip that showed them some of the issues and this is how we’re going to go through with the children – the sort of the thing just to engage the parents a bit better. Whether it was like an assembly or a parents meeting that I could deliver to the parents, or anything that just engages them a bit more and maybe has a list of, well, these are the questions you might want to talk to the children about as a follow-up, or these are the sorts of questions children might come home with… something a bit more that parents could engage with.’ (Teacher, School 11)

However, the delivery lead emphasised that the programme could accommodate parents to meet with the DARE Officer, see the resources and ask questions. In addition, it was stated that a parental FAQ document and accompanying video (developed during the pandemic) was available to share with parents, yet these optional features were not raised through any of the evaluation data collected. Given the challenging circumstances for schools and parents throughout the pandemic, this is not necessarily surprising.

2. What are the perceptions of pupils, teachers and deliverers about the effectiveness and appropriateness of the programme?

Key points:

- **While most feedback on DARE25 was complimentary, there was some variety on how the content and 'pitch' suited individual schools, with this greatly influenced by the contextual factors the schools faced (as acknowledged in the logic model).**
- **For some schools, DARE25 was perceived to be 'tame', while others felt it to be 'hard-hitting'. However, most schools felt that DARE25 was pitched correctly.**
- **Most staff felt that the interactive nature of DARE25 delivery was beneficial to pupils.**
- **Sensitivity and ensuring a neutral tone to delivery was something school staff particularly welcomed.**
- **More experienced DARE Officers were able to bring a strong 'valued added' to the programme, reflected in their confidence and skill in responding to pupil queries and ability to facilitate wider discussion.**

This section looks at how the intervention was perceived by school pupils, teachers and delivery personnel. To begin, the content of the programme is considered along with the level at which it was pitched. This is followed by a discussion of programme input (activities and resources). The section concludes by looking at the perceived impact of the programme, as reported by IPE participants.

DARE25 CONTENT AND 'PITCH'

For the most part, school staff expressed satisfaction about the breadth of issues covered and felt that the programme's alignment to the PSHE curriculum was fit for purpose. In addition, they identified that the content was meeting pupil need by addressing issues pertinent to the local area that they lived in:

> 'It ticks a lot of things in the curriculum, as well as obviously our local community, and [is] ticking a lot of things in the issues that we're facing at the minute. Also, it ticks off a lot of things on the PSHE curriculum. It helps us cover those areas of the curriculum.' (Teacher, School 3)

Others, familiar with previous iterations of the DARE programme and/or their existing curriculum resources, welcomed DARE25's attempt to address contemporary topics likely to be most pertinent to young people today. For example, one teacher highlighted that it was 'refreshing' to have less emphasis on cocaine and heroin so that the pupils were learning about issues they might more likely face in future: 'Now, it concentrates on the ones in particular that teenagers tend to gravitate to. I thought that was a lot more relevant and appropriate to the age group.'

However, there were contrasting views about how the content of DARE25 was 'pitched'. Some of these discussions highlighted divergent views on whether pupils who do not face the issues DARE25 covers, such as drug use or knife crime, require more (because they are more

'sheltered') or less (because it is seen as less 'relevant' to them) input. These differences of opinion are exemplified in the following paired interview with school staff in one school:

> Teacher A: 'I wouldn't say we have children who are at risk of falling into any of the areas covered in DARE, so in lots of ways, in the nicest possible way, it was a bit pointless doing it with our kids in many ways because I doubt we are the key demographic that it's generally aimed at.'
>
> Teacher B: 'I'd almost say the opposite. Not to put you down, but I'd say generally, and obviously we get some anomalies, I perceive our children to be relatively un-streetwise… relatively closeted and relatively naïve to the big wide world… actually, what was particularly pertinent for lots of our children was that this exists out there, you're going to encounter these things, opening their eyes to it a little bit.' (Teacher, Interview 3)

There was clearly variation in local contexts between schools, which suggests that the DARE25 programme is justified in tackling a variety of issues across different schools. As this extract shows, for instance, some schools are in locations where particular drugs are more prevalent but knife crime is less of an issue, whereas other schools face knife crime in the local area but less drug use:

> 'It was quite interesting… how you could see from [some] schools that the drugs you were talking about were very familiar, and they had street names that they'd heard of, but the whole idea of knives was alien to them and wasn't something that they'd come across. Whereas you could go to another school, and they weren't so up with the drugs stuff, but they knew about knives, so every school was slightly different.' (DARE Officer 6)

In another school, a staff member also identified varying levels of knowledge but stressed that there is a need for this kind of work across the board in order to challenge any potential misinformation, for instance about drugs or alcohol:

> 'It's something that children within my Year 6 class have a lot of knowledge of, probably too much knowledge than they should have at that particular age. They are exposed to it on a daily basis in many ways, in many households. That's not for all of the children within that class – some children are still very naïve to such issues, but it has been a very good programme for them because there's lots of gossip that goes on in the streets, and they see things that they shouldn't see.' (Teacher, School 10)

Some DARE25 staff members also suggested that it is not advisable for schools or anyone else to make assumptions about who needs DARE25 input based on the geographical location of the school. This is not to suggest that the delivery organisation did make any assumptions, and indeed DARE25 was made available to a variety of schools/locations, but that some DARE25 staff thought there was a potential for assumptions to be made (within wider society)

by or about schools, for example that inner-city schools may face more of the topics DARE25 covers (and conversely rural schools less). These staff stressed that it was important for DARE25 to be delivered to a range of schools:

> ‘Perhaps they might be exposed a little bit more… in some of the city schools, but I think there’s still areas of it [DARE25] that fit to what they need to know about in all schools really.’ (DARE Officer 2)

> ‘It surprises me how much kids of that age actually know, even though you would make the assumption because they live out in the sticks, for want of a better phrase, they’re not going to be aware. But then they’ve all got access to social media… I think it’s quite relevant to them even though you think it wouldn’t be.’ (DARE Officer 3)

These discussions link to how ‘relevance’ or ‘need’ is judged, with some school staff suggesting that more tailoring could be helpful (see also the discussion of fidelity below):

> ‘I think in terms of our local community, that [knife crime] is not something that they will come across in terms of their day-to-day life.’ (Teacher, School 1)

Although the content of DARE25 is designed to be standardised, the ‘tone’ in which DARE Officers interpreted or used to relay this did seem to vary somewhat. This suggests that the delivery of such a standardised programme (for instance in the examples given in class) can still change how a programme is implemented and thus received. To illustrate, DARE Officers can thus create an overall ‘tone’ or message, regardless of the fact that they are using the same materials, that can lean towards either ‘don’t do drugs’, or in comparison, focus more on making helpful choices:

> ‘From my point of view, it was very, “Drugs, don’t do it” kind of thing.’ (DARE Officer 5)

> ‘The whole essence of it is to have them be able to make good choices… There’s no point in telling somebody just to say no to something, so we try to give them the information so they can back up their reasons and the skills to make those choices and put it into practice.’ (DARE Officer 2)

> ‘We don’t say things are good and bad [or] it’s helpful and harmful. I think that’s quite important as well, that we don’t want the kids to feel guilty in any way, for themselves or for a loved one, for doing something.’ (DARE Officer 4)

One teacher discussed a perceived disconnect between the DARE25 materials and delivery. While they thought the former were well designed and aimed to introduce discussions around these issues, they felt the delivery in class leaned more towards shock and fear, which was a cause for concern, particularly for their SEN pupils or pupils who may have been exposed to certain incidents in their community or through past episodes with loved ones.

> ‘When the sessions were delivered… I felt that we took the scare factor of some of these things up to 11… At times, I had children who are listening to… some of the extreme things that happen with alcohol, which are almost close to urban legend, “Oh my goodness, you could fall asleep and choke and vomit”. I’ve got children looking petrified because they’re like, “Well, my mum has two glasses of wine on a Saturday”.’ (Teacher, School 1)

> ‘Talking about drugs and things… talking about [people] being quite “zombified”, I believe was the term, is something that I don’t feel comfortable talking about… the over-hyping of these problems… the harshness.’ (Teacher, Interview 1)

Some staff therefore had misgivings about the perceived demonisation of drinking alcohol or ever taking drugs, and for them a more neutral tone was associated with successful delivery as opposed to being overly authoritarian or moralistic. However, this viewpoint was not shared by everyone, with many highlighting how DARE25 had been sensitively pitched in order not to frighten children:

> ‘It’s a fine balance between frightening children who know nothing and probably don’t need to know it at the time but, for the children that do know it, making sure that what they know is correct… but I feel DARE is sensitive to that, and it gives you the facts but it’s not sensationalist or anything.’ (Teacher, Interview 1)

This once again illustrates that the same resources can be presented or used in nuanced ways – for example, so that information on drugs was not presented in a ‘heavy’ way to a particular group of pupils:

> ‘I think X gauged very well that our children weren’t streetwise at all… It was very gentle; it wasn’t scary, and he didn’t have to be heavy with it because that’s not the sort of kids that we’ve got at our school… I think he judged that just right.’ (Teacher, School 13)

The following teacher also emphasised how a DARE Officer was able to adapt their delivery within lessons as issues emerged. This in turn helped to avoid any pupils feeling uncomfortable about the content and/or provide further details when they were required:

> ‘We’ve got one lad whose mum had a few issues with alcoholism, so we talked about that. A small tweak there, and we were just more aware of that child during the lesson. To be honest, X adapted during the lesson to what the children were saying and their needs rather than beforehand adapting it. Adapting it as the lesson went on, which I’d sooner see… rather than just ploughing on with something, he’s actually gone right well we need a bit more information on that or we need to look at that in a little bit more length of time.’ (Teacher, School 1)

In contrast, other staff members regarded DARE25 as somewhat 'tame'. This was thought to relate to a lack of enough new knowledge for some pupils but also a lack of enough 'hard-hitting' content for others:

> 'It has been quite tame for some of them, their knowledge was already at the level that the DARE programme has delivered… so it's more a sort of recap and making them re-aware of issues… I'm not sure that there's necessarily been a huge amount of new learning for some of the children.' (Teacher, School 10)

> 'Some of our children are very, very streetwise and a little bit older than maybe a Year 6 class in a more suburban area, so I would have liked to almost – this sounds terrible – not frighten them a bit more, but… I think it could just maybe do with being slightly more hard-hitting in areas. I don't think the children were then terrified of drugs. Not that I want them to be terrified, but do you see what I mean? …I just think there could be a more realistic – not a soft picture of it, "No, seriously, you need to stay away".' (Teacher, Interview 6)

The fact that some schools found the programme 'tame' (above) and others 'shocking' (below) emphasises the extent to which schools are operating in different contexts, and it was very clear that the schools involved in DARE25 varied considerably in terms of geographical location, socioeconomic deprivation, diversity of ethnicity and nationality. Some participants, both school staff and DARE Officers, therefore wanted or felt the need to 'temper' the programme so as not to unduly distress pupils:

> 'There was definitely some jaw-dropping moments, and some real shock that people actually died from using this stuff [helium]; I think that really shocked them.' (Teacher, Interview 7)

> 'The reading matter in the book, in their DARE book, it can be quite stark. I think they make the connection between what's written in the book and what might be going on with family members… You want them to be aware, but then you don't want them to go away and be worried. Quite often, you'll get, "Oh, my mum smokes, what can I say to try and get them to stop?"… so it's just tempering it a little bit.' (DARE Officer 3)

Pupil diversity was a factor explicitly raised by only a minority of staff we spoke to, who drew attention to the need for the programme to engage specific pupil groups who may lack confidence or communication skills:

> 'What I'm not sure is how much consideration is given to cultural influences in developing the programme… Some of our girls are reluctant to speak up. That can be a bit of a cultural thing… to do with their confidence and… community-wise, they don't

> tend to speak up… so that is something that is a barrier for them to be able to do it, but this can only help is what I thought.' (Headteacher, School 2)

A practical – and somewhat related – issue connected to content that we observed, both in data gathered from IPE participants and in our own lesson observations, is that DARE25 is an ambitious programme in what it tries to cover in the time it has available. In some instances, this can result in lessons feeling 'rushed', with less time for discussion and/or tailoring to individual classes. Several DARE Officers were aware of this challenge:

> 'I have to talk really fast when I'm doing it sometimes.' (DARE Officer 5)

> 'There was an awful lot of content; there's a lot there to get through.' (DARE Officer 6)

> 'Time is probably the biggest challenge that we have. There's a lot to cover.' (DARE Officer 4)

As these school staff members observed, there is a balance between, for example, covering the programme content and responding to pupil questions:

> 'I think the questioning and the children's own discussions [have] led to a more in-depth discussion… If the questions are asked, [the DARE Officer] will try their best to answer them. If the discussion goes off track, they are quite time-conscious sometimes. They'll say, "Oh we've gone off track", whereas actually if we'd veered in that direction, we could have got some quite good conversations going, so it's sort of the limbo between spending too much time talking about something and sticking to what's on [the] programme sheet.' (Teacher, School 10)

> 'The feedback that I've got from the children in my class is that they were very much talked at; it was very much like… they weren't necessarily given the chance to answer things. But then if they did answer – they have got a tendency, our children, to go off on some things, so if there's a subject that came up that they got chatting about, and they wanted to carry on or they wanted to go in a different direction, they were very much put off, and it was like, "No, this is what we're talking about", sort of stopped in their tracks. […] So it was very rigid, I think that was it. And I get the time constraints. There was a lot to fit in and stuff like that, but it was probably just a bit too rigid if they're not allowed to explore things a little bit more.' (PSHE Lead, School 1)

These issues about tailoring relate to programme fidelity, to which we return further below. In terms of discussing the content of the programme, some IPE participants (DARE25 staff, school staff and pupils) highlighted aspects that seemed to particularly interest or concern pupils:

> ‘The one [topic] that they seem to be more interested in is smoking and vaping because I think quite a few of their parents or grandparents or relatives smoke… so there’s quite a lot of interest in that.’ (DARE Officer 3)

> ‘Beforehand, they’d kind of mentioned the use of social media and peer pressure, so I think they were really pleased that that was being discussed.’ (Teacher, School 12)

> ‘It was interesting to see what sort of types of knives are illegal and legal, and the fact about the people that carry knives are more likely to hurt themselves than hurt others – I thought that was quite shocking.’ (Pupil, School 14)

Overall, however, it was knives and drugs that were the subject areas most often mentioned by our IPE participants. In more than one school, staff also identified that they felt social media-related content could be expanded in future:

> ‘Social media could have been done in more detail as children were particularly using it more during lockdown, so it is more of an issue in school.’ (Teacher, Interview 8)

In one school, pupils also suggested that there could be more content on hate crime. Overall though, school staff suggested they tended to value the more specialist knowledge-specific content as opposed to the more general ‘soft skill’ focus such as communication skills, which they often felt more equipped to address themselves.

PROGRAMME ACTIVITIES, RESOURCES AND IMPACT ON PUPIL ENGAGEMENT

This section addresses the delivery of DARE25 and how it was received, linking to the logic model inputs of programme activities and resources. A benefit of DARE25 that was identified was the length of the programme set out in the logic model (10 lessons followed by a graduation ceremony). The consistency of the DARE Officer in each school was also identified as a positive factor:

> ‘I just think being able to go in weekly and… actually getting to know the pupils, them getting to know you, building up a relationship – I think that works really well. And I think it’s quite a rarity. I can’t think of many other things where they get to see somebody as often delivering those kinds of issues.’ (DARE Officer 2)

From a staff perspective, this longer period of time with input from an external deliverer aided continuity and enabled the pupils to develop a ‘bond’ with the DARE Officer:

> ‘For those quieter children, sometimes it might take two or three weeks to get them out of their shell a little bit. It [the longer period of delivery] gave them that voice and confidence to ask those questions.’ (Teacher, School 14)

Similarly, a teacher explained that the fact that DARE25 was seen as a qualification was engaging and extrinsically motivating to pupils:

> ‘DARE is unique…[in] the fact that the children feel like they’re qualifying in something as well, so they’re working towards getting an award, which is ultimately something that the children can be really proud of.’ (Teacher, School 2)

However, not all school staff felt that their pupils were engaged with the programme, and pupil engagement is important to consider because another intermediate output included in the logic model relates to pupils’ attendance and involvement in lessons. In part, this engagement was thought to relate to how ‘new’ or relevant the delivery and resources were perceived to be to pupils:

> ‘Normally, when we do something that kids enjoy, they’ll come out telling you about it… [but] none of them have come and said, “Oh, in the DARE lesson I did this, it was really good”, so whether they took much from it, I don’t know… They don’t really mention it… they haven’t brought anything up, and I haven’t heard anybody say anything… Maybe our kids are just not as engaged in it.’ (Teacher, School 10)

> ‘I spoke to the class about it… Their response was a kind of “meh”… bits of it are interesting, but there were bits as well that were a bit boring… Either they already knew it or they didn’t have any idea about it and nothing to hang it on.’ (Teacher, Interview 3)

This perspective was not very widespread, however, and DARE Officers and school staff elsewhere reflected on how much pupils they had taught had seemed to enjoy the programme. Factors that were felt to aid engagement and/or enjoyment, as illustrated below, included being given information that made pupils feel more responsible or mature and the engaging delivery of the DARE Officer:

> ‘It was fantastic… The children really engaged well… I think it made them feel more responsible and more mature because they felt that they were trusted with this information, and they feel more prepared for the next step or what they might face… I’d recommend it to anybody. I thought it was great.’ (Teacher, School 12)

> ‘The children liked her [the DARE Officer], and she was engaging, and when she talked, she talked with great intonation and with experience. The children just liked her – they loved the whole thing.’ (Teacher, School 1)

> ‘They were really engaged. We used to do it on a Friday afternoon, and they would be really excited about it being DARE afternoon, so they would be getting their books out ready, and they’d have their name cards… Hands were constantly up… I think they were quite sad when it was over.’ (Teacher, School 9)

Similarly, others commented on the extent to which pupils had apparently engaged with and remembered the content, which speaks to one of the logic model’s final pupil outcomes on knowledge obtained within the programme:

> ‘It amazes me at the end of the 10 weeks when they do their DARE report, and how much information they’ve put into their report. It’s almost like a blessed relief: “Thank God, they were listening”, even the quieter pupils. [We are] doing the graduations at the moment, and it’s like, “Yeah, they’ve got it, they’ve got it”.’ (DARE Officer 3)

> ‘I think it’s gone really well in terms of the knowledge; the things that the children have retained has really surprised me… At the start of every lesson, there’s been a recap of what they’d done the previous week, and the children remember everything, literally they can tell you word for word… Even when they’ve talked back about prior lessons from two, three, four weeks ago, they’ve remembered so many facts.’ (Teacher, School 9)

The comment from DARE Officer 3 above illustrates one of the intermediate outputs within the logic model – that learning is brought together in the graduation (albeit often a less public event during the trial period due to the pandemic).

In some cases, how memorable a lesson was was linked to the deliverer and examples used. The extent to which DARE Officers felt able to offer personal life-related experiences, for instance, varied, in part determined by their professional background and/or the extent to which they had directly encountered an issue (such as drug use or knife crime) themselves. However, where DARE Officers did feel comfortable sharing a personal anecdote, it was often viewed as a powerful additional teachable moment:

> ‘They gave a little bit of background about their brother – he had been involved in crime, and that was the reason why they had got involved [in DARE25] and why they thought it was important.’ (Teacher, School 2)

> ‘I found that sharing my experiences really helped with the children… Where we were talking about alcohol and what happens and how it makes you feel and things like that, I would share an experience of when I was younger so that it’s more real to them than just saying what we’ve got in the book.’ (DARE Officer 5)

On the whole, most interviewees thought the DARE25 materials, such as the workbooks, were engaging for pupils. The fact that pupils were expected to reflect on the programme and write a report at the end was also seen as a positive feature, with the completion of the workbooks one of the intermediate outputs identified in the logic model. This element was felt to aid pupil engagement through providing structure, denoting importance and offering practical steps to recap knowledge learned:

> ‘The kids love the structure of the workbooks. Every time it was DARE, they came in and I said, “Get your DARE workbooks out”, and they’d be really chuffed about it… In many ways, that was a really nice part of it because it gave the kids that structure for the session.’ (Teacher, Interview 3)

> ‘What makes it really successful is the importance that we give to it by saying you get this special book, this special person comes in and talks about it.’ (Teacher, Interview 6)

> ‘The thing at the end where they had to do like a report, that was really good for them because they had to have reviewed all the lessons throughout… I think that was a good way of ending the sessions, by going back and writing a DARE report.’ (Teacher, Interview 9)

Just one teacher felt that the workbooks were too ‘wordy’, which was not suitable for some of their pupils, although she felt that the DARE Officer was able to adapt and resolve this situation adequately.

The DARE25 videos were perceived as particularly popular and up-to-date, being praised for their ability to make situations relatable to the age of pupils being taught. These views were expressed by pupils, teachers and other school staff. These participants identified the length of the videos and the fact that they featured other children of the same age as components that supported engagement:

> ‘What I liked about DARE was the videos. There were little scenarios and situations that children could relate to… and I liked the videos more in this programme [DARE25]; it just felt more up-to-date than the old programme.’ (Teacher, Interview 1)

> ‘They love the DARE team, the children, the little videos, they love them. They really want to know them – who are they?’ (Teacher, Interview 9)

> ‘I think the idea of a real-life video with actual people… although they were given aliases within the actual films and things, the children related to those children because they were of the same age as them.’ (Teacher, School 2)

As this pupil summarised, the videos helped DARE25 to be fun while also supporting the pupils in learning new skills:

> ‘[The videos were] fun at the same time as learning a new skill.’ (Pupil, School 1)

One teacher also said that the videos were particularly beneficial for pupils for whom English was an additional language. While they struggled to follow some of the written content, the videos were thought to be easier for them to watch and try to understand.

The extent to which interviewees deemed different learning materials to be appropriately accessible and differentiated to meet the continuum of pupil needs across a Year 6 class was mixed:

> ‘One of [the DARE Officer’s] reflection points was that perhaps some of the pupils, a minority of the pupils, struggled to access some of the content – some of those EAL pupils or those who were behind age-related expectations.’ (Headteacher, School 2)

> ‘It wasn’t aimed at all of my kids, unfortunately. I have some who can’t access the Year 6 curriculum, so they were very much left out because they didn’t understand nearly any of the vocabulary. It was only three of them, but it’s three of them who’ve missed quite heavy and important things that they probably should know.’ (Teacher, Interview 2)

> ‘In every single clip, you can tell the backgrounds, and there [are] different backgrounds, which helps a lot with our school especially – they’re pretty new to English, and hearing these different accents and seeing these people with different skin tone, I think that can connect to it a bit more.’ (Teacher, School 2)

On the whole, though, pupils themselves were positive about the ways in which DARE25 had been delivered to them, reflected in these comments within the School 3 pupil focus group. The extracts highlight that learning and information-giving was supported by interactive activities such as quizzes and role play, which helped to keep things interesting for pupils:

> ‘I thought it was very enjoyable to do because not only were you learning about different things… drugs and alcohol and knives and that, but they were also incorporating quizzes and stuff into it which made it more interesting than it already was.’ (Pupil, School 3)

> ‘We also did drama, a bit of drama with it, because with the non-verbal communication, we had to do different expressions on our faces and see if our partner could guess what that expression was.’ (Pupil, School 3)

> ‘The videos were very useful.’ (Pupil, School 3)

Again, these comments suggest that the delivery activities and resources were well received by pupils, in some schools at least.

DARE25 PERCEIVED IMPACT

Pupils discussed the short-term impact DARE25 had had on them, which included in relation to confidence and their ability to push back against peer pressure. These comments thus address final outcomes in the logic model related to confidence, communication skills and improved decision-making skills:

> ‘DARE25 helped me to be confident because [before] when I talked, people couldn’t hear me, but [now] my body language has changed.’ (Pupil, School 9)

> ‘I think I’m a bit happier now that I’ve learnt about resistance strategies – more about how to say no, I don’t want it, and definitely the signs of stress and the consequences.

> Just those key things that I think I'm going to need in secondary school. It's made me a bit more confident because now I know how to say no and what the risks are and all the signs of stress.' (Pupil, School 4)

A class teacher provided a separate example of how the programme had been utilised in a real-life scenario observed by one of their pupils following an incident in the playground:

> 'In terms of taking personal responsibility – I have to give you this anecdote. Last week, one of my children saw something happen in the playground and then came over and said, "Look Miss, I can't be a bystander; I need to tell you about this because that's what…" and he alluded to the DARE programme because it was one of the first lessons we'd had, it was about bystanders and bullies. He said, "I don't want to be a bystander". And that was his phrase.' (Deputy Headteacher, Case 1)

Pupils therefore felt that the programme had had an immediate impact on them, but others also talked about feeling safer or more prepared when looking ahead to their future lives, especially in relation to their imminent transition to secondary school. This speaks to the logic model once again in terms of final outcomes, namely with regard to decision-making skills, as well as the resistance strategies also mentioned in the theories behind the intervention:

> 'I feel a lot more safer because if these things do happen to me, then I'll know how to deal with them instead of just going along with it, so it's helped a lot.' (Pupil, School 4)

> 'I think it will help us either now or in the future because if we've got, like, problems at home or anything, we know what to do and what situations you could get in. And because we're going into secondary school soon, and in secondary we'll come across also situations there, and I think it will help us by learning what to do and what not to do in certain stressful situations.' (Pupil, School 8)

One of the complexities that school staff participants acknowledged was how to assess the impact of DARE25 given its long-term goals:

> 'I'd like to think that they would [remember it], definitely… the thing is, if you ask them, they'll give you all the correct answers, but then you don't know in five years' time where they'll be. It's hard.' (Teacher, School 9)

Nevertheless, specific content was highlighted as useful (largely because drug and knife awareness was identified as new information to them), as well as giving pupils maturity through imparting information on things to avoid in their future lives:

> 'I found the drugs very important because I already know about the smoking stuff, because most everybody in my family normally smokes… but the rest, I didn't really

know, so I found that interesting and really useful, especially the knife awareness and the drugs awareness.' (Pupil, School 8)

'It gives you more maturity because if we didn't know about any of this, growing up we could be doing drugs or alcohol, which is really bad because drug dealing could get you into jail, [and] drink driving is really bad because if you crash… so the lessons are really useful.' (Pupil, School 5)

As noted above, DARE25 had also helped pupils develop their communication skills, one of the final outcomes captured in the logic model. For some, this continued into the family home as well as the classroom. As this quote demonstrates, DARE25 impacted both upon this pupil's confidence in communicating and their knowledge of the topics covered by the programme, which was another final outcome from the logic model):

'I don't really talk about [these things] with my family, with like anyone, but since DARE25, we've talked about it a lot more because I go home and tell my parents what I've been learning about, and I discuss with them what are good things to do and bad things to do… I like talking to the DARE people… [and] after the DARE Officer has gone, we'll learn a few more things [with our teacher].' (Pupil, School 8)

One of the things pupils drew attention to was the benefits of learning about these topics at a younger age:

'I think it's sensible to be talking about this stuff at our age because if we get a bit older, we might not want to learn about these things. I'm not saying that we will, but being teenagers, you might want to do it, so you do all this stuff because you might think it's big and clever although it's not. So I think learning this stuff at this age and learning what it can do to you might help older people stop it, basically.' (Pupil, School 8)

'Because we're at that age now where we're going to be going up to comp, and there's people that will be really old then and might try and make us do things that are not good, so we need to be aware of it and how to say no to them.' (Pupil, School 3)

'When you go up to high school, the peer pressure – there's going to be a lot of that, and some people who are older might take alcohol or do drugs, and they might offer you some, so when you go up to high school, you [now] know the resistance strategies to stop that.' (Pupil, School 4)

Linked to this, some schools preferred summer-term delivery as they felt this would be beneficial to stay fresh in pupils' minds as they move up to secondary school. DARE25 was therefore viewed as a key part of transitions work, to give pupils the knowledge and skills (identified in the logic model) they were perceived to need at secondary school:

> ‘These were all areas that we wanted our children to have covered, to have that knowledge and understanding and awareness before we sent them off to high school, so for us it was probably the best part of transition that we could empower them, give them those tools to go with.’ (Teacher, School 14)

It is worth reiterating here that while the intervention evaluated in this trial was delivered solely during the summer term (immediately before pupils are sent ‘off to high school’), this is not always the case when the programme is purchased by schools commercially, as the delivery organisation operates throughout the year. All delivery for this trial took place in the summer term out of necessity, and although feedback on how convenient this was for schools was not collected systematically across the entire sample, it is reassuring to know that at least some schools described this as advantageous.

For related reasons, others also spoke about the potential for follow-up at secondary school. As a generalisation, the programme was thought to be beneficial for exposing and equipping Year 6 pupils to react to themes they are likely to encounter at secondary school or in their lives outside of school. Other IPE participants were also aware of factors beyond school that could impact upon pupil behaviour, such as this teacher who discusses one of the contextual factors identified in the logic model (parental contribution/engagement):

> ‘I think a lot of it depends on home life. You can give them the information, which is obviously what we have done, but if that’s not backed up by the home situation following the same structures, I think that’s where you fall down. Unfortunately, there is not a lot that we can do to influence that side of things.’ (Teacher, School 2)

3. What fidelity issues are observed during the trial?

Key points:

- **In essence, the DARE25 programme was delivered as planned, with some flexibility to address issues connected to COVID-19.**
- **However, we observed some variation related to minor adjustments that DARE Officers attempted to weave in following a request from schools to do so. While schools often viewed such adaption positively, it was not the intention of the delivery organisation.**
- **Tailoring could be requested or occur in relation to delivery (e.g. to meet SEN or EAL pupil needs) or content (e.g. to focus more/less on specific topics deemed more or less relevant to the specific locale, or in recognition of particular sensitivities of a topic for individuals).**

The core components of the intervention were delivered as intended across the trial schools, so there were no major fidelity issues observed. As noted elsewhere, schools and DARE Officers responded to the pandemic with flexibility, which meant that in a minority of cases, remote delivery and/or compressed delivery enabled the core DARE25 lessons to still be covered. Although there was some flexibility in delivery mode, content from the 10 lessons identified in the logic model was still implemented in schools. However, as mentioned above, the delivery of DARE25 can, to a degree, influence how it is experienced. Our IPE data reveal issues pertaining to programme fidelity linked to whether, and the degree to which, DARE Officers 'tailor' their delivery of the programme in school. This could also be expressed as how much they 'follow the script', as discussed above. School staff often saw some level of tailoring as beneficial, and likewise were not always happy when DARE Officers appeared to be following a 'script' too rigidly. There were two areas where school staff felt programme tailoring had been, or would be, helpful: the first was in relation to tailoring delivery to meet pupil needs, particularly for pupils with SEN or EAL; the second was in relation to tailoring content to focus on specific topics deemed relevant in their specific locale. These comments illustrate the former, delivery-related, tailoring:

> 'Some of it took a lot more explaining because I've got quite a high proportion of EAL students as well, so it wasn't quite as tailored towards them. They struggled to understand. The videos were good for that because they could watch the situation unfolding, but in terms of some of the reading and the thinking that's required for the workbook, that did involve more explanation and more group work than independent work, I'd say.' (Teacher, School 10)

> ‘The booklets are very wordy… some of our children struggle to access that, but because the DARE Officer was so good, she was able to adapt it, and I guess as long as we can do that, then that’s fine.’ (Teacher, School 1)

> ‘I think there’s a couple of the lessons where the flow of the lesson… because of the way that the lesson plan has been set out, I don’t think that it lends itself to it being very fluid. You’re jumping about a little bit… [but] if you know your lessons, then you can adapt [it]… Personally, I think you have to tailor it because even though a lot of the schools are very similar, they’ve all got slightly different needs, so yes, you have to put your own slant on it… What you don’t want to do is almost scare the kids.’ (DARE Officer 3)

As noted above, school staff often felt that some degree of programme tailoring was helpful, including in relation to subjects deemed more relevant to their specific school context. As the extracts below illustrate, DARE Officers had been asked to address current family or school situations:

> ‘I’ve been quite open with [the DARE Officer] about different situations that the children… are dealing with… because there’s all sorts of things going on at home, and outside of home… at which point, he’s then tailored in time to ask extra questions and to discuss things a bit more in-depth… sometimes that is what the children need… He has tailored his sessions quite well to what the children want to know about.’ (Staff member, School 10)

> ‘The programme is what it is, but obviously in the classroom you can emphasise points that support the bigger aim of the school. That’s, I think, one of the big hooks for teachers… They [DARE Officers] don’t go totally off-piste… but there is flexibility.’ (Project Lead/CEO interview)

Qualitative data therefore suggest that while DARE25 is a highly structured programme, there is some scope for personalisation, for instance drawing on personal or previous professional experiences, which seems to have been adopted to differing degrees by different DARE Officers.

Pupils thought that tailoring content would be helpful to respond to individual pupil awareness levels, which they felt could be ascertained more specifically prior to DARE25 delivery:

> ‘They could maybe do a little survey asking people if they know what a lot of stuff is… and [then] maybe they could focus different things on [different] people.’ (Pupil, School 11)

While from an organisational perspective, DARE Officers should not go ‘off-piste’ in order to maintain programme fidelity, some schools did suggest they would have liked more tailoring

to meet the needs of their pupils and/or school (discussed above). This again links to discussions about the relevance or need of DARE25 content in particular schools. While DARE25 was planned to cover the core topics across all schools, some school staff felt that some of the content was less applicable to their pupils, as this teacher describes:

> 'I guess from my point of view, we'd have liked potentially to have tailored it a bit more fully… I think at times it felt a bit like the kids were sitting there talking about things that they didn't have enough contextual knowledge about, so we were sitting there listening and thinking, "Well actually, they've got nothing to pin this stuff on".' (Teacher, Interview 3)

Although we have discussed 'tailoring' in terms of delivery and content here, it was only in one case we heard of a subject area being avoided altogether:

> 'Some of the definitions of transgender – I had to have a conversation with her about [as] we are a [faith] school, so there's maybe parts that don't follow the church's teaching. I had a word with her about that, and she was brilliant… so we just skipped past that bit, and she did a further session on something else.' (Teacher, Interview 6)

A further variation in how the programme was delivered was the extent to which individual schools restricted the DARE Officers from moving around the classroom and interacting with the pupils.

> 'Unfortunately, due to COVID, it was very desk-[driven]. We had to sit in the rows. There were activities we should have moved around for, which we couldn't.' (Teaching Assistant, Interview 3)

> 'She wasn't allowed to mingle around the class because of COVID rules, so I would do the walking around, making sure that they're writing what they're meant to or discussing what they're meant to with their partner. Then, maybe we'd feedback as a whole class.' (Teaching Assistant, Interview 8)

Although this did not interfere with the delivery of content per se, it did mean that some of the activities needed to be adjusted and the opportunities for role play and group interaction became more limited.

4. What does the trial indicate about scalability?

Key points:

- **The IPE suggests that DARE25 could likely be scaled up further using the existing resources as a basis, but thought may need to be given to issues of tailoring to specific school contexts.**
- **Funding is also a key consideration where schools may not be able to pay for DARE25 themselves in future.**

The IPE evidence discussed above suggests that DARE25 is likely to be able to be scaled up further, given that it is a discrete standalone programme with well-developed resources requiring only one hour a week in schools for 10 consecutive weeks. This trial was, in itself, a successful scale-up from the original delivery areas of DARE25, proving that DARE Officers can be recruited and trained up to deliver DARE25 across a broader geographical area.

Although most school staff members were positive about DARE Officers, a minority suggested that they would have preferred to deliver it themselves. This reflects positively on the well-developed resources but suggests that, in a small number of cases, some DARE Officers may require more experience of working in schools or with children before becoming DARE Officers. This speaks to the logic model infrastructure input and is something that could be considered in future staff recruitment.

A final point worth noting is that a number of school staff members from several different schools suggested that although they would like to receive DARE25 again, cost would be a barrier to delivery. Nevertheless, a relatively successful upscaling during a very difficult time and the standardised nature of the programme materials themselves suggest that the programme could be further upscaled in future. A remaining question relates to how varied school contexts may mean some further tailoring of materials is necessary. The range of urban and rural locations covered within this trial suggests that some contextual nuance may be necessary, so this could be considered if further geographic spread is to be successful. We return to reflect on the IPE evidence together with our impact data in relation to the logic model in the following concluding chapter.

Conclusion

Key conclusions
DARE25 had a **low impact** on reducing children's self-reported behavioural and emotional problems. After the programme, children in the DARE25 schools reported slightly lower levels of behavioural or emotional difficulty compared to their counterparts in schools who did not receive DARE25. This result has a **low security rating**.
DARE25 had no impact on children's self-reported levels of physical aggression, whether they reported socially excluding others, and how socially excluded by others they themselves felt. It had a low impact on reducing children's self-reported verbal aggression, substance use and the amount of physical attacks and threats they received. It had a high impact on reducing self-reported non-violent, low-level crime. These are the secondary outcomes which should be interpreted with more caution.
Teachers and DARE Officers reported that the skills and experience of DARE Officers were a key factor in effective delivery. Close joint working relationships between teachers and DARE Officers were also seen as beneficial.
Teachers reflected in interviews that the programme's content was well pitched and that DARE25 effectively engaged pupils. Some suggested that greater flexibility in response to the contexts of different schools would be helpful. Pupils consulted via interviews and focus groups perceived that their confidence, ability to resist peer pressure, decision making and communication skills had improved.
The core components of the intervention were largely delivered as intended. Some interviewed teachers reflected that tailoring the content and delivery may be effective, particularly adapting teaching to meet the needs of pupils with special educational needs (SEN) or English as an additional language (EAL) or amending the content to focus on issues with local relevance.

Impact evaluation and IPE integration

Evidence to support the logic model

Prior to any detailed reflection on the extent to which the overall evaluation supported the original logic model, it is important to acknowledge the unprecedented contextual impact that COVID-19 had across the country and specifically upon the education system. That the intervention was completed largely in accordance with the logic model is testimony to the investment and flexibility of schools (school engagement being an intermediate output identified in the logic model) and the professional and proactive approach adopted by Life Skills Education.

Inputs: Prior to DARE25 delivery, infrastructure inputs took place as planned (staff were recruited and trained to deliver the programme contents). Subsequently, all schools received the 10 DARE25 lessons, and programme activities took place (and programme resources were used) largely in line with the expectations outlined in the logic model (see Appendix C). However, there were some reported constraints as to the extent to which DARE Officers could fully deploy the group-based activities and move freely around the classroom owing to social distancing restrictions. Similarly, the workbooks tended to be confined to classrooms, which slightly infringed upon parental engagement, and parental briefings were also restricted.

Implementation outputs: Timings of delivery were adjusted to fit with school reopening. All schools that were baselined finished the programme, except for six, but there was substantial attrition at pupil level as reflected in 2,585 of 3,881 pupils completing outcome testing. Life Skills Education retained a high bar for attendance and evidence of engagement before allowing pupils to graduate with certification.

Enabling outputs: Given the challenging landscape caused by COVID-19, Life Skills Education appeared to do an exceptional job in both recruiting schools and recruiting, training and deploying DARE Officers into new geographical areas they previously had little or no experience of working in. This suggests that their model could be scaled up further. The IPE identified the DARE25 resources and the specialist skills and experience of the DARE Officers as supporting successful DARE25 delivery.

Intermediate outputs: Evidence derived from the IPE indicates that most schools and pupils were highly engaged with the DARE25 programme. However, there were some concerns raised about the appropriateness and accessibility of some of the activities, particularly the written components of the workbook, which could impact upon pupil involvement and workbook completion (both intermediate outputs within the logic model). In addition, in a very small number of schools, there were practical issues related to DARE Officer time and capacity that limited engagement between DARE Officers and school staff. This impacted upon how informed teachers were, another intermediate output identified in the logic model. There was little evidence captured within the IPE either way on whether parents and carers were supportive (a further intermediate output in the logic model), other than some examples from pupils that they carried on conversation begun in their lessons back at home. However, no staff reported complaints from parents/carers. Parental/carer investment would not have been helped by the COVID-19-related restrictions that prevented most pupils from taking their workbooks home and from allowing parents to attend their graduation. Pupil learning did still appear to be brought together within the graduation, though, thus meeting this intermediate output within the logic model despite the restrictions on public celebration that stopped parents attending.

Final outcomes: There was evidence from the IPE (both from pupil and staff perceptions) that pupils had improved their knowledge of a variety of different topics, become more confident and learnt strategies to help resist peer pressure and to make well-informed healthy and safe decisions. That said, certain pupils felt the content was too ‘tame’ and others too ‘shocking’. There were some perceptions that DARE25 being delivered in the summer term (closer to transition from Y6 to secondary school) was most beneficial.

The DARE25 programme aims to prevent young people from engaging in criminal or antisocial behaviour, not only during the delivery but in the future. Final outcomes for pupils were therefore defined in the logic model as ‘beyond the evaluation’ as the intervention aims to achieve sustained impacts over a longer timeframe. Nevertheless, these outcomes were

examined through the SDQ Total Difficulties Score and the seven subscales of the PBFS to ascertain whether any change in behavioural and emotional problems were observed within the trial period.

However, the analysis did not provide any strong evidence of change associated with the intervention. Effects of negligible magnitude were discovered for all outcome measures, with the exception of two subscales of the SDQ (Emotional Symptoms and Conduct Problems) and one subscale of PBFS (Delinquent Behaviour), which provided evidence of favourable impact among pupils in the intervention groups. The outcome measures should be analysed through further research to assess the long-term effects of the programme, which aims to effect long-term changes in the behaviour of young people as a result of improvements in the within-evaluation outcomes (confidence, decision making and communication skills) examined through the IPE.

Interpretation

The trial was conducted in the context of a uniquely challenging period for schools and young people. School participation in the evaluation was nevertheless strong, as only six of the schools baselined failed to complete outcome testing, and all of those were deemed either partly or fully compliant having finished the intervention either through in-person delivery as intended or using online instruction. Most attrition was accounted for by individual pupils not undertaking the outcome test.

The impact analysis found a low positive impact on the primary outcome (effect size -.0.07, CI low: -0.164; CI high: 0.014, p value = 0.1), and varying impacts on the secondary outcomes. Very small effect sizes were accompanied by wide confidence intervals and high p-values, including among the compliance analyses and sensitivity analyses. The uncertainty surrounding these estimates means that the results must be interpreted with caution, yet they are largely consistent in magnitude and direction, providing tentative evidence that the programme could be associated with some benefits for pupils. This must be considered alongside the largely positive findings from the fieldwork conducted in schools. Despite this, the possibility of these results being different with lower levels of attrition cannot be discounted. It is therefore difficult to say with certainty that the results really reflect the impact of the programme on the primary and secondary outcomes.

The implementation and process evaluation encountered instances of challenging topics (such as drug and alcohol use in the home) being addressed, somewhat inevitably given the focus of the intervention. The IPE showed that participants in DARE25 found it to be a positive opportunity for serious issues to be discussed in a safe, supportive setting with guidance from experienced professionals. DARE Officers were frequently praised for their ability to respond immediately and authentically to pupil queries. However, there was some variation in perceived quality, largely attributed to professional background and length of experience.

The programme tended to be viewed as a well-structured, coherent and comprehensive offering. Knowledge exchange around topics seen as more contemporary concerns for young people such as knife crime, drug use (including vaping) and gang culture were particularly valued. However, many conveyed a preference for the programme to be more flexible and take greater account of the contextual circumstances of different schools. This includes catering to pupils' different abilities. This could be facilitated by ensuring adequate briefing/discussion time between school and DARE Officer prior to programme delivery.

School staff found it difficult to assess the impact of DARE25 given its long-term goals and were concerned about how realistic these were without further follow-up. Nevertheless, there was evidence of perceived positive short-term impacts and intermediate outputs. Pupils mainly welcomed the opportunity to learn about the topics covered, many of which they were unfamiliar with, and felt the timing of the intervention was appropriate given their imminent transition to secondary school. They referenced feeling 'safer' and more confident and being better equipped with 'strategies' to respond to different scenarios in a positive way, all of which are integral to the programme aims and to the evaluation logic model. There were even some immediate examples of pupils having already implemented some of these strategies into practice, for example on the playground. All of this is evidence that IPE participants had a largely favourable view of the intervention.

In terms of how this evaluation relates to existing literature, the impact analysis results support the findings from the meta-analysis published by West and O'Neal (2004) relating to D.A.R.E. in the United States, which found that studies into the efficacy of these programmes mainly discovered positive effects of negligible magnitude, although these were based on different outcome measures. Evidence from the impact analysis presented in this report indicates that no negative effects or harms resulted from participation in the study. In addition, the IPE suggested that although there were no negative effects or harm as a result of DARE25 participation, during class-based discussions, it did help identify some potential safeguarding issues that schools were then able to follow up on with individual pupils/families. It should be made clear that DARE25 is a different intervention to those included in the West and O'Neal (2004) analysis, which is now quite dated and drew on evidence from a different country (the United States).

Limitations and lessons learned

The disruption caused by the COVID-19 pandemic has been discussed at length in this report. This led to high attrition at the pupil level, which undermines the impact evaluation findings. Despite the frustrations of losing so much data, schools and delivery personnel were working in exceptionally challenging conditions, and it is difficult to see how more could have been done to encourage outcome testing during a time of high staff and pupil absence.

A design limitation is that we have no knowledge of delivery in control schools. In addition, a limitation of the IPE was our inability due to COVID-19 restrictions to meet with participants

face to face for the school visits. Had we been able to do so, it is possible that we would have gained a richer dataset, especially from the pupil focus groups. In addition, a wider perspective on the IPE (requiring more expansive resources) could have included parental interviews and/or repeat school visits including a wider variety of pupil perspectives. However, reasonable precautions were taken as described in the IPE section to guard against any systematic bias being woven into our sampling, and we are confident that our staff interviews and virtual school visits accounted for diversity within the sample.

Considerations for future delivery

We bring together issues here identified in the IPE that may be worthy of consideration in future delivery planning:

- Recruit DARE Officers to ensure sufficient experience of working in schools or with children of this age.
- Adequate briefing time for schools to facilitate staff buy-in, understanding and engagement, which in turn supports DARE25 delivery. This preparation time also supports DARE Officer understanding of pupil needs.
- Ways to support parent engagement where DARE reports may not always be able to be shared at home and/or when graduations may not always be public events.
- Methods to ensure a consistent approach to DARE25 delivery to support programme fidelity, in particular to limit any DARE Officers adding any 'spin' that leans towards an approach grounded in shock or fear.
- Volume of content to be covered across the programme to ensure that delivery does not feel rushed to participants or any questions and discussion stifled. This could perhaps involve maintaining a focus on specialist knowledge input and slightly less on 'generic' soft skills that some perceive schools already do well themselves. The IPE suggests that this focus on 'new' content is more likely to facilitate pupil engagement.
- Differentiation of delivery and/or materials (while still maintaining programme fidelity) to ensure that DARE25 is accessible to varied pupils, especially those for whom English is an additional language and/or those that with special educational needs and disabilities.

Future research and publications

Some schools indicated that delivery during the summer term was a positive feature, particularly because the timing enabled the intervention to serve as helpful preparation for young people ahead of their imminent transition to secondary education. However, there were also methodological drawbacks associated with this in that when the term ended, there was no possibility of limiting pupil attrition by pursuing those who did not complete the outcome survey as they had left the school at that point. Given that the final sample was dramatically reduced by pupil attrition, it is possible that scheduling the intervention and data collection earlier in the school year may have led to results in which greater confidence could be placed. Of course, as the scheduling of delivery was determined entirely by when schools

reopened after closing for COVID-19 precautions, this was beyond the control of all parties. Nevertheless, this is worth considering in the future.

One methodological consideration is whether long enough was allowed between pre- and post-intervention testing. The extent to which it is realistic to expect change in that period is unclear. This question emerges from the tensions inherent in evaluating an intervention that takes place over a short timeframe yet aims primarily to effect longer-term change (the 'final outcomes' in the logic model). These issues suggest that longitudinal research is of particular importance for understanding how well DARE25 works.

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Appendix A: Effect size estimation

Appendix table 1: Effect size estimation

			Intervention group		Control group		Pooled variance
Outcome	Unadjusted differences in means	Adjusted differences in means	n (missing)	Variance of outcome	n (missing)	Variance of outcome	
SDQ	-0.83	-0.07	1165(814)	11.930	1270(632)	12.760	41.723
PBFS: Physical Aggression	-0.14	-0.03	1298(681)	7.214	1428(474)	7.354	13.655
PBFS: Verbal Aggression	-0.03	-0.07	1290(689)	5.224	1432(470)	5.248	6.094
PBFS: Relational Aggression	-0.08	-0.04	1297(682)	5.865	1417(485)	5.948	5.262
PBFS: Overt Victimisation	-0.36	-0.06	1233(746)	8.475	1396(506)	8.840	20.145
PBFS: Relational Victimisation	-0.27	-0.04	1265(714)	7.237	1405(497)	7.514	16.811
PBFS: Delinquent Behaviour	-0.15	-0.36	1279(700)	5.353	1421(481)	5.500	3.176
PBFS: Substance Use	-0.13	-0.08	1261(718)	6.401	1405(497)	6.531	4.179

Appendix B: Recruitment documents

Memorandum of Understanding (MOU) - DARE25 Study

This document has four sections:

Section A: **Project Overview**

Section B: **Responsibilities** (of the school, evaluator and deliverer)

Section C: **Legal basis for research**

Section D: **Agreement** (to be signed by the participating school's head teacher)

If you have any questions relating to this document, please contact:

Peter Moyes for queries relating to the delivery of DARE25 on: peter@lifeskills-education.co.uk

Ben Willis or Martin Culliney for any queries relating to the evaluation on: DARE25@shu.ac.uk

Section A: Project Overview

What is DARE25 ('The Programme')?
DARE25 is an early intervention programme designed to help young people take safer and healthier choices, aiming to reduce offending behaviours and drug and alcohol related crime. It is delivered by Life Skills Education Charity (LSE) and is a new programme launched in 2019, building on previous DARE provision. LSE will be delivering DARE25 to your Year 6 pupils in the Summer term 2020/21. The DARE25 programme will be delivered by specially trained DARE Officers.

Across all delivery models, the programme is standardised to include weekly one-hour sessions over a ten week period. The sessions should be delivered in class at the same time each week. A celebration event and the DARE graduation are then held towards the end of the term.

As part of this project you are required to facilitate the completion of three evaluation papers: a student questionnaire and parent feedback form (found in the back of the student workbook) and a teacher 'Quality Standards' questionnaire that will be provided by the DARE Officer.

For further information about the DARE25 programme please refer to the website: https://lifeskills-education.co.uk/the-dare-primary-programme/

The DARE25 evaluation

The Youth Endowment Foundation (YEF) have commissioned a team at Sheffield Hallam University's Sheffield Institute of Education - SIOE (the evaluation team), led by Eleanor Formby (principal investigator) and Ben Willis (co-principal investigator and project manager) to independently evaluate the DARE25 programme. The programme is being evaluated using an approach known as a randomised controlled trial. Schools will be randomly allocated to either the treatment group, which will receive the DARE25 programme during Summer 2020/21, or the control group, which will not receive the DARE provision during 2020/21 and will operate on a 'business-as-usual' basis during that time. Schools in the control group will receive the DARE25 programme free of charge during 2021/22 and will receive a financial incentive to take part.

The evaluation will comprise two components, an impact evaluation and a process evaluation.

The **impact evaluation** will involve participating pupils undertaking a quick in-class assessment at both the start and end of the programme. Schools must complete the first in-class assessment in order to confirm their place on the project. This will take the form of an online test for pupils which should take around 20 minutes to complete. There are two parts to the assessment, the Strengths and Difficulties Questionnaire, and the Problem Behaviour Frequency Scale. Pupils must complete the assessment again in class after the ten week delivery period. Our aim is to determine whether participation in DARE25 is associated with higher scores on the assessment by comparing results in the treatment and control schools.

Schools must complete the pupil assessments during February 2021 and July 2021 irrespective of whether they are allocated to the treatment or control groups. The purpose of this is comparing the scores of pupils who took part in the DARE25 provision and those who did not. Schools in the control group receive the DARE25 programme in 2021/22, but do not repeat the pupil assessment. All schools do the assessments at the same time regardless of which group they are in.

Schools must provide the name, UPN, and date of birth for each participating pupil. This data will be used to match responses from the pupil assessments before and after the delivery period to facilitate the necessary comparisons. YEF are also interested in the long-term effects of the DARE25 programme. After the evaluation is finished, following the publication of the final report, the pupil data will be sent to the Department for Education, where it will be stored in pseudonymised form to allow future research into the relationship between participating in DARE25 and educational attainment. All personal data will be deleted at this stage, and no pupils will be individually identifiable in the data retained. For more detail on this, please see:

https://youthendowmentfund.org.uk/wp-content/uploads/2020/10/YEF_Data_Guidance_Participants_Nov2020.pdf

The **process evaluation** is focussed on understanding how the DARE25 programme is delivered within schools. Up to 10 schools taking part in the programme during Summer 2020/21 will be selected for 'school visits' conducted remotely. Specifically, these remote visits would involve a researcher from the evaluation team liaising with the school to conduct:

- an interview with a Y6 class teacher
- an interview or focus group with a senior leader and/or key lead(s) within school, e.g. SENCO, pastoral lead or PSHE lead
- a focus group with 6-8 Y6 pupils

In addition, working in consultation with schools, LSE and DARE Officers we would explore the feasibility of observing a DARE25 lesson using video link or audio recording. Data collected from schools by LSE such as attendance records and participant satisfaction surveys will also be analysed.

To support the evaluation, it will be necessary for LSE to securely share the name of a key school based contact (provided by the headteacher in section D) along with their school email and school telephone number with the evaluation team at SIOE. This data will be shared solely for arranging remote data collection at convenient time for school based participants. It will be used for no other purpose and will be destroyed on completion of the project. Table 1 outlines the timetable for delivery and evaluation activities.

The researchers will also have access to data from the anonymised feedback forms that school staff/pupils are asked to complete by YEF during the programme. Prior to completing these forms, DARE Officers will make clear that they will be shared with SIOE in anonymised form and that if they do not wish to happen they should make them aware. This data will be used as part of the evaluation. The evaluation is not an assessment of individual pupils, staff or schools but is about understanding how the DARE25 programme works overall.

Evaluation activities

Deadline for participation: end of February 2020	Sign and return MOU (this document) to LSE. Pupil data supplied by schools to SHU. Pupils must have completed first online assessment. Schools informed of allocation to treatment or control school.
April 2021	DARE25 delivery begins in school (treatment schools only)
July 2021	DARE25 delivery ends in school (treatment schools only). All pupils must have completed second online assessment.
April 2021-July 2021	Researcher remote data collection in a sample of up to 10 schools, to include: • an interview with a Y6 class teacher • an interview or focus group with a senior leader and/or key lead(s) within school, e.g. SENCO, pastoral lead or PSHE lead • a focus group with 6-8 Y6 pupils • observation of a DARE25 lesson if possible (online or audio recording) This data collection will explore whether the programme was perceived to be effective, and also attempt to identify early programme impacts. Furthermore, visits would seek insights into how schools have built upon DARE25 inputs (such as connections to the wider curriculum, PSHE lessons)
July 2021	LSE to share feedback forms along with anonymised attendance data with SIOE [*All schools*]
2021/22	Control schools receive DARE25 programme

How does my school benefit?

Schools that are willing to participate in the evaluation (evidenced by the Headteacher signing this document below) and complete the 10 week programme will be entitled to receive the programme free of charge through YEF funding. This will be either in Summer 2020/21 (for treatment schools) or in 2021/22 (for control schools). In addition, all participating schools have the opportunity to be directly involved with a high quality evaluation that can inform future provision of the DARE25 programme. This research will also be used to examine the long-term effects of pupils taking part in the programme through the YEF data archive (see above).

Section B - Full responsibilities of all parties involved in the evaluation

Responsibilities of the school

- Ensure that the DARE25 sessions are timetabled and delivered at the same time each week (please contact the LSE Office on 0300 111 3273 if this is not the case).
- Provide written consent from headteacher or other senior member of staff [through signing this MOU] for agreeing to take part in the evaluation.
- Ensure that any member of staff named or whose contact details are provided to the delivery team or evaluators is made aware of this.
- Provide the full name, Unique Pupil Number (UPN) and date of birth for each participating pupil.
- Allow pupils to complete the online baseline assessment in class during February 2020 and repeat this assessment after the ten-week delivery period is finished.
- Help to distribute and complete feedback forms (student questionnaire and teacher quality standards questionnaire) that will be provided by the DARE Officer.
- Permit YEF participant feedback questionnaires to be shared with SIOE.
- Distribute parental information sheets to all parents and inform SHU of pupils wishing to withdraw from the evaluation.
- Take part in process evaluation activity if approached by SIOE.
- Liaise with SIOE to identify the school's safeguarding lead (or equivalent) in advance of any visit and to discuss any preferred protocol for dealing with disclosures raised that give cause for concern during fieldwork such as safeguarding issues or criminal activity.
- Distribute opt-out consent documentation designed by SIOE should the school be selected for a school visit (to be done remotely).
- Once informed by SIOE that any parents have opted their child out of participating in school visit activity, ensure they are not invited to any focus groups/interviews.

Responsibilities of Sheffield Institute of Education across the evaluation

Consent and ethics

- SIOE will strictly comply with current legislation in relation to data processing and storage.
- Under United Kingdom General Data Protection Regulation (UKGDPR) Article 6, Paragraph 1e, the legal basis for this project is it being a 'public task' (see section C). However, in keeping with good research ethical practices, pupil and school staff consent will be sought for any school visit data collection (or telephone interviews).
- Personal data collected on each pupil will be shared only with the Department for Education at the end of the project. At this point DfE becomes data controller and SHU will delete all personal data relating to the evaluation. More information on this is available here: https://youthendowmentfund.org.uk/wp-content/uploads/2020/10/YEF_Data_Guidance_Participants_Nov2020.pdf
- For qualitative data collection involving pupils, age appropriate information sheets previously sent would be reinforced and verbal consent requested before proceeding.
- For any qualitative data collection involving school staff, written (online) and verbal consent would also be obtained before proceeding.
- SIOE will provide an age-appropriate information sheet that makes pupils/staff/parents aware of the expectations underpinning involvement in this fieldwork but which states that participating pupils/school staff may withdraw from the evaluation without explanation.
- Ahead of any visits we will work with schools to identify the school safeguarding officer and liaise with them prior to fieldwork begins to discuss the process should anything interpreted as a safeguarding concern emerge during data collection.
- The headteacher will ensure they have the agreement of relevant staff named as key contacts (section D) for their name, work telephone number and work email address to be shared with both LSE and SIOE for the duration of the project. This will be evidenced by the named contact reading and signing this MOU.
- Through the use of information sheets and verbally, make clear the limits of confidentiality in the event of criminal activity being disclosed or any other potential safeguarding issues.
- The research team has responsibility for ensuring that this evaluation has been assessed and approved by an independent ethics committee at Sheffield Hallam University.

Data

- For any transfer of personal data processed as part of this evaluation, secure services such as SHU ZendTo along with password protected spreadsheets will be used.
- We will not use pupil/staff names or school names in any report arising from the research.

- SIOE are responsible for the qualitative and quantitative analysis of all the data collected.

Communications

- SIOE will be the point of contact for schools on anything related to the evaluation.
- SIOE will liaise with LSE and YEF throughout the course of the evaluation.

Fieldwork

- All researchers remotely undertaking data collection with schools will hold a current enhanced DBS (formerly CRB) certificate.
- Setting up convenient times to undertake school visits and telephone interviews with staff.

Responsibilities of Life Skills Education

Financial

- Subject to signing the MOU and agreeing to assist as specified with the evaluation, LSE will provide DARE25 to schools free of charge in either 2020/21 (treatment schools) or 2021/22 (control schools) using funding provided by YEF

Communication

- Disseminating MOUs to schools and storing them upon return. Acting as a point of contact for sending signed MoUs.
- Responding to school queries about the delivery of the DARE25 programme.

Data

- Signing a data sharing agreement drafted by SIOE.
- Securely share with SIOE the following data in a password protected spreadsheet designed by SIOE via Zendto in accordance with the data sharing agreement:
  - School name/postal address
  - Headteacher name, school email and telephone number
  - Key school contact (if different to the Headteacher) - (name, school telephone number and school email)
  - Anonymised DARE25 attendance data for each school
  - Anonymised pupil/teacher feedback forms (as previously outlined securely)

Delivery

- Delivering the 10 week DARE25 programme.

Section C: Legal basis for research

SHU undertakes research as part of its function for the community under its legal status. Data protection allows us to use personal data for research with appropriate safeguards in place under the legal basis of tasks that are in the public interest. A full statement of your rights can be found at: https://www.shu.ac.uk/about-this-website/privacy-policy/privacy-notices/privacy-notice-for-research.

However, all University research is reviewed to ensure that participants are treated appropriately and their rights respected. This study was approved by the University Research Ethics Committee. Further information at: https://www.shu.ac.uk/research/ethics-integrity-and-practice.

Below we outline key contacts should you or any participants have any concerns (this information will also be included in parental/participant information sheets).

You should contact the Data Protection Officer if:

- you have a query about how your data is used by the University
- you would like to report a data security breach (e.g. if you think your personal data has been lost or disclosed inappropriately)
- you would like to complain about how the University has used your personal data DPO@shu.ac.uk

You should contact the Head of Research Ethics (Professor Ann Macaskill) if:

- you have concerns with how the research was undertaken or how you were treated a.macaskill@shu.ac.uk

Postal address: Sheffield Hallam University, Howard Street, Sheffield S1 1WBT
Telephone: 0114 225 5555

Section D: Agreement

If the above terms are acceptable, please sign (electronic signature or scanned signature) and date both copies, keeping one copy for your records and returning the other to Life Skills Education email by the end of February 2020. If unsure of any aspects of the delivery or the evaluation please don't hesitate to contact Peter Moyes or Eleanor Formby/Ben Willis. The headteacher has the agreement of relevant staff named as key contacts for their name, work telephone number and work email address with both the delivery and evaluation as set out in the responsibilities.

Name of School: _____

Post code of school: _____

Head teacher	Full name: Work telephone number: Work email: Signature:		Date
Key contact for evaluation (if different to the headteacher)	Full name: Work telephone number: Work email Signature:		
Sheffield Hallam University **(Principal Investigators)**	Full name: Eleanor Formby Signature: 	 Ben Willis Signature: 	Date 29/09/20 29/09/20
Life Skills Education **(Chief Executive Officer)**	Name: Peter Moyes Signature:		Date

Parental Information Sheet: Evaluation of DARE25

The Youth Endowment Fund (YEF) has funded **Life Skills Education** (LSE) to deliver the **DARE25** programme to 80 schools in Summer term 2020/1. The programme is being evaluated by **Sheffield Hallam University** (SHU)**.** This sheet explains what this means for your child, and how you can withdraw your child from the evaluation.

What is DARE25?

- DARE25 is a programme designed to help young people take safer and healthier choices and reduce offending behaviours including hate, knife, drug and alcohol related crime
- Year 6 pupils will participate in ten one-hour lessons delivered by a trained DARE officer
- The lessons will take place in the child's regular classroom. The class teacher and classroom assistants will be present, although the session is led by the DARE officer
- The lessons will involve role play, age-related scenarios, group skills sessions, discussion groups, reading and writing exercises and other interactive methods
- A more detailed outline of the programme can be found here: https://lifeskills-education.co.uk/resources/the-dare-primary-programme/
- ***DARE25 is part of your school's Year 6 curriculum, if you have any questions or concerns about this please contact your child's school directly:***

Please contact LSE for any further information on DARE25 delivery: enquiries@lifeskills-education.co.uk / 0300 111 3273

The DARE25 evaluation

The Youth Endowment Foundation (YEF) have commissioned a team at SHU led by Eleanor Formby (principal investigator) and Ben Willis (co-principal investigator and project manager) to independently evaluate the DARE25 programme. The evaluation uses an approach known as a randomised controlled trial. Schools will be randomly entered into either the treatment group, which will receive the DARE25 programme during Summer 2020/21, or the control group, which will not receive DARE25 during 2020/21 and will operate on a 'business-as-usual' basis during that time. Schools in the control group will receive the DARE25 programme during 2021/22.

The evaluation has two parts: a process evaluation and an impact evaluation.

The **process evaluation** is focussed on understanding how the DARE25 programme is delivered within schools and analysing programme data collected by LSE. LSE will share anonymised pupil/teacher DARE25 feedback forms (designed and administered by LSE) along

with attendance data for all treatment group schools but not control group schools. In addition, up to 10 treatment schools taking part in the programme during Summer 2020/21 will be selected for remote 'school visits' involving:

- a telephone interview with a Y6 class teacher
- a telephone interview or online focus group with a senior leader and/or other key staff member within school
- an online focus group with Y6 pupils

Should your child's school be selected as a case study, you will receive a further information sheet and be provided with the opportunity to withdraw your child of any the activities taking place. This will not affect their involvement in receiving any DARE25 inputs.

The **impact evaluation** will involve participating pupils undertaking a quick in-class assessment at both the start and end of the programme. This will take the form of an online test for pupils which should take around 20 minutes to complete. Pupils must complete the assessment again in class at the end of the ten week delivery period. Our aim is to learn whether participation in DARE25 is associated with improved scores on the assessment.

All schools (treatment and control) must complete the pupil assessments during February 2021 and July 2021. The purpose of this is comparing the scores of pupils who took part in the DARE25 provision and those who did not. Schools in the control group receive the DARE programme in 2021/22, but do not repeat the pupil assessment.

Schools must provide the name, UPN, and date of birth for each participating pupil. This data will be used to match responses from the first and second pupil assessments to facilitate the necessary comparisons. YEF are also interested in the long-term effects of the DARE25 programme. After the evaluation is finished, the pupil data will be sent to the Department for Education, where all personal details will be deleted. It will then be stored in pseudonymised form in the YEF data archive to support future research into the relationship between participating in DARE25, educational attainment and criminal records. No pupils will be identifiable in the data retained; all personal data will be deleted.

The evaluation is not an assessment of individual pupils, staff or schools but is about understanding how the DARE25 programme works overall. The evaluation report will be published on the YEF website and the findings may also be disseminated at educational research conferences and in academic or professional journals. No individual pupils, staff or schools will be named in reporting.

If you have any questions about the evaluation please email: DARE25@shu.ac.uk

Data protection: Confidentiality and right to withdraw

Personal data will be kept securely in a password protected folder accessible only to members of the evaluation team. The SHU evaluation team will comply with General Data Protection Regulation (GDPR legal basis: public task Article 6 (1e)) and the SHU Data Protection Policy Statement. Please refer to the link for more information: https://www.shu.ac.uk/about-this-website/privacy-policy/privacy-notices/privacy-notice-for-research

After the evaluation is finished (in 2022), the pupil data collected (name, UPN, DOB) will be sent to the Department for Education (at which point SHU cease to be responsible for the data), where it will be stored in pseudonymised form to allow future research into the relationship between participating in DARE25, educational attainment and criminal records. All personal data will be deleted at this stage. No pupils will be individually identifiable in the data archived. For more detail please see: https://youthendowmentfund.org.uk/wp-content/uploads/2020/10/YEF_Data_Guidance_Participants_Nov2020.pdf

You should contact the Data Protection Officer if:

- you have a query about how your data is used by the University
- you would like to report a data security breach (e.g. if you think your personal data has been lost or disclosed inappropriately)
- you would like to complain about how the University has used your personal data DPO@shu.ac.uk

You should contact the Head of Research Ethics (Professor Ann Macaskill) if:

- you have concerns with how the research was undertaken or how you were treated a.macaskill@shu.ac.uk

Postal address: Sheffield Hallam University, Howard Street, Sheffield S1 1WB/ 0114 225 5555

" -

If you DO NOT want your child to take part in the impact evaluation, please return this slip to the school and none of their details will be shared with the evaluation team and they will not be asked to complete the baseline or follow up assessment.

PUPIL NAME____

SCHOOL ____

DATE____

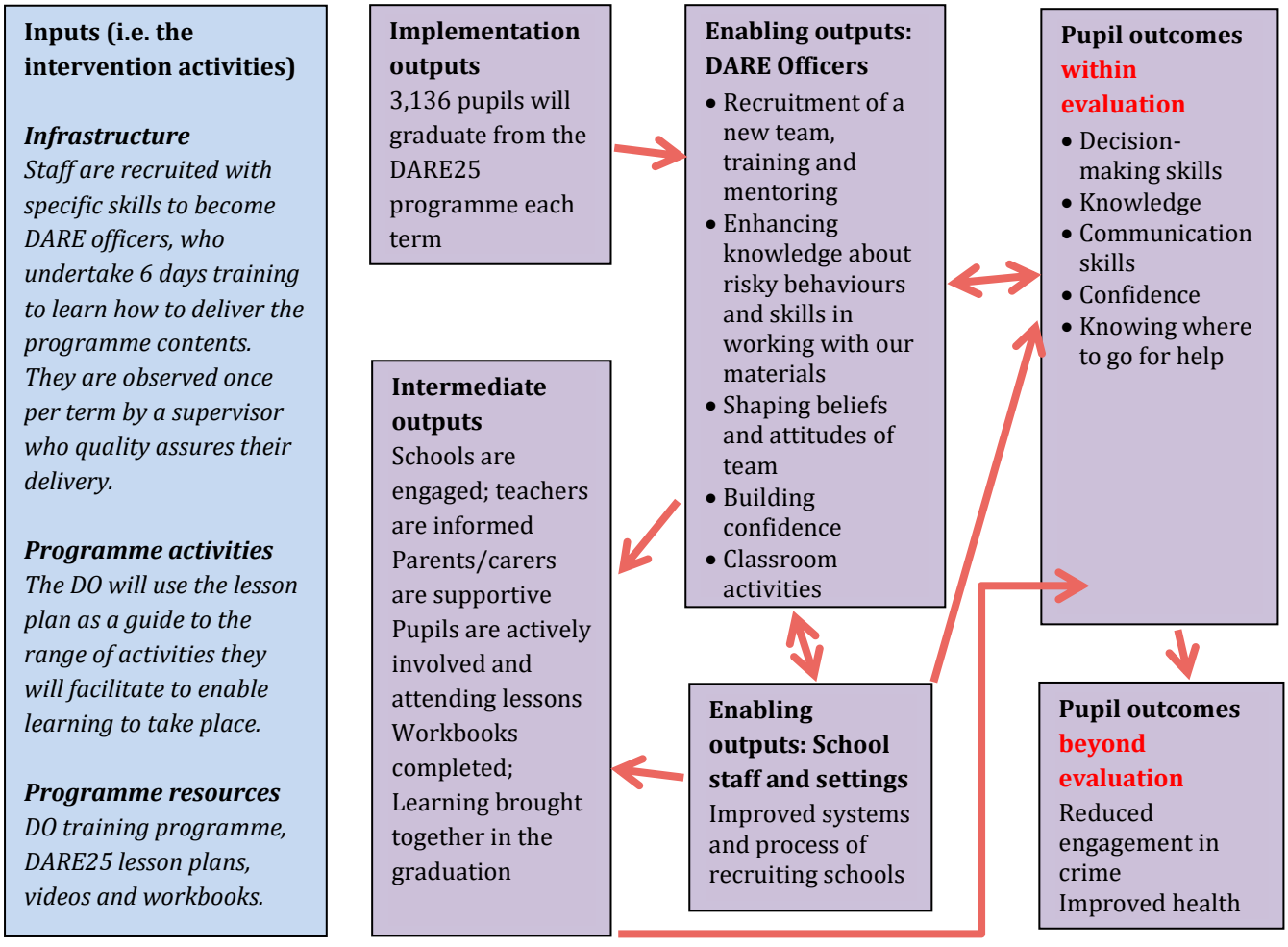
* In the event it is not possible to physically return this slip to school please email or call your child's teacher notifying them that you wish to withdraw your child.

Appendix C: Logic model

Simple Logic Model for DARE25 May 2021

Theory behind the intervention - how will it work?

*By delivering 10 x 1-hour DARE25 lessons followed by a graduation ceremony young people who graduate through the DARE25 programme will have the skills to make informed decision about the risky behaviours explored in the programme. The mechanisms are essentially **factual input** to build knowledge (e.g. on drugs and associated risks) and **skills development** through role play, practicing decision-making, resistance strategies, etc (which builds on theories of social learning).*



Contextual factors:

- Each geographic area has its own challenges and emphasis
- Leadership in the school, teacher's willingness to build on the lessons beyond the fixed lesson, classroom behaviour and school discipline, current challenges in the schools such as inspection and results outcomes
- Parental contribution/engagement
- Political emphasis both locally and nationally, availability of funding, local and national media events
- Other programmes being used in the school

Appendix D: Secondary outcome questionnaire

Problem Behaviour Frequency Scale (from Farrell et al, 2016)
Possible responses (all items): 0, 1-2, 3-5, 6-9, 10-19, 20 or more
In the last 30 days, how many times have you …

1. Physical Aggression
Hit or slapped another person
Thrown something at another pupil to hurt them
Threatened to hit or physically harm another person
Shoved or pushed another person
Threatened someone with a weapon (gun, knife, stick, etc.)

2. Verbal Aggression
Put someone down to their face
Picked on someone
Teased someone to make them angry
Said things about another pupil to make other pupils laugh

3. Relational Aggression
Told another person you wouldn't like them unless they did what you wanted them to do
Spread a false rumour about someone
Tried to keep others from liking another person by saying unkind things about him/her
Left another person out on purpose when it was time to do an activity
Didn't let another pupil be in your group anymore because you were angry at them

4. Overt Victimization
Had another pupil threaten to hit or physically harm you
Been pushed or shoved by another person
Been threatened or injured by someone with a weapon (gun, knife, stick, etc.)
Been hit by another person
Been shouted at or called unkind names by another person

5. Relational Victimization
Had a person who is angry at you try to get back at you by not letting you be in their group
Had a person say they won't like you unless you do what he/she wanted you to do
Been left out on purpose by other persons when it was time to do an activity
Had someone spread a false rumour about you
Had a person try to keep others from liking you by saying unkind things about you

6. Delinquent Behaviour
Stolen something from another pupil
Snuck into someplace without paying such as cinema, onto a bus or train
Written things or sprayed paint on walls, pavements or cars where you were not supposed to
Taken something from a shop without paying for it (shoplifted)
Damaged school or other property that did not belong to you

7. Drug Use
Drunk beer (more than a sip or taste)
Drunk wine (more than a sip or taste)
Smoked cigarettes
Been drunk
Drunk spirits (like whiskey or gin)
Used cannabis (weed)

Changes to terminology:
kid = person
student = pupil
club = stick
sidewalk = pavement
marijuana = cannabis
liquor = spirits
yell = shout
movies = cinema
subway = train
mean = unkind
angry = angry
store = shop

Anglicised spellings also adopted: rumour, behaviour

Appendix E: School staff DARE25 interview

- Thank you very much for agreeing to be interviewed as part of the evaluation
- As you're aware, Sheffield Institute of Education, SHU have been asked by the Youth Endowment Foundation to evaluate the DARE25 programme. This interview is part of our data gathering
- I'd like to ask you about your experiences of DARE25 as part of the YEF evaluation. Your feedback will help to inform our understanding of how the programme operates
- Usual ethics info: secure data storage, right to withdraw, consent form, etc (no individual or school will be named in any published report)
- This interview will take 40-60 minutes to complete
- Permission to record, explain note taking
- Any questions?

BACKGROUND

1. **Can you begin by outlining your role and responsibilities in relation to DARE25?**

SCHOOL CONTEXT

2. **Please can you describe the school and the locale to me? (Probe size, type, socio-economic profile, ethnic mix, etc)**

3. **Any contextual features that you feel are particularly relevant to the DARE25 programme (e.g. hate incidents, drug use)?**

4. **Were you part of the decision-making process to take part in the DARE25 programme?**
   IF yes, Why was the decision taken to use DARE25?

   IF no, Why do you think the decision was taken to use DARE25?

Probe ….

- Fit and alignment with school ethos/values

- (e.g. value for money, complete PSHE curriculum, dissatisfied with previous schemes of work, etc)?
- Gap in staff knowledge/expertise
- What do you think the school were hoping to get out of it?

5. **Prior to the DARE25 programme, to what extent do you feel you and/or your school discussed the DARE25topic areas?**

[● be able to assess the **risks and consequences of your behaviour**

● be able to make **safe and responsible choices**

● have improved your **communication and listening skills**

● be able to manage the impact of **personal stress**

● know how to **get help** from others

● have a better knowledge of **drugs, alcohol and knives**

● be able to demonstrate an **understanding of difference and respect** for others]

6. Any other programmes you've used in recent years?

7. As far as you are aware, has your school used a previous DARE programme or anything else run by LIFE SKILLS EDUCATION (e.g. Crucial Crew) in the past? (For how long?) If so, how did they compare?

8. **To what extent was the DARE25 programme delivered as a standalone programme versus part of a wider programme for raising awareness** e.g. assemblies, embedded into established curriculum, PSHE, links with other bought in programmes (any examples), visual displays, any linked homework, etc? If linked/embedded, perceived benefits? Any disadvantages?

<u>PROGRAMME CONTENT AND DELIVERY</u>

9. **From your perspective, what do you think the DARE25 programme seeks to achieve?**

10. **Can you describe the DARE25 programme to me (If necessary)?** Probe - delivery / key observations

- **What was the DARE Officers background (e.g. former police officers etc)**
- **What examples/personal anecdotes - how were these presented, neutrally or with a value judgement?**

11. **To what extent were the lessons tailored to your school? (Probe school/individual needs)**

- How much input/dialogue did you have with the DARE25 Officer prior to the intervention?
- What if anything did you or the school do in preparation?
- How (if at all) are class teachers and/or support staff utilised within the delivered sessions?

12. If aware of previous iterations of DARE, how does this programme compare?

13. From your perspective, is there anything unique about the DARE25 programme relative to other programmes that make it particularly suited to achieving its intended outcomes?

14. **More practically (which might influence the above/what we've just been talking about), what are the barriers and enablers to delivery?**

- Probe any delivery issues/any objections or resistance, any contextual factors that might/can make success harder to achieve?
- Any other issues or risks you think might influence future delivery?

15. **Have there been any significant changes to the programme since covid?**

- Content (probe why the change and the changed lesson plans/topics covered)

- Modes of delivery (probe why the change)
- Was there any disruption caused due to covid, e.g. isolation of year groups/bubbles?
- How did DARE25 mitigate for this (i.e. how did they catch the school up)?

<u>IMPACT</u>

16. Please can you give us an overview of how well you feel the term's delivery went?

- Pupil engagement/ behaviour (how confidently/effectively was the DARE officer able to address any issues?)
- Disclosures (personal details not required) - but useful to know the procedure for dealing with these and get an idea of frequency
- Any activities or plans to take forward the intervention?
- Are there any features of the programme that you feel have worked particularly well or less well (Which topics did you think worked best? Any that were not so good?)
- Anything else you would have liked more or less information on?

17. Do you think the information provided to the pupils will be useful to them now or in the future? (In what way?)

- Any examples of impact or engagement from the kids that's perhaps more personal, e.g. relates to issues at home – how do you manage that in a class setting? (Probe school follow-up?)

- Probe in relation to the following areas/outcomes:

- Bullying: Be able to assess risks and consequences of behaviour
- Peer group pressure: Be able to make safe and responsible choices
- Use of social media: Have improved communication and listening skills
- Bullying: Be able to manage the impact of personal stress
- Peer group pressure: Know how to get help from others
- Have a better knowledge of drugs, alcohol and knives
- Be able to demonstrate an understanding of difference and respect for others

PROBE - Barriers/enablers to realising these impacts

- Is there any variation in impact across any particular pupil characteristics or groupings that you are able to identify (e.g. gender, level of attainment, etc)?

- How do you think the children learn and develop decision-making skills, i.e. how does the programme work?

- Any areas more difficult or sensitive than others?

18. LONGER TERM GOALS (beyond immediate evaluation)

To what extent is the DARE25 programme likely to influence longer term goals for the programme such as

- Improved GCSE attainment
- Reduced engagement with CJS
- Improved health outcomes

(Why d'you think that?)

19. Anything else you thought we'd ask / should know?

Thank for time

Appendix F: Evidence Rating

Evidence Rating

Rating	Criteria for rating			Initial score		Adjust		Final score
	Design	**MDES**	**Attrition**					
5	Randomised design	<= 0.2	0-10%					
4	Design for comparison that considers some type of selection on unobservable characteristics (e.g. RDD, Diff-in-Diffs, Matched Diff-in-Diffs)	0.21 - 0.29	11-20%					
3	Design for comparison that considers selection on all relevant observable confounders (e.g. Matching or Regression Analysis with variables descriptive of the selection mechanism)	0.30 - 0.39	21-30%			Adjustment for threats to internal validity **[0]**		
2	Design for comparison that considers selection only on some relevant confounders	0.40 - 0.49	31-40%	2				**2**
1	Design for comparison that does not consider selection on any relevant confounders	0.50 - 0.59	41-50%					
0	No comparator	>=0.6	>50%					

Threats to internal validity

Up to two threats are classified as Moderate Risk and the direction of the likely biases is unknown or operates in opposite directions. Therefore no adjustment is required.

Threat 1: Confounding	**Low**
Threat 2: Concurrent Interventions	**No information available.**
Threat 3: Experimental effects	**No information available.**
Threat 4: Implementation fidelity	**Moderate risk**
Threat 5: Missing Data	**Moderate risk**
Threat 6: Measurement of Outcomes	**Low**
Threat 7: Selective reporting	**Low**

YOUTH ENDOWMENT FUND

Impetus

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The Youth Endowment Fund Charitable Trust

Registered Charity Number: 1185413