Pilot Evaluation Summary	
Pilot Intervention Recipients	Family Action will work with primary school pupils aged 5-11 attending pilot site schools – circa 2,500 total pupils, of whom 80-90 will directly receive services (Behaviour Improvement Plans) Their parent or carer will also receive services, as will school staff.
Pilot Evaluation participants	As above
Number of pilot sites	Eight primary schools in York: Clifton Green Primary School, Fishergate Primary School, Hob Moor Community Primary Academy, New Earswick Primary School, Osbaldwick Primary Academy, St. Aelred's Roman Catholic Primary School, Tang Hall Primary Academy and Woodthorpe Primary School
Protocol Date	February 2021
Version	1

Table of Contents

Summary

This document outlines a pilot evaluation of the Behaviour Outreach Support Service (BOSS). The programme, developed by Family Action, is based in primary schools and aims to help schools improve their ability to support pupils displaying behaviour that challenges and compromises their learning and school attendance, or the learning of their peers. It involves Family Action staff offering support with assessment and planning, direct intervention with family members and training and other support to staff.

This mixed-methods evaluation, funded by What Works for Children's Social Care (WWCSC), will run from November 2020 to November 2021, and seeks to examine benefits for the direct beneficiary children, other children in the schools, parents or carers, and teachers, and to understand if there are early indications that the BOSS intervention is effective in addressing behavioural problems in Key Stage 1 and 2 in 8 primary schools in York.

There are five research methods:

- Semi-structured 1:1 interviews with children on Behaviour Improvement Plans (BIPs), parents and carers of these children, teachers, and social workers;
- Child diaries for use in class during the 12 weeks of Spring term 2021;
- School administrative data collection and analysis (covering attendance, attainment, behaviour, exclusions and referrals to Children's Social Services (CSS);
- Online survey for teachers and social work professionals in all schools and CSS departments in the pilot area and
- A site visit (or remote equivalent) including a case file review.

Acknowledgements

Project Background

Family Action is a charity that aims to provide practical, emotional and financial support to those experiencing poverty, disadvantage and social isolation. Since 2016, Family Action has been funded by Lincolnshire County Council to deliver the BOSS programme in most of the county's primary and secondary schools (Family Action, 2019). The programme was originally developed by Family Action. BOSS aims to provide a range of services that will "help schools improve their ability to support pupils displaying behaviour that challenges and compromises their learning and school attendance, or the learning of their peers."

Figure 1: BOSS model

Family Action describes its BOSS programme as a programme which offers support with assessment and planning, direct intervention and support to staff to develop more effective inclusive provision and practice (Family Action, 2019). This includes:

- Bespoke support to primary and secondary schools, including bespoke individual behaviour plans for children and young people;
- Targeted work on planning school transitions, including mid-term transitions;
- A wide range of staff training relating to behaviour support, trauma-informed, restorative and solution-focused approaches and relationship-based approaches in school;
- Co-ordinated peer and parental/family support; and
- Targeted therapeutic interventions, supported by registered therapists.

Pupils, teachers, other school staff and parents and carers are the intended beneficiary groups for the intervention. Delivering the service to these groups will be BOSS project workers and managers, who will be Family Action employees. Part of the hypothesised mechanism of action of BOSS is through training delivered to school staff which benefits children by improving the way that schools respond to pupil behaviour.

Due to Covid-19 restrictions, Family Action will offer remote support to children in York. However, it is anticipated that many children with social care involvement will be attending school. Parents and carers will be offered increased support during this period as well as school staff, and children in school, through the work packs (resources), training and BIPs. Family Action will continue to build relationships with the children where appropriate.

Participants

In 2020, Family Action successfully applied to WWCSC for funding to implement its BOSS model in the new context of primary schools in the City of York Council area.

City of York Council identified schools for participation in the programme based on the (high) proportion of their pupils with a social worker. The 8 primary schools are: Clifton Green Primary School, Fishergate Primary School, Hob Moor Community Primary Academy, New Earswick Primary School, Osbaldwick Primary Academy, St. Aelred's Roman Catholic Primary School, Tang Hall Primary Academy and Woodthorpe Primary School.

Six of the 8 primary schools are academy converted or academy sponsor led schools (see Table 1). Between 212 and 441 pupils per school are currently attending the 8 schools, a total of 2,509. There are 1,874 pupils in year 2 and above, which are the year groups eligible to complete the diary. The number of children receiving special educational needs (SEN) support ranges between 17 and 87 per school. Between 11% and 34% of children are eligible for free school meals.

The target number of pupils who will receive BIPs is 80-90 (10-11 per school), or 3.2% to 3.6% of the total roll. Children will be eligible for a BIP if they currently receive or have received social care support in the last six years. Schools will prioritise the need for referral for these children and look at the current level of support they need, which could include the risk of exclusion. A small number of pupils (up to 10%) may be offered a BIP even if they have not had social work involvement.

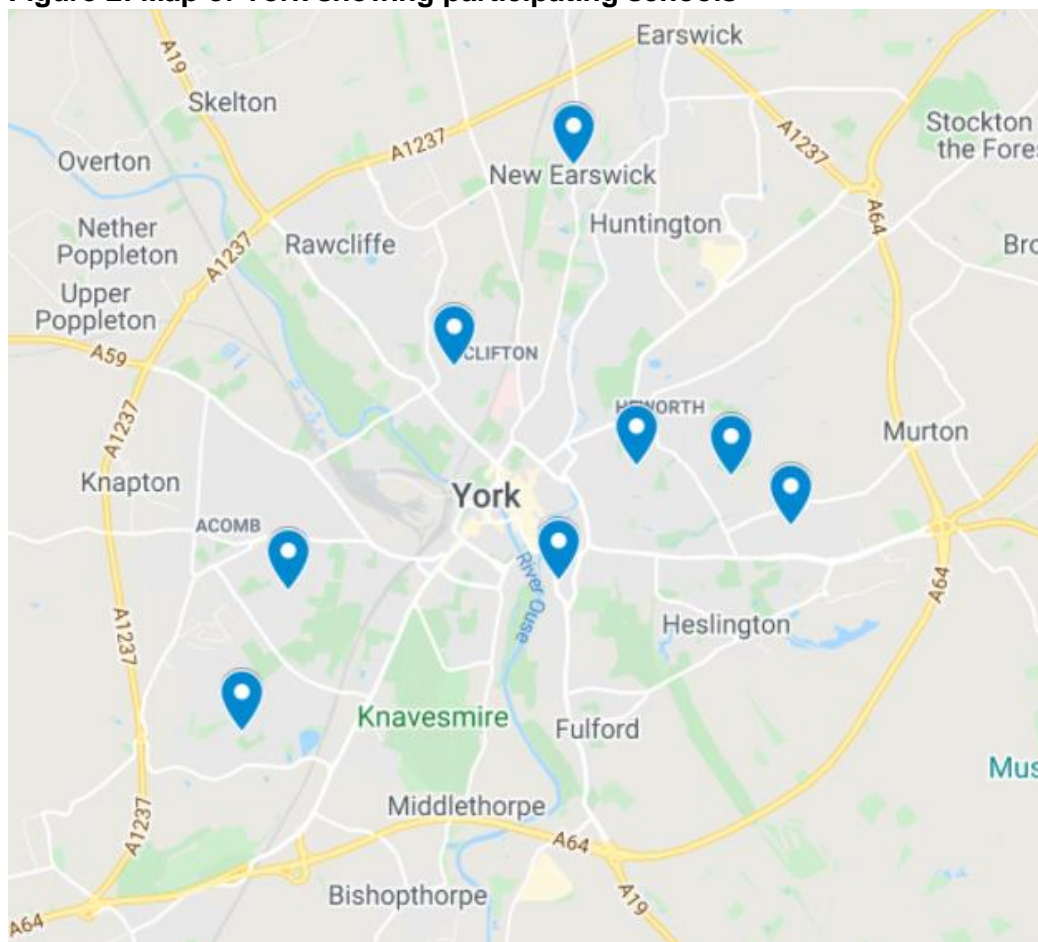**Table 1: Summary of information on the 8 primary schools 2019/20**

Name of school	Postcode district	School type	Total number of pupils	Number of pupils excluding Reception & Year 1	Of total number of pupils, % receiving SEN support	Total school workforce (headcount) (2018)	Ofsted rating	Of total number of pupils, % of children eligible for free school meals
Clifton Green Primary School	YO30	Community school	433	320	20	77	Requires improvement (2018)	28
Fishergate Primary School	YO10	Community school	329	243	5	58	Good (2017)	11
Hob Moor Community Primary Academy	YO24	Academy converter	313	238	14	69	Good (2013)*	28
New Earswick Primary School	YO32	Academy sponsor led	215	168	9	25	Inadequate (2016)	21
Osbaldwick Primary Academy	YO10	Academy converter	303	221	16	86	Requires Improvement (2016)*	15
St. Aelred's Roman Catholic Primary School	YO31	Academy converter	212	155	14	48	Good (2017)*	18
Tang Hall Primary Academy	YO31	Academy converter	263	207	13	56	Good (2020)	34
Woodthorpe Primary School	YO24	Academy converter	441	322	10	62	Good (2017)*	17
Total			**2,509**	**1,874**		**481**		

Source: Department for Education (2020a, 2020b, 2020c, 2019)
*Note: Rating is based on Ofsted inspections of predecessor school prior to academy conversion. Whilst judgements of predecessor schools are not those of the academy, they may still provide some useful information.

Geographically the schools are spread across the city of York (Figure 2).

Figure 2: Map of York showing participating schools

Pilot Evaluation Aims

The evaluation seeks to examine benefits for the direct beneficiary children, other children in the schools, parents and carers, and teachers. It also seeks to understand if there are early indications that the BOSS intervention is effective in addressing behavioural problems in Key Stage 1 and 2 in 8 primary schools in York.

It builds on a previous unpublished evaluation of the BOSS programme in Lincolnshire by Family Action (2019) and aims to inform possible future evaluation using more robust designs to enable conclusions about causality.

Research questions

The pilot aims to address the following 12 research questions, four of which are of primary interest, and eight of which are of secondary interest. We have five outcomes of particular interest: attainment, attendance, behaviour, exclusions, and referrals to CSS.

Primary questions: understanding the intervention

1. *Fidelity and adaptation:* was the project implemented as planned across the schools, and in relation to the previous Lincolnshire model, in the new York context? Why or why not?
   - What were the barriers and enablers to successful implementation?
2. *Similarity to business-as-usual*: how different or similar is BOSS to business-as-usual behaviour management in the participating schools?
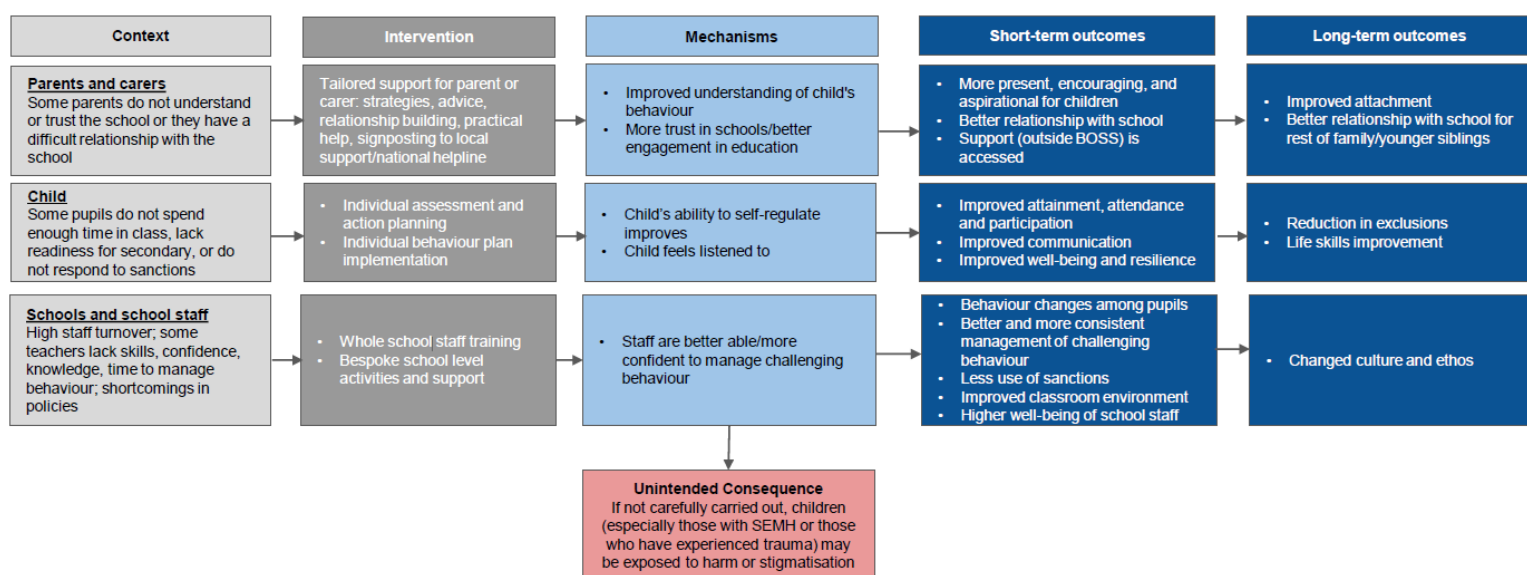
3. *Satisfaction, acceptability and user experience*: what are children's, parents' and carers', teachers' and social workers' experiences of the programme?
4. *Cost:* what was the cost of implementing the programme?

Secondary questions: potential indications of impact:

5. What changes (if any) are made in BOSS schools to the support that is available and the approach taken to working with the target children?
6. What is the perceived impact and mechanism of action of the BOSS programme on child outcomes among children, parents/carers, teachers and social workers who are involved in it?
7. What is the difference between the *attendance* of children on BIPs in the term before the introduction of BOSS and the term after?
8. What is the difference between the *exclusion* rate of children on BIPs in the term before the introduction of BOSS and the term after?
9. What is the difference between the *attainment* of children on BIPs in the term before the introduction of BOSS and the term after?
10. What is the difference between the rates of *referrals* to children's social care of children on BIPs in the term before the introduction of BOSS and the term after?
11. What is the difference in the *behaviour* of children on BIPs in the term before the introduction of BOSS and the term after?
12. What were the unintended consequences of the BOSS programme on the children and the school?

This logic model was developed by Family Action in discussion with Coram and WWCSC in November 2020.

Logic model of BOSS

Outcomes

Research question	Indicator	Method
Evidence of feasibility *Questions 1, 2, 3, 4*	*Number of children on bespoke individual behaviour plans*	Admin data request
	Staff views of implementation by March 2021	Online survey
	Staff interviewee views on implementation, February-March 2021	Interviews
	Review of a sample of case files of children on BIPs on site visit	Site visit
Evidence of promise *Questions 5, 6, 7,8,9, 10, 11, 12*	*Change in outcome measures within schools over time (attainment, attendance, behaviour, exclusions, referrals to CSS)*	Admin data request
	Interviewee accounts of perceived benefits and mechanisms	Interviews
	Survey respondents' accounts of perceived benefits and mechanisms	Online survey
	Analysis of child diaries (trend over time in answers to the 3 closed questions, and trend for direct beneficiary children compared to other children)	Diaries
Readiness for trial *Questions 1-12*	*Staff reports on fidelity*	Online survey
	Analysis of staff interviewee views on fidelity, February-March 2021	Interviews

Methods

Sample selection and recruitment

Semi-structured 1:1 interviews with participants: children, parents/carers, teachers, and social workers

Our sample frame for the qualitative interviews aims to maximise the breadth of experience and characteristics we cover. We expect variation in implementation from one school to another, so aim to cover at least one of each type of interview in each school (see Table 2).

We will recruit our local authority interviews via a key contact in City of York Council. We will listen to advice and discuss with suitable professionals (social workers, virtual school staff, and/or others) but make the final decision on who to approach for interviews. We will send an information sheet with our initial email approach. Among social workers, we will seek to interview those with a caseload containing at least one child on a BIP, but will not focus our questions on this child, as our interest is wider, and includes any changes to practice and culture among children's social care staff.

For the other interviews we will work with our key contact in each school. We will discuss our requirements and talk through the suitable individuals before making a final decision ourselves on who to approach for an interview. We will aim to interview at least one member of the senior leadership team per school, to help us describe school culture and norms. Covering a range of schools for our interviews with school staff will help us understand the nature and variability of BOSS provision implemented. We will at this stage explore any accessibility requirements such as a need for translation, and arrange for this. We will follow the advice of our school contacts on the best way to make initial contact, which may be phone call, text message, letter, email or other. We will aim to send a copy of our information sheet and consent form to parents and carers and children by post or email in advance of interviews. If this is not possible we will aim to explain their content in other ways and have copies available at the start of interviews. For interviews with children we will obtain consent from both parent or carer and child before starting an interview.

We have a version of the information sheet written in child-friendly language for talking through with child interviewees before starting the interviews. We will take as much time as needed and provide tailored support to help children understand the key points: that we are doing a research project; that they can say no to taking part, that there are no right or wrong answers, that we will not tell anyone else what they say unless someone was at risk of harm, and they can stop at any time.

We anticipate interviews being conducted in a range of venues subject to interviewee preference and Covid-19 restrictions, which may include the school, home, local authority office, or a neutral location such as a café, or, if remote, telephone or video conferencing platforms.

Table 2: Sample frame for qualitative interviews

Interview type	Sub-group	Extent of BOSS involvement	Number of interviews
School staff	Classroom teachers	At least one BIP child in class	8
		Other	2
	Member of senior leadership team	Any	2
	Other school staff	Any	3
Local authority staff	Social workers	At least one BIP child in caseload	10
	Other children's social care/virtual school staff	Any	5
Parents and carers	Birth parents	Child is on a BIP	5
	Foster carers, kinship carers, other		10
Children	Key Stage 1	On a BIP	7
	Key Stage 2		8
Total			60

Child diaries

We will not employ sampling; all primary school children in Year 2-6 will have the chance to complete a diary. In response to feedback on our plans from one school, we will recommend to schools that the diaries be used with Year 2 and up only. Recruitment will be via sending information and diaries to all classroom head teachers and teachers in all the participating schools. We will create and provide online forms for schools, which includes an information sheet and a consent form for parents and carers, but as a back-up (i.e. for parents and carers who do not have internet access) we will ask teachers to print and hand out paper copies of the information sheet and consent form to pupils, for them to take home and then return to the teacher, signed by a parent or carer. We will send out information and a link to the form to each school for them to send out to parents and carers, and we will provide notes for school staff on how to use the diaries.

We will suggest that teachers can use the diaries with all children in their class, to avoid any possible feelings of inconsistency within classrooms. To encourage completion we will tell teachers they can use the diaries flexibly as a classroom tool but should only return to Coram, for our use as an evaluation tool, the diaries from children whose parent or carer has consented to this use. As they are paper diaries and focused on the school experience, the diaries will only be completed by children who are physically present in the school. As of January 2021, UK government guidance is that only children of critical workers and vulnerable children and young people (including children with a social worker) should attend school (Cabinet Office, 2021). As such, there is a risk that many diaries are not completed.

As we will gather information on the number of children on a BIP, we will be able to calculate the diary completion rate for these children and report this alongside the rate for other children.

The parent and carer information sheet and the information sheet for teachers make clear that the diaries are optional and children do not need to complete them (and that partly-completing a diary or a particular diary page is OK). We are not asking children to tick a box on a consent form to indicate their willingness to fill in a diary, as is the case for other written schoolwork children are asked to complete, as we consider that their parent or carer will consent (or not) on their behalf. However, the introductory pages of the diaries are written in child-friendly language aimed at primary age pupils and state that 'You do not have to answer the questions if you do not want to' and 'You can write as little or as much as you like.' We will treat only total non-response (nothing written in the diary) as a child opting out or refusing consent. We will analyse all available data in diaries, recognising that the diaries can represent an extended amount of time over the course of a term, and children may be willing to partly (rather than fully) help out with the research.

Administrative data collection and analysis

We will not employ sampling; we will request data on all children in the participating schools. The logic for this inclusive approach is that BOSS aims to support the whole school to adopt more restorative and relationship-based approaches, for example by offering training to all school staff. If we only requested data on children on BIPs we would not be able to detect any indicative signs of the impact of the BOSS programme on the attendance, attainment or behaviour of other pupils. We will request data fields using a template spreadsheet which we will share with schools via emails to our key school contacts.

Online survey for teachers and social work professionals in all schools and Children's Social Services departments in the pilot area

We will ask our key contacts in City of York Council and schools for a list of email addresses, names and roles or job titles for all those staff who are involved to a greater or lesser extent in the BOSS programme. This is likely to mean all school staff and some social work staff,

including virtual school staff. We will distribute our survey via email and send reminders to non-respondents. If a school prefers (we will sign data sharing agreements with each school) the emails may be sent by the school rather than by Coram. This will allow us to explore perceptions of BOSS, training received and other interactions with the programme by school staff, and how this may vary by school and by role. That is, we will report descriptive statistics on respondents' answers to closed questions in aggregate, and provide breakdowns by role and school. In respect of qualitative data (responses to open questions) we will follow the same approach to analysis as for the interview data and comments written in diaries by children (see Analysis section below).

Site visit including case file review

We have selected Hob Moor Community Primary Academy for our site visit as it is the most representative school of the participating schools, based on a review of published data (Department for Education (DfE), 2020c). Hob Moor has the most typical number of pupils (313, compared to the overall average of 314). Hob Moor's predecessor school received an Ofsted rating of Good in 2013.

We will discuss the timing of a visit with our key contact in the school, aiming to minimise disruption. We aim to include: a short introductory meeting with a member of the senior leadership team in order to put the school in context; a meeting with an administrator or other school staff member able to help us access and understand the case files we will review; and a debrief on the day with a member of the senior leadership team. In the event of Covid-19 making an in-person visit impossible, we will discuss with Hob Moor Community Primary Academy how to achieve the same objectives remotely by making alternative arrangements.

Data Collection

Data Collection Method	Sample Size	Collection Timeline
Semi-structured 1:1 interviews with participants: children, parents and carers, teachers, and social workers (in person or by video conference or phone, according to interviewee preference and Covid-19 restrictions)	60 interviewees, made up of: 15 staff including teachers in participating schools 15 social workers/professionals in CSS 15 parents and carers of children who have engaged with the BOSS programme 15 children with a BIP	Mid-February-end March 2021
Child diaries (physical booklets completed by children in school setting on teacher prompting, up to daily)	Up to approx. 1,874, depending on levels of parental and carer consent and compliance of school staff	Spring term 2021
Administrative data collection and analysis (child-level)	Up to approx. 2,500 rows (children), depending on data completeness, or more given that the request will cover multiple years, and school rolls change every year	Request 1 July 2021, deadline end July 2021, data covers each of the 3 terms of academic year 2020/21, plus existing statistics for academic years 2019/20, 2018/19 and 2017/18 as a comparison[1]
Online survey for teachers and social work professionals in all schools and CSS departments in the pilot area	Up to approximately 100	Circulate to staff 1 March 2021, deadline end March 2021
One day site visit including case file review	8 case files (8 children)	First half of 2021, exact timing to be discussed with the school

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[1] We will request annual data but schools may provide termly data for previous years. If so we will carry out analysis to summarise the data to annual figures, for example adding together the number of unauthorised absences across terms to form an annual total.

More details on each method below:

Interviews

The interviews will explore how the programme is working for all stakeholders and ensure that we hear the voice of the child. The draft topic guides will be finalised after the first few pilot interviews.

We will spread the interviews across the 8 schools, meaning that we will carry out at least one of each of the following in each school:

- 15 staff including teachers in participating schools;
- 15 social workers and professionals in CSS who have a connection to the BOSS programme;
- 15 parents and carers of children who have engaged with the BOSS programme and
- 15 children with a BIP.

Child diaries

We will ask that all children whose parent or carer consents record their experiences at the end of the day in the diaries once a week during Spring term 2021. We will suggest to teachers that they use the diaries flexibly so the diary may not be completed on the same day each week.

Diaries can be a good way of gauging their engagement with the school in terms of social interactions and the extent to which the children feel included in the school culture (Lämsä et al, 2012).

On each page, the diaries ask four short questions of children, and include space for written comments. Children are presented with two statements and asked whether they strongly agree, agree, disagree, or strongly disagree. The statements are: 'I love going to school' and 'I was able to do my work in school today'. The diaries also ask a multiple choice question: 'What went well in school today?', and children are able to choose up to four answers ('I got on with my classmates', 'I got on with grown-ups', 'I was able to listen' and 'I was listened to'). The final question is open-ended and asks: 'How has today been for you?'

The diaries will help us answer research question 3, about children's experiences of attending BOSS schools. A number of factors will influence children's reports so we will be cautious in any interpretation concerning evidence of effectiveness. However, we are interested in any change in BIP pupils' responses to the statements over the course of the term relative to non-BIP pupils' responses. We will report answers to each closed question in aggregate by week, by school by week, and by status by week (BIP pupils compared to non-BIP pupils). Given the small number of children on BIPs, smoothing may be required. We will produce graphics to show any patterns or trends, and allow a qualitative assessment of change or continuity.

We will ask teachers to indicate on the diaries at the end of term whether a child has been on a BIP. This will enable us to carry out analysis of these pupils, compared to other pupils, in their patterns of responses, to inform our findings on indicative evidence of effectiveness. That is, if BOSS is effective, we would expect increasingly positive answers over time from the pupils on BIPs relative to other pupils. However, we will triangulate evidence across methods as other patterns and interpretations are possible (for example, perceived benefits could accrue to pupils not on BIPs, whose classrooms are calmer, while pupils on BIPs might report more negative answers than others due to greater self-awareness or stigma).

We will thematically summarise the written text from the diaries (if sufficient text is available) and use the themes to supplement the emerging quantitative findings.

Asking teachers to note the child's status (BIP or no BIP) after the diaries have been completed should avoid any possible stigma from this status being visibly indicated on the diary.

We will advise teachers that they may use the diaries as a classroom tool with children whose parents or carers do not return a completed consent form, but we will not use this as an evaluation tool. We have included a check, in the form of a tick-box on the diary, confirming whether consent from the parent or carer has been obtained. If we receive back from schools any diaries with this unchecked, we will not enter or analyse the data.

Administrative data analysis

We will work with participating schools to collect the following anonymised data for each child for the school year 2020/21, plus existing child-level statistics for academic years 2019/20, 2018/19 and 2017/18 as a comparison:

- Whether the child is on a BIP (2020/21 only);
- *Behaviour*: whether the child has been identified as displaying problematic behaviours (including the nature of these behaviours) (Strengths and Difficulties Questionnaire (SDQ) scores, and/or risk of exclusion score[2], if available);
- *Exclusions*: school exclusions (temporary and permanent);
- *Attainment*: educational attainment data (standard teacher-assessed measures gathered for the DfE, to ensure consistency across the schools);
- *Attendance*: school attendance data (unauthorised absences);
- *Referrals*: whether a referral was made by the school to CSS by month (September 2020 to June 2021). For data on referrals to CSS for prior academic years, we will request the total numbers.
- Demographic and contextual information: date of birth, gender, ethnic group, postcode district, whether care experienced[3], Free School Meals (FSM) and Special Educational Needs and Disabilities (SEND) status; and

Data for the school year 2020/21 for behaviour, education attainment, school attendance, school exclusions, and referrals to CSS will be requested by term (e.g. term 1 (autumn), term 2 (spring) and term 3 (summer)). Term 1 covers the period before BOSS was introduced. Term 2 will cover the period when BOSS was starting to being introduced, and Term 3 will cover the period of BOSS being fully implemented, when we would expect to start to see positive effects. See Annex 1 for the data fields we will be requesting.

Online staff survey

In March 2021, we will circulate by email a link to a short survey for completion by school staff and social work professionals in all participating schools and the CSS department. We will gather email addresses and send survey invitations ourselves in order to track response rates per site and per role. Our surveys will cover their experience of implementing the BOSS intervention, and their perception of its impact on pupils with problematic behaviours. We expect that the survey will take staff 5-15 minutes to complete depending on their reading speed and the length of any comments they wish to type. We will send up to 3 reminders to non-respondents over the course of March 2021, giving staff 1 month to respond before the end-of-month deadline.

Our main method for our costs analysis, as described in the Costs Evaluation section below, will be to ask a contact in the school for indicative cost information, including caseloads, salaries and overheads, to compare to management information on the programme budget.

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[2] In the Lincolnshire pilot of BOSS, at every BIP meeting, schools assessed the exclusion risk of individual children on a 0-10 scale, with 10 being the highest risk. The risk of exclusion was agreed by school staff and BOSS.

[3] Whether or not child has a social worker or had a social worker in the past (they are or were a child in need, on a child protection plan, or a looked-after child).

However, we will take advantage of the online staff survey to provide additional evidence for triangulation against this. The questionnaire will ask staff to comment on how much (if any) extra time BOSS has taken, and any other costs for themselves, or that they are aware of.

Site visit including case file review

We will aim to visit one school, Hob Moor Community Primary Academy, for a one day site visit in the first half of 2021. If possible we will carry out interviews with staff during this visit, but these will be conducted separately if staff timetables do not allow this. During the site visit we will review case files for a random sample of children, aiming for 8 (roughly 1 in 10 of those participating). The Risks section below sets out the adaptations we will make if Covid-19 restrictions make an in-person visit impossible.

Analysis

We will carry out descriptive quantitative analysis of the data

Our analysis will be at child level but we will also aggregate the administrative data we receive from schools to school-level, which will help us describe overall outcomes.

We cannot say with certainty that the children referred for BIPs will be concentrated in particular year groups. However, if this proves the case, we will seek to focus our analysis on the specific year group(s). Family Action report that concentration is more likely to occur in KS2 as opposed to KS1 and reception.

The data we will collect on referrals will let us explore the possibility that BOSS increases confidence in schools to manage risk, rather than referring children to receive external help from children's services. We will describe trends over time in referrals across the participating schools in 2020/21 and in comparison to prior years.

We will carry out descriptive school-level analysis to examine whether the introduction of the BOSS programme may have had an impact on attainment, attendance, behaviour, exclusions and referrals to CSS relative to previous terms and years. Our analysis will include descriptive statistics (such as the mean and range) of each outcome for all the participating schools' children, as well as the BIP pupils.

We will carry out inferential quantitative analysis of the data

We will carry out pre-post comparisons, as an improvement in outcomes among beneficiaries will be a necessary, but not a sufficient, condition for later evaluative work to establish causality.

We will carry out inferential analysis to establish the statistical significance of any difference in outcomes between the intervention year and prior years. Due to the current Covid-19 pandemic, one school has told us that the format of its 2020/21 assessment data is uncertain. However, we propose the following tentative plan. The nature of our final analysis plan will depend on the quantity of data received (such as the number of children on BIPs), nature of the data received (e.g. continuous, ordinal or nominal), its distribution, and quality.

We propose to use paired t-tests and Wilcoxon Signed-Rank tests. We will correct for multiple comparisons following WWCSC statistical guidance.

Outcomes and proposed analysis

Outcome	Proposed analysis
Attainment of BIP pupils in term 3 of academic year 2020/21 compared to term 1 (teacher assessed)	We expect that the measures provided by schools will be absolute rather than relative. So, due to the difficulty of contextualising what progress would have been expected by pupils anyway, our analysis will be descriptive only.
Attendance of BIP pupils in term 3 of academic year 2020/21 compared to term 1 (e.g. percentage of school days attended)	We will carry out a paired t-test.
Behaviour of BIP pupils in term 3 of academic year 2020/21 compared to term 1 (if available, Strengths and Difficulties Questionnaire total difficulties score[4] and/or risk of exclusion measure score, 0-10)	We will carry out a paired t-test for each behaviour measure available.
Exclusions of BIP pupils in term 3 of academic year 2020/21 compared to term 1 (0+)	It is possible that not enough exclusions are observed for meaningful analysis; if so, our analysis will be descriptive only. If not, we will carry out a Wilcoxon Signed-Rank test.
Referrals to CSS of BIP pupils in term 3 of academic year 2020/21 compared to term 1 (0+)	It is possible that not enough referrals are observed for meaningful analysis; if so, our analysis will be descriptive only. If not, we will carry out a Wilcoxon Signed-Rank test.

We will use the software SPSS for our quantitative analysis and keep records of syntax for quality assurance purposes, to share with WWCSC, and for future archiving.

We will take appropriate steps to check and assure the quality of the data

On receiving quantitative data from the administrative data request and survey, we will follow the standard Coram steps for data validation and checking, cleaning and quality assurance. We will merge the data from different schools into a single analytical dataset. For example, we will check for duplicates, and that no dates of birth of primary school children are in the future. Our quality assurance procedures entail review of work (both this initial work and the substantive analysis described below) by another member of the team. A second layer of quality assurance applies to key findings, which are subject to additional scrutiny by the Principal Investigator.

We will carry out a thematic analysis of the qualitative data

For the qualitative data, we will use NVivo for analysis. We will carry out a thematic analysis of interview data using the framework approach to qualitative analysis (Ritchie et al, 2013). We will also review the children's diaries and undertake thematic analysis on the children's written responses. Depending on the volume of qualitative data we receive back from schools (both the number of diaries and the amount of text per diary), we will consider word

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[4] normal 0-13; borderline 14-16; cause for concern 17-40

frequency analysis. We will double code a percentage of documents. We will carry out a debrief discussion with all interviewers, once the final interview is complete, to begin a discussion on emerging themes which will continue through the period of qualitative data analysis, as part of QA.

We will triangulate our evidence across the different methods

Given the mixed methods and levels of analysis required (child, family, class, and school) we will triangulate our findings and synthesise overall findings and recommendations for future policy, practice and evaluation.

Indicative evidence of impact analysis

Our approach is mostly in line with stage 4 of Asmussen et al (2019) meaning we will put in place the foundations needed for later more robust impact evaluation. Some of our secondary research questions (Q7 to Q11) relate to early evidence of impact. Our findings will be tentative and clear about the limitations of the evaluation design and methods, and threats to internal validity. However aspects of our design (comparison years of administrative data, and triangulation across methods) will enable us to rule out some of the competing explanations for any changes we observe. Our final report will make recommendations for future evaluation.

Cost Evaluation

We will carry out a cost analysis to understand the costs of providing the BOSS programme in primary schools. We will report descriptively on the cost of the programme in total and by school, and how this compares to initial budgeted costs. We will carry out a cost allocation with the aim of breaking down these overall figures into the cost per child in a school and the cost per direct beneficiary child (i.e. child on a bespoke individual behaviour plan). We will comment on any possible spill over benefits or costs for other pupils.

We will use the ingredient method (also known as the resource cost method) to itemise the resources necessary for the BOSS programme to be provided in schools. This method has been advocated by researchers as a means to develop cost estimates that reflects the value of all resources required for delivering a service (Boulatoff & Jump, 2007; Levin & McEwan, 2001).

To enable this analysis, we will ask school contacts to send us information on their actual costs in academic year 2020/21. We will asks schools to provide information on direct and indirect costs which include:
● fixed costs e.g. salaries, and overheads and
● cost of personnel resources e.g. direct staff time spent on BOSS related activities as well as administrative time spent on the programme as measured by timesheets or other records (such as records of the duration of training) if available, and cost of non-personnel resources e.g. supplies and materials.

We will send schools a form to complete, requesting the above information, to ensure that we receive information in a consistent format.

We will then compare this information to the management information on the programme budget which we will request from Family Action in August 2021, as late as possible in fieldwork, to ensure these figures are as up-to-date and complete as possible. We will also compare schools' actual costs with their initial budgeted costs for the year. Our combination of methods will let us produce initial estimates of the potential cost per change in child outcome, such as the cost of avoiding exclusions if the findings of later, more robust, evaluation were positive. Our process evaluation interviews will allow us to explore comparisons with business-as-usual costs (i.e. whether BOSS displaces time that would otherwise be spent on pupil behaviour, or is additional).

Ethics

Following Coram's Research Ethics Policy (Coram, 2020) we sought ethical scrutiny through Coram's Research Ethics Committee. We received a favourable opinion in December 2020. The table below discusses some of the ethical considerations specific to this study.

Ethical Consideration	Mitigation
Interviewing vulnerable children and parents	Family members will be compensated for their time at more than the national living wage for an hour. We will tell interviewees that interviews will last up to 60 minutes but not end interviews abruptly after 60 minutes if interviewees have more to say. Interviews with children may be shorter than this but we will give interviewees their voucher whatever the length. We will check whether the child or adult has had a chance to look over the information sheet and offer to go over it with them or answer any questions before beginning. As part of our introductory remarks we will make clear that the interviewee does not have to answer every question and can stop the interview at any time or take a break without giving a reason and without missing out on the voucher. Discussing one's own or one's child's behavioural problems may leave interviewees distressed. They may see their child on a BIP as a reflection on themselves or find it distressing to discuss their parenting or their child's 'bad' behaviour. So we will: end the child interviews on a positive; provide contact details for Childline; and cover positive as well as negative topics in the interviews. If an interviewee appears to become distressed we will pause the interview and if they remain distressed after a pause we will offer to abandon the interview. We will not discontinue at any expression of negative emotion as family members may feel some benefit from having the chance to talk through their experiences. We will interview children and parents and carers in pairs, with one lead interviewer and one lead note taker. We decided this after considering the trade-off between the risk of making interviewees feel outnumbered, and the risk of missing signs of distress i.e. while taking notes. The lead interviewer will have experience of conducting interviews on sensitive topics or with vulnerable groups. We will seek interviewee consent to interviews being audio or video recorded and take notes if this consent is not given.
Privacy and confidentiality of interviews, which are likely to be remote, due to Covid-19 restrictions	We will prompt professionals to book a meeting room or otherwise ensure they are able to speak to us from a private space. We will check this at the beginning of the interview and rearrange if they are in an open-plan office or school staffroom for example. Our topic guides prompt interviewers to confirm that the interview will be confidential ('It's important that you know that I won't tell anyone else what you tell me – unless you tell me anything which suggests that you or someone else may be at risk of serious harm. Does that make sense?'). For interviews with family members we will also check whether they are in a quiet, private place. We will make this clear while arranging interviews (for example to enable children who share bedrooms to pick

	a time when their sibling will not be present). We will offer children who we interview by video conferencing software the option of leaving off their video feed, if this would make them feel more comfortable.
	We will offer interviewees who we meet in person the option of a neutral location such as a café or park, subject to the conditions that it is suitable (in allowing privacy, and not too noisy as to impede voice recording).
	We recognise that in both video conference and telephone interviewing it is impossible to be certain that an interviewee is alone. If it becomes clear that another person is present in interviews, we will note this and take it into account in analysis, as it may affect responses.
	It is likely that parent and carers will be present at least at the start and end of interviews with children, to facilitate use of technology and confirm consent, and some may prefer to be present throughout. We will make it clear that it is their child we wish to hear from, though we anticipate that some parents may answer some questions, or expand on some questions, on their child's behalf. Recognising that this may affect child responses, we will note this and take it into account in analysis.
	Each interview will be separate, in that we will not interview children and parents and carers in the same family, or their teacher.
	Our notes/transcripts will be saved securely in the Impact & Evaluation Team S: drive folders which are only accessible to Impact & Evaluation team members.
	For remote interviews we will use a telephone call or any video conferencing platform suggested by the interviewee, as long as Coram IT advises it is secure for this purpose.
Protecting children from the potential of stigma from participating in the research and being on a BIP	We will use careful and generic language in our written and verbal communications to avoid stigmatising children and parents and carers, who may in any case not be aware of the BOSS programme or may not know it by that name.
The gatekeeping role of schools	We will work with schools, taking into account factors such as interviewer safety, but ultimately make an independent choice of who to approach for interview. We would not wish to approach a family if the child's school was aware they were in the middle of a crisis, for example. We hope the balance of interviews across schools (15 children across 8 schools) will allow us to speak to a range of children.
	In our case file review: if a site visit to one of the schools takes place (if Covid-19 restrictions permit) we will be able to ensure we select files for review from the population of children. If the site visit is remote, we will try to ensure both data security and that our independent choice of files is not compromised. This will be discussed with the school but

	may entail screen sharing, requesting documents, or other ways to ensure Coram makes the selection.
Potentially causing additional burden to schools	We will offer schools the opportunity to select their preferred timing of interviews across February and March. We will be flexible in arranging interviews with teachers on different days of the week and times of day. We will offer a range of dates to the school we select for our site visit. We will test the online survey to ensure it is as short as possible before disseminating it, and honestly report the time it takes in minutes to help people plan their time. We will only chase non-respondents.
The risk of children, parents/carers or staff being identifiable	We will need the real names of children, parent and carers' and staff in order to arrange interviews but notes and transcripts will be anonymous (using a pseudonym or initials) from the beginning. Each interview will be separate, in that we will not interview children and parents and carers in the same family, or their teacher. In writing up our analysis we will not attribute any quotes or accounts to named schools, but will state that the intervention took place in the 8 York primary schools, which we will name. We will not report exact job titles or roles, but instead generalise, for example using the terms 'programme worker' or 'programme manager' to attribute quotes. We will ensure that not enough detail on specific family circumstances is included to allow an individual or family to be identifiable. This goes both for the reporting and for the whole qualitative data corpus, which we plan to deposit in an academic data archive at the end of the project.
Risks to interviewers	In advance of each visit to York for fieldwork, a full risk assessment will be completed, taking into account Covid-19 related risks. Coram researchers will exercise caution and common sense, and follow Coram's safeguarding policy and procedure and Coram's lone working policy (we plan to carry out interviews in pairs, but this may not always be possible). The policy requires a line manager or colleague to know where staff are working, who they are seeing, and what time they expect to leave; and requires staff to telephone the office at the point of leaving and on arrival at the destination; and requires staff to provide their line managers with contact numbers for next of kin, in case of an emergency. In respect of Covid-19, in the event of the Coram risk assessment and school rules and arrangements coming into conflict, we will adopt the more conservative of the two options.

Data Handling

We have carried out a Data Protection Impact Assessment (DPIA) covering all methods, which is available on request and goes into more detail than the discussion below.

Our legal basis for processing personal data will be legitimate interests in the case of the administrative data request and case file review. In the case of the interviews, diaries and survey our legal basis will be consent. We will provide schools with a copy of an information sheet (privacy notice) and consent form for all parents and carers, covering the diaries and administrative data. A separate additional info sheet (privacy notice) will be shared with the parents and carers we approach to ask for an interview.

Specifically, local authorities need to fulfil their duties in the Children Act (1989) to provide families with the information and support necessary to enable participation in decisions (such as decisions on which school-based behaviour programmes to take part in), and to do this, they need evidence on effectiveness. Our evaluation will provide the basis for this. We are

not aware of any other way to perform this task in a less intrusive way (alternative ways would involve more intrusive data collection on child outcomes directly from families).

It is a reasonable expectation that local public services' data will be used for evaluation purposes. In line with HM Treasury guidance (Magenta book, 2020), evaluation should be carried out of the uses to which public money is put.

Coram and WWCSC will be the joint data controller, and Coram the data processor.

The additional condition for processing the special category data on ethnic group is Article 9(j) of the Data Protection Act (DPA) (2018) (Archiving, research and statistics). Previous research and statistics show a link between some of our outcomes of interest and demographic characteristics, so we wish to explore these issues in relation to this programme.

We will agree data sharing agreements with each school, covering the data request, survey, interviews, diaries, and, in respect of one of the schools, case file review. The data will be pseudonymised in that we will ask for potentially identifying details, such as the child's ethnic group, but not their name. The method for transferring the data may vary according to school preference but we will suggest the use of a secure file transfer application such as egress.

Teachers and other school staff such as teaching assistants may be able to read child diaries, as they may help pupils to complete them, and because they may have access to the partly-completed diaries, which are likely to be stored in classrooms during Spring term 2021. This is also the case for other written work children complete in class. The diary includes space for the child's initials rather than their name, and the questions and prompts are not sensitive (and are positively framed), but there remains a risk that children would feel uncomfortable or self-conscious in what they write or draw being accessible to others. Our information sheet for teachers asks teachers to make clear to pupils that the diaries are optional, and suggests they are not to be left lying around the classroom, and be stored in a locked cupboard when not in use, if one is available. Diaries will be returned to Coram via courier or recorded delivery by school staff, or will be collected in person by Coram. There is a risk that posted diaries may become lost or teachers might lose or forget to include diaries when returning them, which is why the diaries will not include the child's name or any sensitive questions.

To ensure data minimisation and quality we will work with our funder, schools and York council before finalising our instruments, and we will carry out a range of quality assurance checks and cleaning, including querying the data with schools as needed.

We have considered the necessity and proportionality of our plans. We could approach families directly to ask about child outcomes (like their child's attainment) but we consider that this would be more burdensome and result in lower quality data than asking schools directly as part of the administrative data request. We do not expect that there are any other ways we could gather the diary, case file or survey data. We could carry out focus groups instead of interviews but this would not be as confidential.

Information sheets (privacy notices) will be distributed to parents and carers, children, and staff. There will be separate versions of the information sheets for interviewees, survey respondents (i.e. the front page of the questionnaire) and diaries. Below is a list of the different versions of the information sheets:

- information sheet for parents and carers – interviews;
- information sheet for children – interviews;
- information sheet for staff – interviews;
- information sheet for teachers and school staff – diaries;

- information sheet for and consent form for parents and carers – diaries, data request and case file review

We will establish an online form for each school to use to provide privacy notice information and gather electronic signatures from parents and carers who wish to consent to Coram analysing their child's diary. We will provide each school with their own online account where the form will be stored. Schools will receive login details and a password which they will be asked to change the first time they login to their account. As a backup and for parents without internet access, we will also provide schools with an electronic version of the information and consent form for printing and handing out to pupils to take home. The school will administer the process; Coram will set up the accounts but will not have access to or receive parents' and carers' email addresses.

Coram IT's usual data security procedures will be followed such as maintenance of a firewall and anti-virus software. Project files including administrative data and interview notes and transcripts will be saved in the Impact & Evaluation Team project folder which is only accessible to members of Coram Impact & Evaluation Team. The files will remain saved in the project folder until 12 months after publication of the main final report, planned for November 2021, so November 2022. This is to enable the evaluation team to respond to any queries on the data analysis received after publication, which - in their experience - tend to come in gradually following a report's publication.

Personnel

- Dr Sarah Taylor, Group Head of Impact & Evaluation, will be the principal investigator.
- Hannah Lawrence, Senior Research and Evaluation Officer, on return from maternity leave in 2021 will lead on day-to-day project management, including stakeholder liaison.
- Anita Chandra, Senior Research and Evaluation Officer, will lead on day-to-day project management until Hannah's return from maternity leave.
- Anna Ludvigsen, Research Associate, will lead on qualitative methods.
- Emma Borjes, Research and Evaluation Officer, will contribute to data collection and analysis, interviews and project management.

Risks

This section outlines the anticipated risks that may arise and steps we will take to mitigate against these.

Risk	Mitigation
High Covid-19 delays/hinders fieldwork, or reduces access to sites, data and interviewees	Back-up plans to carry out fieldwork remotely; flexible timetable with interviews front loaded in case of delay; staying in touch with sites, Family Action and WWCSC Residual risk: medium
Medium Drop-out of one or more schools from the programme	Regular communications, coordinating with WWCSC and Family Action, and tailored as appropriate where Coram services operate in a school; if necessary, reallocation of fieldwork to other schools Residual risk: medium
Medium	Flexible timetable; staying in touch with sites, Family Action and WWCSC

Slow start to BOSS programme	Residual risk: low
Medium Variation across schools and professionals in how BOSS is implemented	Evaluation design which spreads fieldwork effort across sites, to enable variation to be explored; online survey to reach a range of staff Residual risk: low
Low Child-level admin data or diaries go astray on their way from primary schools to Coram, threatening privacy and reputation	No child names written on diaries, clear communications including timetable, warm-up and rehearsal and use of research@coram.org.uk and key contacts in York council and schools; provision of stamped addressed envelopes to schools, use of courier, recorded delivery or pick-up by Coram staff Residual risk: low
Low Admin data request – data provided is inaccurate or out of date	Coordination with schools before finalising request; quality assurance such as cleaning and checking; querying data with schools as necessary; template to cover fields schools must gather for other purposes; triangulation across methods i.e. ask in survey/interviews about data quality Residential risk: low

Timeline

Phase	Timing	Lead
Refine evaluation design, data protection and ethical considerations, work on theory of change and logic model	November 2020-January 2021	Sarah Taylor
Interviews	Mid Feb-end March 2021	Anna Ludvigsen
Interim reporting	March 2021	Sarah Taylor
One day site visit (or remote equivalent if Covid-19 restrictions do not allow an in person visit) including case file review	February to July 2021, date to be discussed with school	Anita Chandra
Data request sent to schools	Start July 2021 – deadline end August	Hannah Lawrence

Request for management information on programme costs sent to Family Action	July 2021	Hannah Lawrence
Data analysis, triangulation, QA, drafting, review	August and September 2021	All
Pilot report	End September 2021	Sarah Taylor

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Annex 1: Data fields we will request from schools

Field heading	Codes to use and requirements
School name	Name of primary school. This field will be the same for each child.
Child unique ID	The ID must be unique for that child including in the cases of multiple births. You can use Unique Pupil Number. Please do not provide the child's name.
About the child Date of birth of child	This date should be recorded in a DD/MM/YYYY format. For example, 16th October 2010 should be recorded as 16/10/2010. If there is no date of birth available for the child, please leave this field blank.
About the child Gender	**Please select from:** **0**: Not known (gender not recorded) **1**: Male **2**: Female **9**: Neither (indeterminate i.e. unable to be classed as either male or female)
About the child Ethnic group of child	Ethnic group should be recorded using one of the DfE main categories listed. **Please select from:** **WBRI**: White British **WIRI**: White Irish **WOTH**: Any other White background **WIRT**: Traveller of Irish Heritage **WROM**: Gypsy/Roma **MWBC**: White and Black Caribbean **MWBA**: White and Black African **MWAS**: White and Asian **MOTH**: Any other Mixed background **AIND:** Indian **APKN**: Pakistani **ABAN**: Bangladeshi **AOTH**: Any other Asian background **BCRB**: Caribbean **BAFR**: African **BOTH**: Any other Black background **CHNE**: Chinese **OOTH:** Any other ethnic group **REFU**: Refused **NOBT**: Information not yet obtained
About the child postcode district	Please provide the postcode district of the child's home residence. If the children lives at different addresses, please provide the postcode district of the address at which the child spends the majority of their time. Postcodes can differ for different children in the same family. Please include the **outward code** only e.g. for a postcode SW1W 0NY, only report SW1W as part of this field.
About the child Child's social care status	The child has a social worker or had a social worker in the past (they are or were a child in need, on a child protection plan, or a looked-after child). **Yes** (care experienced) **No** (not care experienced) **Unknown**
About the child SEND status	Whether the child has been identified as having Special Educational Needs and Disabilities. **Yes** (identified as having SEND/on a EHCP) **No** (no SEND, no EHCP) **Unknown**

About the child FSM status	Whether the child receives Free School Meals **Yes** (FSM) **No** (no FSM) **Unknown**
BOSS involvement	Whether the child has had a Behaviour Improvement Plan through the Behaviour Outreach Support Service programme in academic year 2020/21 **Yes** (BIP) **No** (no BIP) **Unknown**
Attainment term 1 2020/21	Teacher-assessed attainment in term 1 (Autumn) 2021, or 'unknown' if not available. If a child enrolled more recently, you can also report this as 'unknown'.
Attainment term 2 2020/21	Teacher-assessed attainment in term 2 (Spring) 2021, or 'unknown' if not available. If a child enrolled more recently, you can also report this as 'unknown'.
Attainment term 3 2020/21	Teacher-assessed attainment in term 3 (Summer) 2021, or 'unknown' if not available. If a child enrolled more recently, you can also report this as 'unknown'.
Attainment 2019/20	Teacher-assessed attainment in academic year 2019/20, or 'unknown'. If only termly data is available you may need to summarise into an annual measure. If a child enrolled more recently, you can report this as 'unknown'.
Attainment 2018/19	Teacher-assessed attainment in academic year 2018/19, or 'unknown'. If only termly data is available you may need to summarise into an annual measure. If a child enrolled more recently, you can report this as 'unknown'.
Attainment 2017/18	Teacher-assessed attainment in academic year 2017/18, or 'unknown'. If only termly data is available you may need to summarise into an annual measure. If a child enrolled more recently, you can report this as 'unknown'.
Attainment comments	Please use this space to explain the measure of attainment you are reporting.
Attendance term 1 2020/21	The child's level of attendance in term 1 (Autumn) 2021, or 'unknown' if not available. This may be % of days attended. If a child enrolled more recently, you can also report this as 'unknown'.
Attendance term 2 2020/21	The child's level of attendance in term 2 (Spring) 2021, or 'unknown' if not available. This may be % of days attended. If a child enrolled more recently, you can also report this as 'unknown'.
Attendance term 3 2020/21	The child's level of attendance in term 3 (Summer) 2021, or 'unknown' if not available. This may be % of days attended. If a child enrolled more recently, you can also report this as 'unknown'.
Attendance 2019/20	The child's level of attendance in academic year 2019/20, or 'unknown' if not available. This may be % of days attended. If a child enrolled more recently, you can also report this as 'unknown'.
Attendance 2018/19	The child's level of attendance in academic year 2018/19, or 'unknown' if not available. This may be % of days attended. If a child enrolled more recently, you can also report this as 'unknown'.
Attendance 2017/18	The child's level of attendance in academic year 2017/18, or 'unknown' if not available. This may be % of days attended. If a child enrolled more recently, you can also report this as 'unknown'.
Attendance comments	Please use this space to explain the measure of attainment you are reporting or to provide extra information (such as the number of school days in the term/academic year) to help us understand your data.

Behaviour term 1 2020/21	A measure of the child's behaviour in term 1 (Autumn) of academic year 2020/21, or 'unknown' if not available (including children who enrolled more recently). This may be a risk of exclusion score, a Strengths and Difficulties Questionnaire total difficulties score (if this already exists), or other.
Behaviour term 2 2020/21	A measure of the child's behaviour in term 2 (Spring) of academic year 2020/21, or 'unknown' if not available (including children who enrolled more recently). This may be a risk of exclusion score, a Strengths and Difficulties Questionnaire total difficulties score (if this already exists), or other.
Behaviour term 3 2020/21	A measure of the child's behaviour in term 3 (Summer) of academic year 2020/21, or 'unknown' if not available (including children who enrolled more recently). This may be a risk of exclusion score, a Strengths and Difficulties Questionnaire total difficulties score (if this already exists), or other.
Behaviour 2019/20	A measure of the child's behaviour in academic year 2019/20, or 'unknown' if not available (including children who enrolled more recently). This may be a risk of exclusion score, a Strengths and Difficulties Questionnaire total difficulties score (if this already exists), or other.
Behaviour 2018/19	A measure of the child's behaviour in academic year 2018/19, or 'unknown' if not available (including children who enrolled more recently). This may be a risk of exclusion score, a Strengths and Difficulties Questionnaire total difficulties score (if this already exists), or other.
Behaviour 2017/18	A measure of the child's behaviour in academic year 2017/18, or 'unknown' if not available (including children who enrolled more recently). This may be a risk of exclusion score, a Strengths and Difficulties Questionnaire total difficulties score (if this already exists), or other.
Behaviour comments	Please use this space to explain the measure of behaviour you are reporting or to provide extra information to help us understand your data.
Exclusions term 1 2020/21	How many times was the child excluded (including both fixed-term and permanent exclusions) at any point in term 1 (Autumn) of academic year 2020/21? 0+ or 'unknown' if not available (including newly enrolled)
Exclusions term 2 2020/21	How many times was the child excluded (including both fixed-term and permanent exclusions) at any point in term 2 (Spring) of academic year 2020/21? Include both fixed-term and permanent exclusions. 0+ or 'unknown' if not available (including newly enrolled)
Exclusions term 3 2020/21	How many times was the child excluded (including both fixed-term and permanent exclusions) at any point in term 3 (Summer) of academic year 2020/21? 0+ or 'unknown' if not available (including newly enrolled)
Exclusions 2019/20	How many times was the child excluded (including both fixed-term and permanent exclusions) at any point in academic year 2019/20? 0+ or 'unknown' if not available (including newly enrolled)
Exclusions 2018/19	How many times was the child excluded (including both fixed-term and permanent exclusions) at any point in academic year 2018/19? 0+ or 'unknown' if not available (including newly enrolled)
Exclusions 2017/18	How many times was the child excluded (including both fixed-term and permanent exclusions) at any point in academic year 2017/18? 0+ or 'unknown' if not available (including newly enrolled)

Exclusions comments	Please use this space to explain the exclusions data you are reporting or to provide extra information to help us understand it.
Referrals to Children's Social Services - September 2020	How many referrals were made for this child to Children's Social Services in September 2020 (0+, or 'unknown' if not available)?
Referrals to Children's Social Services - October 2020	How many referrals were made for this child to Children's Social Services in October 2020 (0+, or 'unknown' if not available)?
Referrals to Children's Social Services - November 2020	How many referrals were made for this child to Children's Social Services in November 2020 (0+, or 'unknown' if not available)?
Referrals to Children's Social Services - December 2020	How many referrals were made for this child to Children's Social Services in December 2020 (0+, or 'unknown' if not available)?
Referrals to Children's Social Services - January 2021	How many referrals were made for this child to Children's Social Services in January 2021 (0+, or 'unknown' if not available)? **No**
Referrals to Children's Social Services - February 2021	How many referrals were made for this child to Children's Social Services in February 2021 (0+, or 'unknown' if not available)?
Referrals to Children's Social Services - March 2021	How many referrals were made for this child to Children's Social Services in March 2021 (0+, or 'unknown' if not available)?
Referrals to Children's Social Services - April 2021	How many referrals were made for this child to Children's Social Services in April 2021 (0+, or 'unknown' if not available)?
Referrals to Children's Social Services - May 2021	How many referrals were made for this child to Children's Social Services in May 2021 (0+, or 'unknown' if not available)?

Referrals to Children's Social Services - June 2021	How many referrals were made for this child to Children's Social Services in June 2021 (0+, or 'unknown' if not available)?
Date of any referral(s) to Children's Social Services in 2020/21	This date should be recorded in a DD/MM/YYYY format. For example, 16th October 2020 should be recorded as 16/10/2010. If more than one referral was made, please add another date column for each referral
Referrals to Children's Social Services 2019/20	The number of referrals to Children's Social Services made for this child in academic year 2019/20 (0+), or 'unknown' if not available.
Referrals to Children's Social Services 2018/19	The number of referrals to Children's Social Services made for this child in academic year 2018/19 (0+), or 'unknown' if not available.
Referrals to Children's Social Services 2017/18	The number of referrals to Children's Social Services made for this child in academic year 2017/18 (0+), or 'unknown' if not available.