



Place2Be Evaluation Guidelines (PEG) Summary Document

This document summarises which evaluation measures should be collected for each Place2Be intervention, and why. This document should be used in conjunction with the full version of Place2Be's Evaluation Guidelines.

The tables below set out for each intervention type, the information that should be collected, when it should be collected and the purpose of collecting the information. Overall, the information collected is gathered in order to:

- Inform the SBS or Family Practitioner about the children, young people and parents/carers they see and inform the assessment and formulation process
- Enable Place2Be to monitor its services
- Enable Place2Be to evaluate the outcomes of its services.

Intervention type: Place2Talk

| What to collect | When to collect it | Why collect it |
|--|-------------------------------|---|
| Name | When child self-refers | To uniquely identify children so we can count the reach and uptake of our service |
| Date of birth | When child attends Place2Talk | |
| Gender | When child attends Place2Talk | To monitor our reach and who is using our service |
| Year Group | When child attends Place2Talk | |
| Ethnicity | When child attends Place2Talk | |
| Issues discussed | When child attends Place2Talk | To review the main issues that are concerning children to demonstrate the need for our service and be a voice for children and young people |
| Child Protection concerns and action taken | When child attends Place2Talk | To ensure we are undertaking our child protection responsibilities |
| Session date | When child attends Place2Talk | To monitor service delivery |
| Who held the session | When child attends Place2Talk | To monitor who is delivering the service and mode of delivery (phone / video) |

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| Is the child in receipt of Pupil Premium (optional) | When child record is added to the system | To establish the proportion of Place2Talk attenders who are from the Pupil Premium funded group |
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Intervention: Referral (all children and young people referred to Place2Be)

| What to collect | When to collect it | Why collect it |
|--|----------------------------|---|
| Name | When the child is referred | To uniquely identify children so we can count the reach and uptake of our service |
| Date of Birth | When the child is referred | |
| Parent / Carer / Young person (KS5/Senior phase Scotland) Agreement form | When the child is referred | To ensure we have parental agreement to assess and provide appropriate support for the child / young person |
| Referrer's name | When the child is referred | To be able to contact referrer if needed |
| Date of referral | When the child is referred | To monitor time between referral and start |
| Role of referrer | When the child is referred | To review where referrals come from |
| Gender | When the child is referred | To monitor our reach and who is accessing the service. |
| Year group | When the child is referred | |
| Ethnicity | When the child is referred | |
| What are the reasons for the CYP being referred? | When the child is referred | To understand the reasons why a child / young person has been referred to Place2Be |
| Give details of any SEND / ALN (Wales) / ASN (Scotland) and how this impacts on this child or young person's wellbeing | When the child is referred | To consider all known variables in order to be able to assess the CYP's needs and best course of action |
| Are there any current or previous safeguarding concerns for the CYP being referred? | When the child is referred | To assess the vulnerability of the CYP and ensure their safety in the referral process |
| Are there any current concerns relating to self-harm or suicidal thoughts? | When the child is referred | To assess the vulnerability of the CYP and ensure their safety in the referral process |

Intervention: Assessment (all children and young people who progress from referral to assessment)

| What to collect | When to collect it | Why collect it |
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| Parent / Carer / Young person Agreement form | At the start of Assessment | To ensure we have parental agreement to assess and provide appropriate support for the child / young person. Young person agreement is sought directly from young people in Key Stage 5 (England / Wales) / Senior phase (Scotland) |
| Home postcode (not all services) | At assessment | This is gathered only where the service is funded by the NHS and where Place2Be is required to share anonymised data with the NHS Mental Health Services Dataset (MHSDS) |
| Early Help Assessment and Plan (e.g. CAF) open | At assessment | To be aware of the child's context in the assessment and formulation process. To monitor our reach and who is using our service and explore differences in outcomes for children with different characteristics |
| Child in Need? | At assessment | |
| Subject of a Child Protection Plan | At assessment | |
| Subject to a Care order | At assessment | |
| Receiving free school meals | At assessment | |
| SIMD (Scotland only) | At assessment | |
| Receives Pupil Premium Funding (England and Wales only) | At assessment | |
| Is the child or young person currently eligible for Service Pupil Premium (SPP)? (England only) | At assessment | |
| Special Educational Needs (SEN) – No SEN / SEN Support / Education Health and Care Plan (England) | At assessment | |
| Categories of SEN need (England only) | At assessment | |
| Additional Support Needs (ASN) Scotland only: Co-ordinated Support Plan (CSP) / Individual Educational Programme (IEP) / No CSP or IEP / CSP and IEP | At assessment | |
| Additional Learning Needs (ALN) Wales: Universal Provision / Universal Targeted Provision / Individual Development Plan / No Additional Learning Needs | At assessment | |
| Is the child a refugee/asylum seeker | At assessment | |
| Is the child a young carer? | At assessment | |

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| Is the child on a CAMHS waiting list? | At assessment | |
| Language spoken at home | At assessment | |
| English an Additional Language? | At assessment | |
| Child's main carer | At assessment | |
| Other agencies involved with the family | At assessment | |
| Parent / carer's education | At assessment | To explore outcomes for children from different backgrounds |
| Recommendations for counselling type | At assessment | To monitor the type of support offered |
| Assessment and Formulation | At assessment | To clinically assess the situation around the child's need for support and formulate the best response. |
| Presenting Issues | As part of Assessment and Formulation process | To monitor the issues that children present with including those that may not be identified by the SDQ |
| Family background factors (Parental Drug and alcohol use / mental health issues / domestic abuse) | As part of Assessment and Formulation process | To identify relevant family contextual issues for the child |
| Parent completed SDQ | At assessment | To identify the level of difficulties for a child/young person to inform assessment and formulation |
| Teacher completed SDQ | At assessment | |
| Child/ YP completed SDQ (Secondary schools - optional for Primary schools) | At assessment | |
| YP CORE post- (Secondary schools only in England and Wales and P7 onwards in Scotland) | At assessment | To identify the level of difficulties for a child/young person to inform assessment and formulation |
| Child and Young Person's Voice Form | At assessment | To obtain the perspective of the CYP and assess the CYP's understanding of why they are coming to Place2Be and what they expect to get out of it. |
| Session dates | At assessment | To monitor service delivery and progression from Referral |
| Parent Partnership sessions | Throughout intervention | To monitor parental engagement in intervention |
| Who held the session | At assessment | To monitor who is delivering the service and mode of delivery (phone / video) |
| School Attendance | At assessment: relating to the whole term before the start of counselling | To evaluate the attendance and exclusions of children and analyse this in relation to improvements in their mental health |
| School Exclusions – fixed term and permanent | At assessment: relating to the whole year before the start of counselling | |

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| Attitude to Learning | Before 1:1 counselling or group work starts | To evaluate the attitude and approach to learning of children who use the service, explore whether this changes after counselling and analyse in relation to improvements in children's mental health |
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Intervention: One-to-one counselling (excluding KIT)

| What to collect | When to collect it | Why collect it |
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| UPN (Unique Pupil Number) England & Wales only / SCN (Scottish Candidate Number) Scotland | At any point in time | To monitor the academic progress of all children seen in 1:1 counselling and KIT over time and compare the progress of children supported by Place2Be with other children who did not receive the service. |
| Name of counsellor | Before counselling starts | To monitor the type of counsellors providing counselling |
| Counsellor qualified or in training? | Before counselling starts | |
| Counsellor trained through Place2Be? | Before counselling starts | |
| Goal Based Outcomes measure | Before counselling starts and at each session as needed and at the end | To assess the goals that the child aims to gain from counselling and their rating of their progress towards these |
| Review point teacher SDQ (Primary age children only) | At 7 sessions into the intervention | To understand a child's progress and outcomes across the services at the average mid-point of an intervention |
| Review point Child/yp SDQ (secondary age young people only) | At 7 sessions into the intervention | |
| Did the review take place? | At 7 sessions depending on age of child/YP | To determine how many children/young people are reviewed during their intervention and who is consulted. |
| Teacher completed SDQ | At the end of counselling | To evaluate the outcomes for children and young people who use the service |
| Parent completed SDQ | At the end of counselling | |
| Child/ YP completed SDQ (Secondary schools - optional for Primary schools) | At the end of counselling | |
| YP CORE post- (Secondary schools only in England and Wales and P6 onwards in Scotland) | At the end of counselling | |
| Child and Young Person's Voice Form | At the end of counselling | To assess the CYP's experience of the Place2Be intervention and help the YP |

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| | | identify resilience and resources for ongoing support. |
| Attitude to Learning | At the end of counselling | To evaluate the attitude and approach to learning of children who use the service, explore whether this changes after counselling and analyse in relation to improvements in children's mental health. |
| School Attendance | After counselling ends: relating to the whole term in which counselling ends | To evaluate the attendance and exclusions of children and analyse this in relation to improvements in their mental health |
| School Exclusions – fixed term and permanent | After counselling ends: relating to the year in which counselling ends | |
| End date of counselling | At the end of counselling | To clearly identify when a child's counselling has ended |
| Reason for ending | At the end of counselling | To understand the different reasons why counselling ends |
| Final summary | At the end of counselling | An ending assessment of the child and any further actions |
| Session dates | During counselling | To monitor service delivery |
| Parent Partnership sessions | Throughout intervention | To monitor parental engagement in intervention |
| Sessions attended or not | During counselling | To monitor attendance |
| Who held the session | During counselling | To monitor who is delivering the service and mode of delivery (phone / video) |

Intervention: Knowledge Insight Tools (KIT) (secondary schools only)

| What to collect | When to collect it | Why collect it |
|---|---|--|
| UPN (Unique Pupil Number) England & Wales only / SCN (Scottish Candidate Number) Scotland | At any point in time | To monitor the academic progress of all children seen in 1:1 counselling and KIT over time and compare the progress of children supported by Place2Be with other children who did not receive the service. |
| Name of SBS / ASBS | Before intervention starts | To monitor the type of practitioners providing the intervention |
| End date of intervention | At the end of intervention | To clearly identify when a young person's counselling has ended |
| Reason for ending | At the end of intervention | To understand the different reasons why interventions end |
| RCADS – session 1 and post-intervention | At the start and end of intervention | To assess the young person's mental health needs and evaluate change |
| RCADS symptom tracker | At session 4 and 7 – can be done in addition up to weekly | To monitor progress and outcomes |
| Teacher SDQ | At the end of intervention | To evaluate the outcomes for children who use the service |

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| Parent SDQ | At the end of intervention | To evaluate the outcomes for children who use the service |
| Child/YP SDQ | At 7 sessions and at the end of intervention | To evaluate the outcomes for children who use the service |
| YP CORE | At the end of intervention | To identify the level of difficulties for a child at the start of counselling and evaluate the outcomes for children who use the service. |
| Child and Young Person's Voice Form | At the end of intervention | To assess the CYP's experience of the Place2Be intervention and help the YP identify resilience and resources for ongoing support. |
| Goal Based Outcomes measure | Before counselling starts and at each session as needed and at the end | To assess the goals that the child aims to gain from counselling and their rating of their progress towards these |
| Attitude to Learning | At the end of counselling | To evaluate the attitude and approach to learning of children who use the service, explore whether this changes after counselling and analyse in relation to improvements in children's mental health. |
| Final summary | At the end of intervention | An ending assessment of the child and any further actions |
| Session dates | During intervention | To monitor service delivery |
| Sessions attended or not | During intervention | To monitor attendance |
| Parent Partnership sessions | Throughout intervention | To monitor parental engagement in intervention |
| Who held the session | During intervention | To monitor who is delivering the service and mode of delivery (phone / video) |

Intervention type: Group work (including Journey of Hope)

| What to collect | When to collect it | Why collect it |
|--|--|---|
| Group / JoH Agreement form | When the offer of a group intervention is made | To inform the parent/carer on assessment decision and contract for group (e.g. Place2Be group work / Journey of Hope) |
| Group type | After assessment | To distinguish between Place2Be group work / Journey of Hope |
| Name of SBS / ASBS | Before group starts | To monitor the type of counsellors providing group work |
| End date of counselling | At the end of group work | To clearly identify when group work has ended |
| Reason for ending | At the end of group work | To understand the different reasons why group work ends |
| Sessions attended or not | Throughout group work | To monitor attendance |
| Teacher completed SDQ (Journey of Hope only) | At the end of group work | To evaluate the outcomes for children who uses the service |

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| Child and Young Person's Voice Form | At the end of JoH group work | To assess the CYP's experience of the Place2Be intervention and help the yp identify resilience and resources for ongoing support. |
| Attitude to Learning | At the end of the group work | To evaluate the attitude and approach to learning of children who use the service, explore whether this changes after group work and analyse in relation to improvements in children's mental health |
| Final summary | At the end of group work | An ending assessment of the child and any further actions |
| Session dates | During group work | To monitor service delivery |
| Sessions attended or not | During group work | To monitor attendance |
| Who held the session | During group work | To monitor who is delivering the service and mode of delivery (phone / video) |
| Parent Partnership sessions | Throughout intervention | To monitor parental engagement in intervention |

Intervention type: Parenting Support

| What to collect | When to collect it | Why collect it |
|------------------------|------------------------------|--|
| Parent name | At parent assessment meeting | To be able to make contact with the parent |
| Parent Contact details | At parent assessment meeting | To be able to contact the parent to arrange sessions and for safeguarding of the CYP |
| Parent gender | At parent assessment meeting | To monitor who is using Place2Be's parent support services |
| Parent ethnicity | At parent assessment meeting | To monitor who is using Place2Be's parent support services |

Intervention type: Personalised Individual Parenting Training (PIPT)

| What to collect | When to collect it | Why collect it |
|--|--|---|
| Previous Parent counselling experience | At parent assessment meeting | To ascertain need and ability to engage in service |
| PIPT Agreement | When an offer of a PIPT intervention is made | To inform the parent/carer on assessment decision and contract for PIPT |
| Parent Partnership sessions | Throughout intervention | To monitor parental engagement in intervention |
| Goals Record Sheet | After assessment | To identify the goals for the parent/carer and child through the intervention |
| Goals Progress Chart (session by session) | At any point in time | To review the progress towards achieving the goals for the parent/carer and child at each session |
| Brief Parental Self Efficacy Scale (BPSES) | Before and after intervention | To evaluate the outcomes for children and parents/carers who use the service |
| Teacher completed SDQ | At end of intervention | |
| Parent completed SDQ | At end of intervention | |

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| Session dates | During intervention | To monitor service delivery |
| Session held with | During intervention | |
| Sessions attended or not | During intervention | To monitor attendance |
| Sessions held by | During intervention | To monitor service delivery |