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 or Place2Talk attenders who are from the Pupil Premium funded group

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 Agreement Form (if child aged 11 and under or if young person is assessed as not Gillick competent) / Young person Agreement Form (if aged 12+ and Gillick competent)	When the child is referred	To ensure we have parent/ carer agreement to assess and provide appropriate support for the child / young person (if aged 11 and under or young person assessed as not Gillick competent). To ensure we have the young person's agreement to provide them with appropriate support (if aged 12+ and Gillick competent).
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

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

What to collect	When to collect it	Why collect it
Parent / Carer / Young person Agreement form	At the start of Assessment	To ensure we have parent/ carer agreement to assess and provide appropriate support for the child / young person (if aged child 11 and under or young person is not Gillick competent). Young person agreement is sought directly from young people in secondary schools if they are aged 12+ and Gillick competent.
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	

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Is the child a refugee/asylum seeker	At assessment	
Is the child a young carer?	At assessment	
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 P6 onwards in Scotland)	At assessment	To identify the level of difficulties for a child/young person to inform assessment and formulation
Goal Based Outcomes measure	At assessment	To assess the goals that the CYP aims to gain from counselling
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

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School Exclusions – fixed term and permanent	At assessment: relating to the whole year before the start of counselling	
Attitude to Learning	At assessment Before 1:1 counselling, or group work starts. Not required for PIPT.	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

Intervention: One-to-one counselling

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 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	At each session as needed and at the end of counse;;ing	To assess the CYP's rating of their progress towards the goals they set out to achieve
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	

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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 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 To understand the different reasons why counselling ends
Reason for ending	At the end of counselling	
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 type: Group work (including Journey of Hope)

What to collect	When to collect it	Why collect it
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
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

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

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