



The Risk-Avert 2016/17 Evaluation Summary

The evaluation of Risk-Avert is conducted by independent academics and focuses on the outcomes of the targeted element of the programme.

This pack contains the evaluation summary and an illustrative overview of the key findings from the 2016/17 academic year

To read the full evaluation from the 2015/16 academic year report please [click here](#).

If you would like to find more about Risk-Avert please contact us:

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The Risk-Avert Evaluation Summary

Evaluation

An evaluation of the outcomes of the Risk-Avert programme was conducted by Claire Russell, who is an independent researcher with an honorary position at the University of Bath. The evaluation was based on feedback data given by young people who participated in the Risk-Avert programme in the academic year 2016-17.

The evaluation measures were completed by young people at the beginning and end of the Risk-Avert programme. This enables us to measure change over time in the outcomes of the programme.

The evaluation enables us to analyse outcomes achieved by the young people across three domains:

Well-being: How young people feel and how well they can function

Self-efficacy: A young person's belief in their own ability to overcome challenges

Resilience: A young person's ability to bounce back from adversity

The outcomes were analysed using the following valid and reliable measures:

- Well-being - Short Warwick Edinburgh Mental Well-being Scale (SWEMWBS); consists of seven items or statements that relate to well-being. Concerned with frequency and rated between one and five.
- Self-efficacy - General Self-efficacy Scale; a 10-item psychometric scale.
- Resilience - Connor-Davidson Resilience Scale; a 10-item scale rated out of five.

The evaluation contained data from five local authorities; Essex, Medway, Suffolk, Hertfordshire and Oxfordshire. In total 27 schools participated in the evaluation, of those, 17 were Essex schools, 1 Hertfordshire school, 2 Oxfordshire schools, 5 Suffolk schools and 2 Medway schools. The results of the evaluation are based on the responses of 284 young people. This is not the full amount of young people that participated in the programme. Not all schools provided data and not all data was usable. Reasons for unusable data include; incomplete data sets e.g. only pre or post data, missing fields in data provided and an inability to attribute before and after surveys to specific young people

There are three positive outcomes for young people:

- Positive Change - Significant improvement
- Positive Change - Right direction
- No Change - Above Average

There are two negative outcomes for young people:

- No Change - Below Average
- Deterioration

Results

The results for young people participating in the Risk-Avert programme in the academic year 2016-17 were as follows:

- **76.4% of young people had a positive outcome for Well-being.**
- **70.4% of young people had a positive outcome for Self-efficacy.**
- **68.7% of young people had a positive outcome for Resilience**

In addition, 73.9% of young people had a positive outcome in at least two domains and 52.1% of young people had positive outcomes in all three domains.

Considerations

When looking at the evaluation analysis of the programme it is important to consider the following events can impact on the outcomes:

1. Variables outside of school (significant family issues, relationships etc) can significantly impact on the results for individual young people and can significantly affect how a young person may complete the evaluation form on any given day
2. Whilst staff delivering the programme have received training and guidance, Risk-Avert is delivered by non-specialist members of staff.
3. If a young person starts the programme at a high level in a domain it is recorded as positive if they do not deteriorate. This is because there is obviously a limit to how high a level can be reached using the tools and measures we have available.
4. Logistical pressures in schools such as room changes and cancellations/moving of sessions.
5. Disruptive behaviour of pupils within the sessions.
6. Lack of parental support.
7. Unforeseen wider pressures and challenges within the school community.
8. Changes in staffing due to sickness or change of post holder.

Summary

Overall, the evaluation endorses continued delivery and evaluation of the Risk-Avert programme as a useful and relevant resource to support pupils' well-being, self-efficacy and resilience.

During the **2016/17 academic year**, **284 young people** participated in an **independent evaluation** of the **award winning Risk-Avert programme**.

commissioned by:




designed and delivered by:

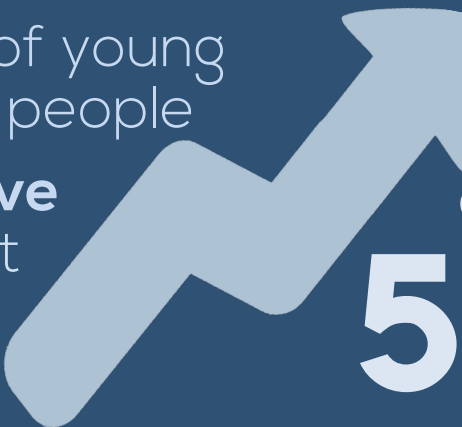


Here are **5 key outcomes** from the **evaluation**:

1.  **76%** of young people **achieved positive outcomes** relating to their **mental well-being**

70% of young people **achieved positive outcomes** relating to their **self-efficacy** **2.** 

3.  **69%** of young people **achieved positive outcomes** relating to their **resilience**

4. **74%** of young people **achieved positive outcomes** in at least **2 domains** **5.** **51%** of young people **achieved positive outcomes** in **all 3 domains** 

Risk-Avert continues to provide **positive outcomes** first identified in **2015/16**. All **Risk-Avert sessions** are **delivered in school**, by **non-specialist school staff** who have received **training** by **The Training Effect**.