

Lancashire Violence Reduction Network

Outcomes Framework
2020



LANCASHIRE
VIOLENCE REDUCTION
NETWORK

Acknowledgements

The Lancashire Violence Reduction Network

Established in 2019, the Lancashire Violence Reduction Network (LVRN) is a collaboration of public, private, third sector, community and lived experience organisations and individuals, which aims to prevent and reduce violence.

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“Our vision is for every person living or working in Lancashire to feel and be safe from violence and violent crime.”

Introduction

Since the Lancashire Violence Reduction Network (LVRN) is involved – with different levels of intensity – in such a wide variety of initiatives to prevent and reduce violence, it can be a challenge to know, which interventions are having a positive impact on individuals and families, and how to evidence any outcomes.

The LVRN Outcomes Framework:

- provides an overview to guide progress and assess impact;
- is a mechanism for accountability; and
- aims to improve the quality of services across pan-Lancashire by focusing on achieving outcomes.

This is the first version of the LVRN Outcomes Framework, which was developed between June and September 2020, in consultation with multi-agency partners.

The document is not intended to be exhaustive, rather the framework has been produced as a resource to support the LVRN and wider partners to begin to:

- identify and develop outcomes;
- measure impact;
- develop and improve initiatives;
- document and share good practice;
- contribute to the design of new initiatives;
- provide stronger cases when applying for funding;
- enable us to assess the potential effectiveness of investments.

Individual programmes of work and organisations can select the outcomes, indicators and measures most relevant to their area of work and use them as a basis for developing their own, bespoke framework.

Together, the outcomes, indicators and example measures contribute to painting a picture of Lancashire's approach to preventing and reducing violence.

The LVRN takes a systems approach, which in terms of this framework means refreshing and adapting the outcomes, indicators and measures annually so that the document can become a tool, which reflects the continually changing landscape within and across services, alongside national and international learning in relation to preventing violence.

We will uphold the eight principles that define good impact practice by:

1

Taking responsibility for impact and encouraging others to do so too;

2

Focusing on our purpose;

3

Involving others in our impact practice;

4

Applying proportionate and appropriate methods and resources;

5

Considering the full range of the difference we actually make;

6

Being honest and open;

7

Being willing to consider and act on what we find;

8

Actively sharing our impact plans, methods, findings and learning.

Who should be involved in evidencing impact and discussing outcomes?

In short, the answer is everyone: staff, experts by experience, communities and commissioners.

Staff at all levels, from multi-agencies, should be encouraged to take part in order to:

- Identify the outcomes that are meaningful, achievable and measurable;
- Build accountability in achieving outcomes and measuring progress against them;
- Promote understanding of how measuring impact can support the development of programmes of work;
- Contribute to identifying measures that matter to those who are involved in designing and delivering a service.

People with lived experience and communities should be engaged at all stages, in order to:

- Identify the outcomes they believe will contribute to preventing violence, address the social determinants, promote their development and help them to achieve their aspirations;
- Allow them to have equal involvement in the design, implementation and evaluation of programmes of work;
- Increase their understanding of the reasons for measuring specific outcomes.

Commissioners should engage in order to:

- Understand the outcomes which matter most to people's lives;
- Be clear on the outcomes that research indicates can reasonably be achieved and attributed to the planned programme of work;
- Agree what type of evaluation would be sufficient to demonstrate impact and what is achievable within available resources;
- Maximise efficient and effective use of resources and funding;
- Gain knowledge on which initiatives 'work' or are likely to have an impact, in order to influence future investments.

Background to this framework

What are the LVRN key outcomes?

- The Home Office requirements;
- The LVRN 2020-2025 Strategy;
- The LVRN Strategic Needs Assessment 2020;
- Community and lived experience perspectives.

Under each individual outcome, there are a number of indicators, alongside example measures, which focus on preventing and reducing violence.

Of note, the eight 'key' outcomes and related indicators are not independent but are interrelated and correspond with the social determinants of violence. For example, homelessness (indicator 2.9) is often intertwined with poverty (indicator 2.10); and relationships (outcome 5) are a key part of trauma informed practices (outcome 7).

Outcome 1: Individuals, families and communities are supported to be safe from violence and violent crime.

Outcome 2: Individuals, organisations and communities work together to prevent violence.

Outcome 3: Parents are supported to be the 'best' parent they can be.

Outcome 4: People in Lancashire have access to and are engaged in education, training and/or employment.

Outcome 5: People in Lancashire are supported to build positive relationships and social networks.

Outcome 6: People in Lancashire feel mentally and physical well.

Outcome 7: Lancashire is a trauma informed county.

Outcome 8: Public money is well spent in Lancashire.

²The Home Office (as outlined in the 2020-2021 Violence Reduction Units Grant Agreement) are particularly interested in the following 'success measures': (1) A reduction in hospital admissions for assaults with a knife or sharp object and especially among those victims aged under 25; (2) A reduction in knife-enabled serious violence and especially among those victims aged under 25; (3) A reduction in all non-domestic homicides and especially among those victims aged under 25 involving knives.

³The LVRN 2020-2025 Strategy - www.lancsvrn.co.uk/wp-content/uploads/2020/06/Lancs-VRN-Strategy.pdf

⁴The LVRN Strategic Needs Assessment 2020 – www.lancsvrn.co.uk/wp-content/uploads/2020/04/LVRNNeedsAssessmentv2.pdf

Lancashire Violence Reduction Network

Outcomes Framework



Interrelated outcomes frameworks

The LVRN recognises that there are other outcomes frameworks already in existence that complement the LVRN outcomes, indicators and measures detailed within this framework (e.g. individual School Improvement Plans, the Lancashire Children and Young Persons Outcomes Framework and the Lancashire Early Years Outcomes Framework).

Beyond this document, consideration will need to be given to how partners can work together to share data where there are areas of crossover and agree on how frequently data should – and can realistically – be collected (where such an agreement and data sharing is not already in place).

Notes about outcomes and indicators

Whether influencing, commissioning or delivering specific programmes of work, this document provides a set of overarching outcomes and indicators, which can be used by the LVRN and wider partners, whose work involves the outcomes covered.

An outcome is the ‘end’ result of a process or activity, whilst an indicator is a specific, observable characteristic that can be used to show changes or progress that a programme, initiative or intervention is making towards achieving a specific outcome.

A good indicator should be:

- **Reliable:** Consistently measured across time and different data collectors.
- **Useful:** For programme improvement and to demonstrate programme outcomes.
- **Adequate:** Able to measure change over time and progress toward performance and outcomes.
- **Understandable:** Easy to comprehend and interpret.

The indicators in the LVRN Outcomes Framework are grouped into the eight aforementioned outcomes, which set out the high-level aspirational outcomes that we are aiming to improve.

Practitioners and programme leads should work together – and in collaboration with people with lived experience and communities – to drill down and identify which outcomes, indicators and measures are relevant to specific programmes of work.

Whilst this is the Outcomes Framework for 2020-2021, we recognise that many of the indicators will take longer than 12 months to be realised.

Indicators, such as reducing intergenerational offending require longitudinal evidence.

We did consider dividing the indicators into short- and long-term aims, however often the time-scales will not be ‘clear cut’ and can depend on various factors, such as:

- 1) how short- and long-term is defined;
- 2) for some individuals and groups indicators may be achieved in the short-term, for others it will take longer;
- 3) long-term changes are required to evidence sustained change over a person’s life course;
- 4) sometimes there will be quick pockets of progress in certain geographical areas, whilst in other locations the same indicators will take longer to achieve.

What do we mean when we refer to 'measures'?

We refer to 'measures' – in a broad sense – to mean ways of assessing the importance, effect and value of something. Measures can form part of a plan to 'track' progress and understand the corresponding indicators.

We provide a range of example measures, some of these are intentionally left broad (e.g. qualitative and quantitative data, gathered through programme data and methods such as interviews, surveys and focus groups) acknowledging that ways of measuring will differ for particular programmes of work.

Other example measures, which we have provided, are more specific (e.g. percentage of children achieving an expected level of problem-solving skills at age 2-2.5 years). These measures are ones with data that are repeatedly drawn upon or data which is readily available.

In other instances, we have given examples of statements that can be used to explore and measure the indicators (e.g. parents support you with homework).

The Outcomes Framework

Outcome 1: Individuals, families and communities are supported to be safe from violence and violent crime			
Indicators		Example measures	
1.1	Reductions in (repeat) A&E attendances for assaults with a knife or sharp object	1.2.1	Number of A&E attendances for assaults with a knife or sharp object
1.2	Reduction in serious violence offending (including knife-enabled violence and homicides)	1.2.1	Number of arrests for serious violence
		1.2.2	Number of charges for serious violence
		1.2.3	Number of referrals to YOT
		1.2.4	Severity of crime per 1,000 population in Lancashire (compared to previous years and compared to figures for England and Wales)
		1.2.5	Knife crime figures as defined by the Home Office Annual Data Requirement
1.3	Reduction in serious violence reoffending (including knife-enabled violence and homicides)	1.3.1	Number of repeated arrests for serious violence
		1.3.2	Number of repeated charges for serious violence
1.4	Reductions in (repeat) domestic abuse and violence demand	1.4.1	Number of police call outs for DVA for programme participants
		1.4.2	Number of arrests for DVA
		1.4.3	Number of charges for DVA
1.5	Increased feelings of safety (at home and in neighbourhoods)	1.5.1	Qualitative and quantitative data (e.g. programme information, surveys, interviews, reported crime, community perceptions)
1.6	Decrease in worry about violence and knives	1.6.1	Qualitative and quantitative data (e.g. programme information, surveys, interviews, reported crime, community perceptions)
1.7	Decrease in (reported/known) knife or sharp object carrying	1.7.1	Qualitative and quantitative data (e.g. programme information, surveys, interviews, reported knife carrying, community perceptions, number of recorded crimes for carrying a knife/weapon)

1.8	Increase in feelings of support (victims, perpetrators, the general public and professional)	1.8.1	Qualitative data (e.g. programme information, surveys, interviews, focus groups, community perceptions), numbers of families receiving support following Encompass notifications
1.9	Improved pathways to support	1.9.1	Qualitative and quantitative data (e.g. number of people accessing services / programme data, surveys, interviews)
1.10	Improved service from lived experience perspective	1.10.1	Qualitative feedback (e.g. programme data, surveys, interviews)
1.11	Successful community reintegration from prison	1.11.1	Reoffending data / qualitative feedback
1.12	Reduction in gangs in Lancashire	1.12.1	Number of (known) organised gangs (e.g. police Organised Crime Group Map data linked to specific crime types – i.e. reductions and disruptions of gangs related to the drivers of serious violence, linked to existing Home Office returns data)
1.13	Reduction in youth anti-social behaviour and youth offending	1.13.1	Number of youth anti-social behaviour incidents / reports
		1.13.2	Rate (per 100,000) of first-time entrants into the youth justice system (e.g. Youth Offending Teams (YOT) and Families First dataset; local data and public health outcomes framework)
1.14	Increase in access to and engagement with therapeutic approaches (cognitive, behavioural, social or psychosocial) for young people at greatest risk of becoming involved or already involved in violence	1.14.1	Number of therapeutic programmes, number of people engaged, programme data, interviews capturing young people's experiences, experiences of those involved in Encompass notifications (e.g. professional response, use of support materials, family and child experience of support)
1.15	Increase in restorative support for people involved in violence	1.15.1	Number of restorative programmes, number of people engaged, programme data, interviews capturing young people's experiences

Outcome 2: Individuals, organisations and communities work together to prevent violence

Indicators		Example measures	
2.1	Increase / improvements in quality of interagency working	2.1.1	Qualitative and quantitative data (e.g. interviews, focus groups with professionals, case records, programme data)
2.2	Increased knowledge of support services (for public and professionals)	2.2.1	Qualitative and quantitative data (e.g. interviews, focus groups and programme data)
2.3	Increased use of community resources and supports	2.3.1	Qualitative and quantitative data (e.g. interviews, focus groups and programme data)
2.4	Increase in intelligence gathering and information / data sharing	2.4.1	Qualitative and quantitative data (e.g. interviews, focus groups, surveys, programme data, MADE data, number of Encompass notifications)
2.5	Successful community reintegration from prison	2.5.1	Qualitative and quantitative data (e.g. interviews, focus groups, surveys, multi-agency data, such as probation, police and housing)
2.6	Improved service from lived experience perspective	2.6.1	Qualitative feedback, programme data, questions framed in relation to experiences of services
		2.6.2	Annual audit of 100 case files to establish the extent to which the voice of children and young people are heard in their own case planning (e.g. Lancashire County Council, Children's Services audit data)
		2.6.3	Pupil Attitude Questionnaire (PAQ) Personal Outcomes Evaluation Tool (POET) survey from In-Control; children, young people, families and practitioners across Lancashire can take part in the survey, which is part of a national pilot to help local areas understand the impact of SEND reforms
2.7	Increase in positive relationships	2.7.1	Qualitative feedback, programme data, questions framed around relationships
2.7	Improved pathways to support	2.8.1	Numbers of people accessing services, qualitative feedback; programme data, questions framed around pathways to support

2.9	Increase / improvements in quality of interagency working	2.9.1	Homeless young people aged 16-24 (persons, 16-24 years)
		2.9.2	Percentage / number of homeless families
		2.9.3	Quantitative and qualitative data from people (programme information, interviews, focus groups regarding previous and current experience of street homelessness, sofa surfing, housing issues etc.), including questions framed in relation to joint working practices
2.10 2.10	Increased working together (communities and professionals) to tackle poverty	2.10.3	Children in low income families (under 16s) (persons, <16 years)
		2.10.4	Children in low income families (all dependent children under 20) (persons, 0-19 years)
		2.10.5	Fuel poverty
		2.10.6	Quantitative and qualitative programme participant information, e.g. regarding poverty, including absolute and relative poverty, including questions framed in relation to experiences of poverty

Outcome 3: Parents are supported to be the ‘best’ parent they can be

Indicators		Example measures	
3.1	Increased community access to effective parenting support (e.g. parenting programmes and home visiting programmes)	2.1.1	Qualitative and quantitative data (e.g. interviews, focus groups with professionals, case records, programme data)
3.2	Increase in awareness of the impact of abusive and neglectful parenting	2.2.1	Qualitative and quantitative data (e.g. interviews, focus groups and programme data)
3.3	Increased positive parenting behaviours	2.3.1	Qualitative and quantitative data (e.g. interviews, focus groups and programme data)
3.4	Improved attachment, bonding and maternal mental health	2.4.1	Qualitative and quantitative data (e.g. interviews, focus groups, surveys, programme data, MADE data, number of Encompass notifications)
		2.5.1	Qualitative and quantitative data (e.g. interviews, focus groups, surveys, multi-agency data, such as probation, police and housing)
3.5	Increased nurturing and responsive parental relationships (e.g. consistent parenting; good parental supervision)	3.5.1	Programme data, professional judgements, parental reports, children’s feedback, health and social care data
		3.5.4	Survey questions (aimed at children or parents), such as that provided by Planning Express, for example: <ul style="list-style-type: none"> • Parents know where you are • You call your parents if you will be late • Parents ask where you were • Parents ask who you’ve been with • Parents tell you when to be back • Parents support you with homework • You engage in frequent, shared activities with your parents
		3.5.5	<ul style="list-style-type: none"> • Data collected by the Health Needs Assessment Questionnaire (delivered by the school nursing service) for selected year groups

3.6	Improved self-awareness, emotional regulation and reflexive functioning	3.6.1	Programme data (e.g. Strong Inside and Out), participant feedback (e.g. interviews), partner and family feedback (if appropriate)
3.7	Reduced parental conflict	3.7.1	Police DVA data, parents' self-reports, child reports
3.8	Improved family relationships	3.8.1	Professional perceptions, child and parents' perceptions
3.9	Increase in life stability	3.9.1	Qualitative and quantitative measures (e.g. professional perceptions, child and parent perceptions, multi-agency data / programme data, number of house moves, number in stable employment or education etc.)
3.10	Reduced family stress	3.10.1	Numbers of children in need due to family stress or dysfunction or absent parenting: rate per 10,000 children aged under 18 (persons, <18 years)
		3.10.2	Qualitative feedback from families (children, parents, wider family)
3.11	Increased confidence in parenting	3.11.1	Parental reports (e.g. interviews, focus groups, surveys), professional perceptions
3.12	Reductions in negative child behaviours	3.12.1	Numbers of children in need to socially unacceptable behaviour: rate per 10,000 children aged under 18 (persons, <18 years)
		3.12.2	% of children who have carried a knife (e.g. survey such as that carried out by Planning Express)
		3.12.3	% of children who have had a fight in school / college (e.g. survey such as that carried out by Planning Express)
		3.12.4	Child, parent and professional (e.g. school) reports, Child Protection Online Management System (CPOMS) data
		3.12.5	Multi-agency data / records (e.g. police, social care, education)
3.13	Reductions in professional concerns	3.13.1	Numbers of children in need due to family stress or dysfunction or absent parenting: rate per 10,000 children aged under 18 (persons, <18 years)
		3.13.2	Numbers of children in need to socially unacceptable behaviour: rate per 10,000 children aged under 18 (persons, <18 years)

3.13	Reductions in professional concerns	3.14.5	Child development percentage of children achieving an expected level in personal social skills at 2-2.5 years (persons, 2-2.5 years)
		3.14.6	Child development percentage of children achieving an expected level in problem solving skills at 2-2.5 years (persons, 2-2.5 years)
		3.14.7	School readiness: percentage of children achieving a good level of development at the end of reception (persons, 5 years)
		3.14.8	School readiness: percentage of children with free school meal status achieving a good level of development at the end of reception (persons, 5 years)
		3.14.9	Percentage of children achieving age appropriate milestones; percentage of pupils achieving expected standards in reading, writing and mathematics; prime areas of early years foundations stage profile (EYFSP) and average total points score data
3.15	Improved behaviours in prisons and engagement with sentences	3.15.1	Prison data, professional perceptions and self-reports
3.16	Successful community reintegration from prison	3.16.1	Multi-agency data (police, probation, housing etc.), professional perceptions and self-reports
3.17	Reduction in (risk of) intergenerational offending	3.17.1	Number of recorded offences
		3.17.2	Number of risk factors/protective factors; professional judgements
3.18	3.18	3.18.1	Self-reports and professional perceptions
		3.18.2	Survey questions (aimed at parents and children), such as: <ul style="list-style-type: none"> Do you get on with your parents? (e.g. interviews, surveys, programme data) Can you rely on your parents to be there for you when you need them? (e.g. interviews, surveys, programme data)

Outcome 4: People in Lancashire have access to and are engaged in education, training and/or employment

Indicators		Example measures	
4.1	Increased access to education and training opportunities	4.1.1	Numbers of people in education and training, education data, self-reports, specific programme data
4.2	Increased engagement and enjoyment in education and training opportunities	4.2.1	16-17 year olds not in education, employment or training (NEET) or whose activity is not known (persons 16-17 years)
		4.2.2	% of children who enjoy school (survey such as that carried out by Planning Express)
		4.2.3	% of children who engage with homework (survey such as that carried out by Planning Express)
		4.2.4	Qualitative data (e.g. programme data; interviews)
		4.2.5	Data collected by the Health Needs Assessment Questionnaire (delivered by the school nursing service) for selected year groups
4.3	Improved child school attendance	4.3.1	16-17 year olds not in education, employment or training (NEET) or whose activity is not known (persons 16-17 years)
		4.3.2	% of children who have skipped class or school at some point (survey such as that carried out by Planning Express)
		4.3.3	Local schools data; programme participant data; child, parent and professional reports
4.4	Reduction in school and higher education exclusions	4.4.1	Secondary school fixed period exclusions: rate per 100 pupils (persons, secondary school age)
		4.4.2	Fixed period exclusions due to persistent disruptive behaviour: rate per 100 pupils (persons, secondary school age)
		4.4.3	Primary school fixed period exclusions: rate per 100 pupils (persons, secondary school age)

4.4	Reduction in school and higher education exclusions	4.4.4	Persistent absentees – primary school (persons, secondary school age)
		4.4.5	Persistent absentees – secondary school (persons, secondary school age)
		4.4.6	Local schools data; programme participant data; child, parent and professional reports
		4.4.7	Number of permanent exclusions
4.5	Improvements in educational achievement and attainment	4.5.5	Progress scores at key stages 2, 3 and 4
		4.5.6	Percentage of children achieving a good level of development at Foundation Stage
		4.5.7	Numbers of pupils achieving expected standard in reading, writing and mathematics
		4.5.8	Numbers of pupils eligible for free school meals achieving expected standard in reading, writing and mathematics
		4.5.9	Key stage 2 attainment of children with special educational needs support
		4.5.10	Key stage 2 attainment of children with an education, health and care plan
		4.5.11	Progress 8 score – children with special educational needs support
		4.5.12	Progress 8 score - children with an education, health and care plan
		4.5.13	Percentage achieving a Level 2 qualification age 19
		4.5.14	Percentage achieving a Level 2 qualification by age 19 – young people with special educational needs support (DfE data)
		4.5.15	Percentage achieving a Level 2 qualification by age 19 – young people with an education, health and care plan (DfE data)
		4.5.16	Percentage achieving a Level 3 qualification age 19
		4.5.17	Percentage achieving a Level 3 qualification by age 19 – young people with special educational needs support (DfE data)
		4.5.18	Percentage achieving a Level 3 qualification by age 19 – young people with an education, health and care plan (DfE data)
		4.5.19	Average attainment 8 score per pupil

4.5	Improvements in educational achievement and attainment	4.5.20	Average attainment 8 score per pupil, eligible for free school meals
		4.5.21	Educational attainment (5 or more GCSEs): % of all children (persons, 15-16 years)
		4.5.22	GCSE achievement (5 A*-C including English and Maths) (Persons, 15-16 years)
		4.5.23	GCSE achievement (5 A*-C including English and Maths) (Persons, 15-16 years, with free school meal status)
		4.5.24	Quantitative and qualitative schools and colleges data / reports; participant feedback on progress and attainment
4.6	Increased educational stability	4.6.1	Number of school moves / transiency of pupils (e.g. in year mobility data)
4.7	Enhanced knowledge and skills	4.7.1	Employment, training and educational achievements (quantitative and qualitative – i.e. number of people achieving a certain qualification or interviews capturing the knowledge and skills gained by participants)
4.8	Reduction in negative child, young person and adult behaviours	4.8.1	Professional, parent, family and self-reports (e.g. quantitative decrease in incidents or police call outs and qualitative discussions i.e. through interview data)
		4.8.2	% of children who have carried a knife (e.g. survey such as that carried out by Planning Express)
		4.8.3	% of children who have had a fight in school / college (e.g. survey such as that carried out by Planning Express)
		4.8.4	In-school data on Child Protection Online Management System (CPOMS)
4.9	Increased access to employment opportunities	4.9.1	Number of people receiving support and quality of support from the perspective of professionals and people out of employment (e.g. National Probation Service monthly employment figures)
4.10	Increased numbers of people in employment	4.10.1	Number of people in employment
4.11	Improved behaviours in prisons and engagement with sentences	4.11.1	Professional, prisoner and family information – qualitative feedback; number of incidents reported
4.12	Increase in life stability	4.12.1	Qualitative and quantitative measures (e.g. professional perceptions, child and parent perceptions, multi-agency data / programme data, accommodation status (e.g. monthly National Probation Service data), number of house moves, number in stable employment or education)

Outcome 5: People in Lancashire are supported to build positive relationships and social networks

Indicators		Example measures	
5.1	Increase in positive relationships	5.1.1	Qualitative and quantitative data (e.g. surveys, programme data, interviews, professional judgements)
5.2	Increase in feelings of social support	5.2.1	Qualitative and quantitative data (e.g. surveys, programme data, participant interviews)
5.3	Reduction in bullying	5.3.1	% of children and young people who have been bullied in the past couple of months at age 15
		5.3.2	Qualitative information (e.g. from interviews)
		5.3.3	Programme data (information disclosed to facilitators)
		5.3.4	School records of bullying (pastoral data)
		5.3.5	Survey data – number of people bullied at particular schools, comparison data or sample across pan-Lancashire
		5.3.6	Data collected by the Health Needs Assessment Questionnaire (delivered by the school nursing service) for selected year groups
5.4	Reduction in feeling threatened by others	5.4.1	% of people who have felt threatened by others (over a given period of time)
		5.4.2	Qualitative data (e.g. interviews)
		5.4.3	Programme data
		5.4.4	Survey data – number of people who have felt threatened by others in specific locations or sample across pan-Lancashire
		5.4.5	Schools data on racist incidents

Outcome 6: People in Lancashire feel mentally and physical well

Indicators		Example measures	
6.1	Enhanced mental and physical health knowledge	6.1.1	Estimated prevalence of mental health disorders, resilience/wellbeing psychometrics, professional/self-reported mental distress
6.2	Improved self-awareness, emotional regulation and reflexive functioning	5.2.1	Qualitative and quantitative data (e.g. surveys, programme data, participant interviews)
6.3	Improvements in mental health, physical health, wellbeing and quality of life	6.3.1	Estimated prevalence of mental health disorders in children and young people: % population aged 5-16
		6.3.2	School pupils with social, emotional and mental health needs: % of schools with social, emotional and mental health needs (persons, primary school age)
		6.3.3	School pupils with social, emotional and mental health needs: % of schools with social, emotional and mental health needs (persons, secondary school age)
		6.3.4	School pupils with social, emotional and mental health needs: % of schools with social, emotional and mental health needs (persons, school age)
		6.3.5	Self-reports (e.g. interview data)
		6.3.6	Data collected by the Health Needs Assessment Questionnaire (delivered by the school nursing service) for selected year groups
		6.3.7	Numbers of hospital admissions for mental health conditions in 0-17 year olds (e.g. Public Health Outcomes Framework data and child health profile)
		6.3.8	Number of hospital admissions as a result of self-harm
		6.3.9	Number of hospital admissions caused by unintentional and deliberate injuries in children (ages 0-4 and 0-14) and young people (age 15-24) (e.g. Public Health Outcomes Framework data and child health profile)
6.4	Improved behaviours in prisons and engagement with sentences	6.4.1	Professional, prisoner and family information about mental and physical health – qualitative feedback, prison data (e.g. mental and physical health records), National Probation Service quarterly health and justice delivery plan review
6.5	Reductions in substance ‘misuse’ and alcohol issues	6.5.1	Hospital admissions for substance ‘misuse’
			Hospital admission episodes for alcohol specific conditions
6.6	Increased working together (communities and professionals) to tackle poverty	6.6.1	Reduction in substance ‘abuse’
		6.6.2	Qualitative and quantitative measures (e.g. professional perceptions, child and parent perceptions, multi-agency data / programme data, number of house moves, number in stable employment or education etc.)
6.7	Increased confidence and motivation to change	6.7.1	Programme data, interviews (numbers of people who have increased confidence and motivation)
6.8	Increased fun and enjoyment in life	6.8.1	Programme data, interviews (numbers of people who have more fun and enjoy life more), qualitative examples to evidence more fun and enjoyment in life

Outcome 7: Lancashire is a trauma informed county

Indicators		Example measures	
7.1	Improved knowledge of trauma, its prevalence and impact	7.1.1	Training feedback / professional / public survey
7.2	Improved recognition of trauma and how it can affect people differently	7.2.1	Training feedback / professional / public survey
7.3	Improved support to disclose trauma where appropriate	7.3.1	Lived experience qualitative feedback, number of people who feel better supported to disclose
7.4	Improved professional confidence in supporting people who have experienced trauma	7.4.1	Professional survey, focus groups or interviews (number of people who have improved confidence and qualitative examples from practice)
7.5	Improvements in meeting immediate safety needs for people who have experienced trauma	7.5.1	Lived experience and professional perspectives
7.6	Enhanced knowledge and skills	7.6.1	Lived experience and professional perspectives
7.7	Reductions in re-traumatisation	7.7.1	Lived experience perspectives
7.8	Improved service from lived experience perspective	7.8.1	Lived experience perspectives
7.9	Successful community reintegration from prison	7.9.1	Qualitative and quantitative data from lived experience perspective and professionals (e.g. interviews, focus groups, surveys, multi-agency data, such as probation, police and housing), National Probation Service monthly data on compliance and 'successful' outcomes
7.10	Improved recognition and infrastructure to support workers exposed to trauma	7.10.1	Professional feedback (quantitative and qualitative, e.g. through surveys, focus groups and interviews)
7.11	Improved trust and relationships between 'service users' and professionals	7.11.1	Lived experience and professional perspectives; existing 'lived experience' data (e.g. National Probation Service and Community Rehabilitation Company 'User Voice' contract data).
7.12	Increased trust and confidence in public services	7.12.1	Lived experience perspective
7.13	Improved behaviours in prisons and engagement with sentences	7.13.1	Prisoners and prison staff perspectives / prison records / programme data
7.14	Increased self-awareness and awareness of others	7.14.1	Prisoners and prison staff perspectives / programme data
7.15	Increase in public support for trauma approaches / restorative practices / tackling social determinants	7.15.1	Public survey; social media responses
7.16	Increase in inclusive communities	7.16.1	Public survey, participant feedback, social media responses

Outcome 8: Public money is well spent in Lancashire

Indicators		Example measures	
8.1	Cost benefits/ savings (return on investment)	8.1.1	Total programme costs weighed against any cost saving (e.g. cost savings to social care CIN / CP plans; reduction in crime costs, using the Home Office economic and social cost estimates) although there will be limitations to the estimations.
		8.1.2	A review of the cost of crime in Lancashire using MADE data (see p.15 of the VRN Needs Assessment for 2017/18 version).



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