



The YP Project

Evaluation

NOVEMBER 2025





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Background to this Evaluation

The YP Project is a specialist service operating across Leicester City, Leicestershire, and Rutland, supporting young people aged 10–18 who use abusive behaviours towards parents, carers, or other family members. It also provides vital support to those experiencing this abuse, including parents and carers. In addition to direct interventions, the project delivers professional training and school-based workshops focused on healthy relationships, harmful behaviours, and early intervention.

Established in 2020, the YP Project was created to address the growing need for targeted responses to Adolescent to Parent Violence and Abuse (APVA). This evaluation covers the funding period from April 2023 to April 2026, building on the previous evaluation completed in January 2023.

The purpose of this evaluation is to assess the impact and effectiveness of the YP Project during this funding period, with a particular focus on reducing APVA, improving family relationships, and supporting young people's emotional wellbeing. It also explores wider outcomes, including mental health improvements and the project's influence on other services such as social care, education, and policing.

Between April 2023 and October 2025, the YP Project received 494 referrals, delivered 1277 intervention sessions with parents and young people, trained 149 professionals, and reached 4141 students through school-based activities and workshops. These figures reflect sustained demand and growing recognition of the project's value.

This evaluation uses a mixed-methods approach, combining quantitative data with qualitative insights from interviews, case studies, and service user feedback.

It has been conducted by Tim Dalton, Senior Lecturer in Integrative Counselling and Psychotherapy at the University of Derby, specialising in domestic abuse.

During the evaluation period, the YP Project delivered structured 12-week intervention programmes for both young people and parents, using therapeutic models such as Non-Violent Resistance and the Respect Young People's Toolkit. The team also expanded its reach through school workshops, assemblies, and targeted group sessions, and developed inclusive practices to support neurodiverse clients. Notably, the project partnered with Leicester City in the Community to co-develop and deliver the Respectful Relationships Toolkit in educational settings. It also worked with the Violence Reduction Network (VRN) to co-develop resources for the VRN website, contributing expertise on adolescent-to-parent abuse and supporting the dissemination of information across the region.

The following executive summary presents key findings from the evaluation, highlighting the outcomes achieved and the value delivered in relation to the funding provided.

Executive Summary

Scale and Reach

494

referrals made

1,277

intervention sessions delivered

149

professionals trained

4,141

students reached through school-based activities and workshops



Growth from the previous evaluation in January 2023.

Key Outcomes



Parents report significant improvements



Parent SDQs show a highly significant reduction in young people's difficulties.

Parents rated the service

9.8/10

for helpfulness and likelihood to recommend.



Parents reported improved mental health.

95%

of parents said violence or abuse improved;

97%

said it became less severe.



Young people report significant improvements

85%

reported improved behaviour and relationships;

70%

reported better mental health.



Satisfaction with intervention workers was high.



Positive impact on other services



Families and professionals reported fewer police callouts



The YP Project reduced the burden on social care, for example in one case prevented a care placement (estimated at £9,000/week), highlighting potential cost savings.

Strategic Fit in Leicestershire

Directly supports the Violence Reduction Network's (2023) theory of change and the Serious Violence Duty (Home Office 2023) by:



Strengthening family safety and stability.



Delivering early intervention and prevention in schools.



Addressing a critical gap in provision for neurodiverse families and those with complex trauma.

Why Continued Investment Matters



Demand is rising, and waiting times remain a challenge.



The service reduces harm, strengthens families, and has the potential to deliver substantial savings for other services such as policing and social care.



With additional funding, the YP Project could:

- Expand capacity to reduce waiting times.
- Enhance evaluation to evidence long-term impact and economic benefits.
- Scale prevention work in schools and communities.



Background and Overview of the YP Project

What is the YP Project?

The YP Project was established in 2020 to provide specialist support to young people aged 10–18 who use abusive behaviours towards parents, carers, or other family members, and to those experiencing this abuse. The project was developed in response to a growing recognition of Adolescent to Parent Violence and Abuse (APVA) as a distinct and complex form of domestic abuse, often overlooked in mainstream services and not adequately addressed by existing statutory frameworks. The YP Project offers bespoke support to both young people and their families, including parents, grandparents, siblings, and carers, and works across Leicester City, Leicestershire, and Rutland.

The project delivers structured intervention programmes, typically over 12 weeks, using therapeutic approaches such as Non-Violent Resistance (NVR) and the Respect Young People's Programme (RYPP). These interventions are tailored to the needs of each family and may be delivered one-to-one, in groups, or through school-based sessions. Alongside direct support, the YP Project provides training and guidance to professionals and organisations working with young people and families affected by APVA. This includes workshops on healthy relationships, harmful behaviours, and early intervention, delivered in schools and community settings.

Since its inception, the YP Project has expanded its reach and developed strong partnerships with local organisations, including Leicester City in the Community and the Violence Reduction Network (VRN). The project has co-developed the Respectful Relationships Toolkit and contributed to the VRN's LiveSafe website, helping to disseminate resources and raise awareness of APVA across the region. Between April 2023 and October 2025, the YP Project received 494 referrals, delivered 1277 intervention sessions with parents and young people, trained 149 professionals, and reached 4141 students through school-based workshops and assemblies.

What is APVA?

Adolescent to Parent Violence and Abuse (APVA) encompasses a range of behaviours used by young people to exert power and control over parents or carers. These behaviours may include physical violence, verbal abuse, threats, intimidation, damage to property, and coercive control. APVA is often rooted in complex family dynamics, trauma histories, neurodiversity, and unmet emotional needs. Despite its prevalence, APVA is not explicitly defined in UK legislation. The Domestic Abuse Act 2021 applies only to individuals aged 16 and over, meaning that APVA involving younger children falls outside its statutory scope. This legal gap contributes to challenges in identification, recording, and response across services.

The Home Office (2021) outlines APVA behaviours as including humiliation, belittling language, controlling behaviours, and heightened sexualised behaviours. These can have a profound and enduring impact on parents and other family members, including physical injury, mental health problems such as anxiety and depression, and disruption to work and finances. For young people using abuse, there are links to future offending behaviour and violence in dating relationships (Clarke et al., 2017), highlighting the long-term implications of APVA and its relevance to a wide range of public services including child protection, youth justice, education, and health.

Recent strategic developments have further recognised the significance of APVA. Following the implementation of the Serious Violence Duty (2023), the Leicester, Leicestershire and Rutland Violence Reduction Network (VRN) revised its definition of serious violence to include domestic abuse and sexual violence. A strategic needs assessment identified that 30.1% of serious violence offences in the region were domestic-related, including stalking, harassment, and violence with injury. Despite this, the review of perpetrator provision across LLR found that capacity for young people displaying abusive behaviours remains limited, and that child-to-parent violence is not adequately addressed by existing services.

Current Evidence for the Response to APVA

There is currently no single agreed model for responding to APVA, and it does not fit neatly within existing child protection, domestic abuse, or youth justice frameworks (McCloud, 2021). However, there is growing evidence to support specialist interventions. A review commissioned by the Domestic Abuse Commissioner's Office and undertaken by Respect (Baker & Bonnick, 2021) identified five well-regarded APVA programmes in the UK. Of these, Non-Violent Resistance (NVR) and the Respect Young People's Programme (RYPP) were found to have the strongest evidence base.

NVR is a relational approach that supports parents to resist harmful behaviours through de-escalation, increased parental presence, and emotional regulation. It has been evaluated through randomised controlled trials and pre- and post-intervention studies, showing promising results in reducing parental stress and improving family relationships. RYPP is a structured programme designed specifically for young people using abusive behaviours, with evaluations demonstrating improvements in conduct, wellbeing, and pro-social behaviour.

The YP Project draws on both NVR and RYPP, adapting these models to meet the needs of neurodiverse clients and families with complex trauma histories. The project also contributes to the wider evidence base through its own mixed-methods evaluation, combining quantitative data (e.g. SDQs) with qualitative insights from interviews, feedback forms, and case studies.

Specific Aims of the YP Project

The YP Project aims to:

- Provide specialist support to families experiencing APVA, including both young people and parents/ carers.
- Reduce incidents of adolescent-to-parent violence and improve family relationships.
- Support young people's emotional wellbeing and resilience.
- Deliver training and guidance to professionals across education, social care, policing, and community services.
- Promote early intervention and awareness through school-based workshops and assemblies.
- Develop inclusive practices for neurodiverse clients and underserved communities.
- Contribute to regional and national efforts to address APVA, including through partnerships with the VRN and Leicester City in the Community.

The project is committed to flexible, trauma-informed, and neurodiversity-aware practice. Intervention workers adapt session content, pacing, and delivery to suit each family's context, and the team has developed bespoke resources to support this work. The YP Project also advocates for improved system coordination and strategic commissioning, recognising that APVA often falls between service thresholds and requires a joined-up, multi-agency response.

Data Collection Summary

Quantitative Data	
Source	Purpose
Pre- and post-intervention Strengths and Difficulties Questionnaires (SDQs) for parents and young people N=27	To determine the impact of the service on the young person from the perspective of both the young person and the parent from the beginning to the end of the service. 17 Parents and 10 young people completed the SDQs
The YP Project Feedback Form (Quantitative elements) N=64	To understand the perspective of service users and the personal impact of the YP Project following completion. 43 feedback forms from parents and 21 from YP were collected and analysed.
Qualitative Data	
Source	Purpose
Interviews with parents who have been supported by the YP Project N=8	To understand the experience of those who use the service. Parents were asked about their experiences including reflections on the strengths and the limitations of the YP Project.
Interview with a young person who has been supported by the YP Project N=1	To understand the experience of those who use the service. The young person was asked about their experience including reflections on the strengths and the limitations of the YP Project.
Interviews with professionals who have worked with the YP project N=5	To understand the impact of the YP service on their own organisation and their experience of working with the project. The sample included a Student Welfare Officer at a school, a Social Worker, a Community and Young Person Involvement Manager at the Violence Reduction Network, and two professionals from the Leicester City in the Community team
Interviews with YP project team members N=5	To understand their own experience of the service, their own work and its impact. This included 3 intervention workers, a volunteer who delivered some group interventions, and the service manager.
The YP Project Feedback Form (Qualitative elements) N=64	To understand the perspective of service users and the personal impact of the YP Project following completion. 43 feedback forms from parents and 21 from YP were collected and analysed.
Case Studies written by intervention workers N=4	To understand the full journey of a service user from the perspective of YP Project intervention workers
School workshop feedback forms N=84	To capture feedback from young people immediately after school workshops



Findings

Strengths and Difficulties Questionnaires

Introduction and methodology

For evaluation, the YP Project utilises 2 different versions of the Strengths and Difficulties Questionnaire (SDQ). The self-completion 11-17 SDQ for the young person and the 4-17 SDQ for the parent are completed at the start of intervention and upon completion. The SDQ is a widely used brief behavioural screening questionnaire with a strong evidence base for measuring the adjustment and psychopathology in children and adolescents (Goodman 1997; Goodman 2001; Goodman, Renfrew and Mullick 2000).

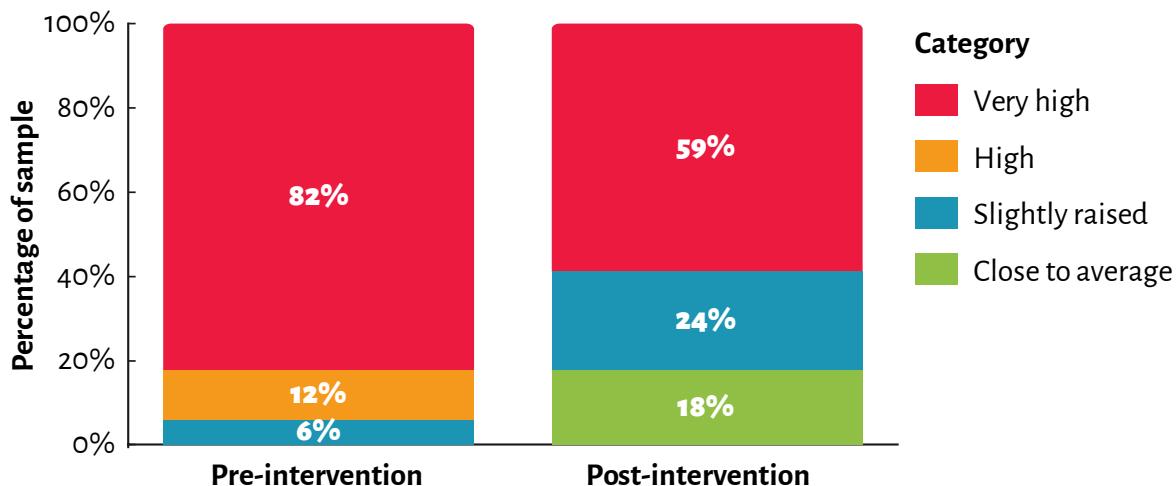
Each questionnaire contains 25 questions with 3 response options of “not true”, “somewhat true”, and

“certainly true”. The questions relate to 5 different scales: Conduct problems, emotional symptoms, peer problems, hyperactivity, and pro-social behaviour. A Total Difficulties score is calculated by summing all scales except Prosocial. Scores can be treated as continuous variables or grouped into four categories: Close to Average, Slightly Raised, High, and Very High, based on a large community sample (80% close to average, 10% slightly raised, 5% high, 5% very high). Movement between these categories from pre- to post-intervention provides a useful indication of change.

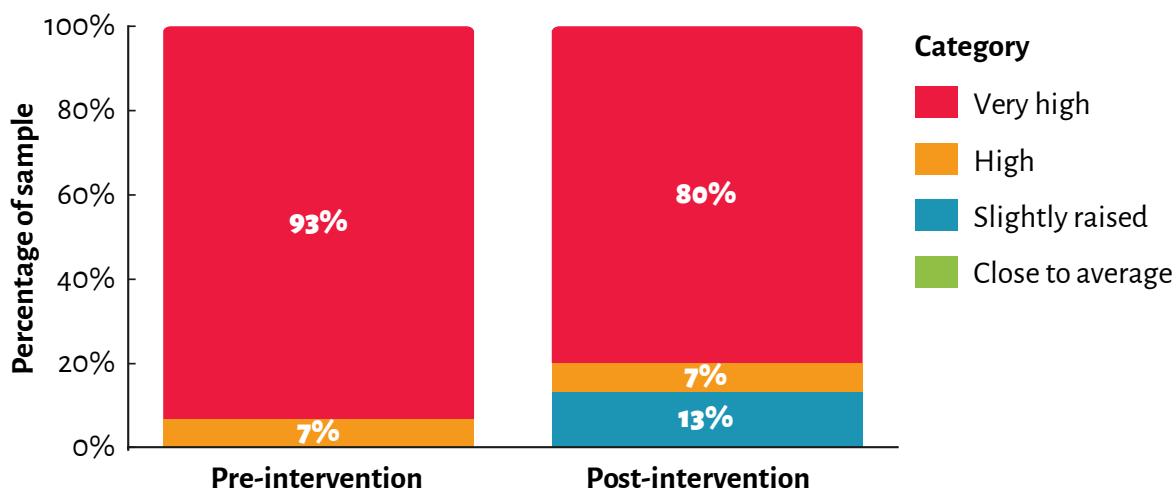
During this evaluation, 17 parents and 10 young people completed SDQs at both time points. While this is a subset of the overall caseload, it offers valuable insight into outcomes for families who engaged fully with the process.

Analysis Parents

Parent: Total Difficulties Distribution by Category (100% stacked)



Parent: Impact Difficulties Distribution by Category (100% stacked)



Parent-reported SDQ scores showed a clear and statistically significant improvement following the intervention. Analysis of Total Difficulties revealed a highly significant reduction ($p < .0001$), with a large effect size (Hedges' $g \approx -1.40$) and strong correlation between pre- and post-intervention scores ($r = .84$). Impact scores also decreased significantly ($p = .008$), with a medium-to-large effect size (Hedges' $g \approx -0.75$). These findings indicate that parents perceived substantial improvements in their child's emotional and behavioural wellbeing. The sample size of 17 parents was larger than in the 2023 evaluation, and the strength of the findings has increased accordingly.

When looking at category changes, most parents began in the "Very High" range, which spans a wide numerical band. Even though many scores fell by several points, they often remained within that category. This explains why visual shifts into "Close to Average" or "Slightly Raised" appear modest, despite meaningful reductions.

These results are consistent with other data collected during the evaluation. Feedback from parents was overwhelmingly positive, with most reporting clear improvements in behaviour and family relationships and giving high ratings for helpfulness and likelihood to recommend. This consistency between SDQ scores and qualitative feedback strengthens confidence that the intervention had a significant impact.

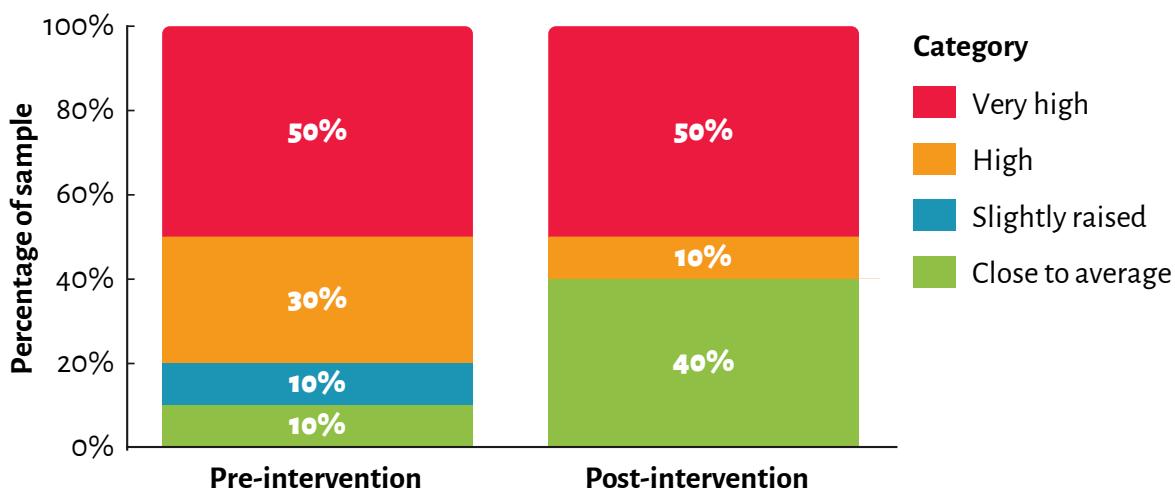
Analysis Young people

The SDQ self-report scores for Total Difficulties did not show a statistically significant change following intervention (Hedges' $g = -0.24$; $p = 0.43$), and Impact scores showed a small, non-significant reduction (Hedges' $g = -0.32$; $p = 0.30$). On average, young people reported only minimal improvement in difficulties and perceived impact.

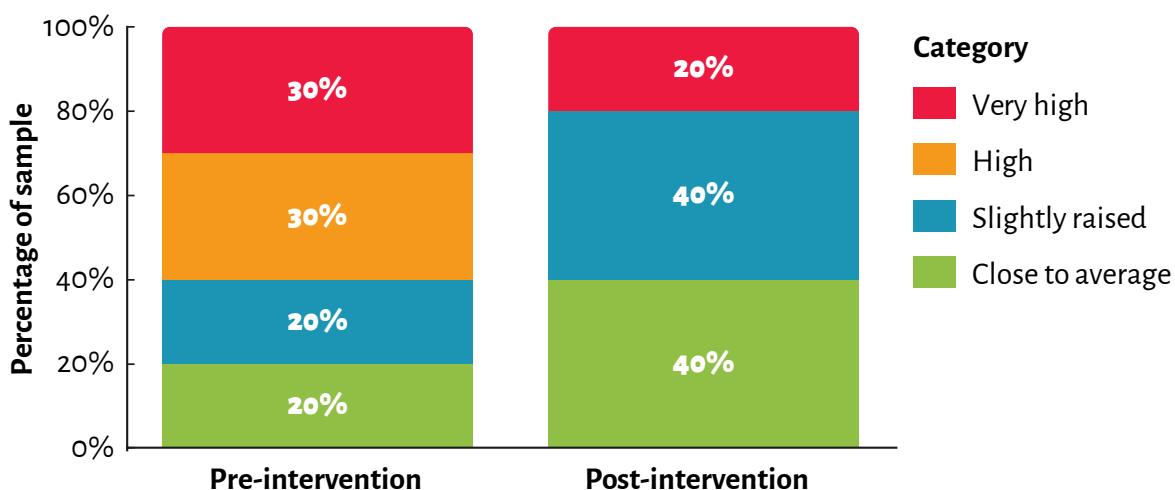
Category shifts provide additional context. For Total Difficulties (n=10):

- Pre-intervention: 1 close to average, 1 slightly raised, 3 high, 5 very high.
- Post-intervention: 4 close to average, 0 slightly raised, 1 high, 5 very high.

SDQ Total Difficulties: Distribution by Category (100% stacked)



SDQ Impact Difficulties: Distribution by Category (100% stacked)



These shifts indicate that some young people moved into lower difficulty or impact categories, while others remained in higher ranges. Although these changes were not statistically significant, they suggest variation in individual experiences.

To understand these findings in context, SDQ data was triangulated with feedback forms and parent-reported SDQs. In most cases where SDQ scores improved, feedback reflected positive changes in behaviour and relationships. In cases where SDQ scores worsened, qualitative feedback and parent reports often indicated perceived improvements. For example:

- One young person's SDQ score worsened, but their parent-reported SDQ showed a significant improvement.
- Another participant rated the likelihood of recommending the service as 8/10 and described positive changes, despite a higher SDQ score post-intervention.
- Similar patterns were observed in two other cases, where young people described better emotional control or conflict management and gave high recommendation scores (8–10/10).

These inconsistencies highlight the complexity of measuring change through self-report alone. They suggest that SDQ responses may not fully capture perceived improvements, reinforcing the importance of using multiple data sources. Future evaluations should consider strategies to improve the reliability of SDQ completion by young people, such as clearer guidance or additional support during administration.



Interviews

Introduction and methodology

A total of 18 interviews were conducted with 19 participants, comprising eight parents (including one joint interview), one young person, five professionals, and five members of the YP Project Team. Interviews were included to provide qualitative insights that complement quantitative measures such as SDQs. While statistical analysis identifies trends and correlations, it cannot fully explain the underlying reasons for change. Interviews allow participants to share their experiences in depth, highlighting both strengths and areas for improvement.

Recruitment and Ethics

Participants were invited by YP Project staff and, if interested, their contact details were passed to the independent evaluator. Each participant received an information sheet and consent form outlining the purpose of the evaluation, voluntary participation, and the right to withdraw within two weeks post-interview. Consent included permission to use anonymised quotes in the final report, which was reiterated verbally at the end of each interview. Emphasis was placed on the evaluator's independence from the YP Project to encourage honest feedback.

Interview Focus

Interviews were semi-structured and adapted for each participant group. Core topics included:

- Overall experience of the project
- Perceived benefits and most positive aspects
- Areas for improvement or changes they would make
- Impact on themselves, their family, or their organisation
- Advice they would give to others considering the service
- Any additional reflections or comments

Questions were phrased flexibly to suit parents, young people, professionals, and the YP Project Team, ensuring relevance and clarity for each group.

Data Collection and Analysis

All interviews were audio-recorded and transcribed for analysis. Data were coded in NVivo and analysed using Braun and Clarke's (2022) six-phase thematic analysis approach. Themes were developed separately within each participant group (e.g., parents, young person, professionals, YP Project Team) to reflect distinct perspectives. To enhance rigour, themes were reviewed using Microsoft Copilot (an AI-assisted tool) to check whether they accurately represented the data, were balanced across perspectives, and to identify any potential themes that might have been missed. Finally, themes were validated by returning to the original transcripts and selecting direct quotes that best illustrated each theme in the findings section.

Interviews with Parents

This section presents findings from interviews with eight parents representing seven families supported by the YP Project.

Reduction in Violence and Crisis Incidents

This section presents findings from interviews with eight parents representing seven families supported by the YP Project. Verbatim quotes are used to provide context for the naming of the themes and sometimes the same quotes are used more than once as they span more than one theme.

Parents consistently described a significant reduction in both physical and verbal aggression following their involvement with the YP project. This shift was often framed as transformative, with families moving from high-risk, volatile environments to more stable and manageable dynamics. One parent shared, "*I don't think I could tell you the last time she lost her temper*", while another noted, "*He doesn't go toe to toe with me anymore as much... he learns to back down*", illustrating how previously confrontational relationships had softened.

The intervention also appeared to prevent serious crisis outcomes, including police involvement and potential harm. Parents described how the skills they learned enabled them to de-escalate situations that would previously have led to emergency responses. “*We haven’t had any incidents since then where we’ve had to call the police*”, one parent explained, while another added, “*I’ve not had to contact the police. I’ve de-escalated it*”, highlighting the practical impact of the programme on family safety.

In addition to qualitative improvements, some parents offered quantifiable changes in behaviour. For example, “*She was kicking off at least once a week... now it’s probably once every six weeks*”, demonstrating a reduction in the frequency of aggressive episodes. These accounts collectively suggest that the YP project played a critical role in reducing violence and mitigating crisis situations within families.

Reduced Reliance on External Services

This theme was found in all interviews, with all parents of all 7 young people sharing something around this.

Several parents described how the YP Project helped reduce police involvement, either by preventing escalation or equipping them with skills to manage crises independently. One parent shared, “*We haven’t had any incidents since then where we’ve had to call the police*”, highlighting a clear shift in how situations were handled. Another parent reflected, “*If I hadn’t been able to access the YP project, I don’t have any doubt in my mind that the police would have been involved*.” Another parent said, “*I had the police come round on one occasion because I was running out of options... I said to him, can you talk to him?*”. Another parent described, “*She ran away a few times... including in the middle of the night. I called the police*”, but later added, “*Since [intervention worker] came, we’ve known how to pull it back faster*.” Another parent reported, “*Police callouts have reduced... it’s been really every six months before, now it’s under control*”, and “*I’ve not had to contact the police. I’ve de-escalated it*.” The parent of another young person also mentioned working with police around high-risk concerns, suggesting that YP’s involvement helped coordinate responses more effectively. These accounts collectively suggest that the YP Project

played a significant role in reducing reliance on police intervention across multiple families.

Several parents described being referred to social services after other agencies failed to provide adequate support, highlighting a gap in mainstream provision for adolescent-to-parent violence. One parent explained, “*Early Help closed us when we were still really struggling... I had to refer back into social care*”, while another noted, “*CAMHS is not an option because it’s behavioural rather than mental health*.” These accounts suggest that families were passed between services that were not equipped to respond effectively, resulting in repeated referrals and increased demand for other services. In contrast, the YP project was consistently described as responsive and well-suited to the complexity of these cases. As one parent put it, “*YP don’t seem to put barriers in the way... they just work with you*,” and another stated, “*YP was the only service that actually listened to me*.” This indicates that the YP Project is well-positioned to fill a gap and may help prevent escalation, thereby reducing pressure on statutory services.

Transformation in Family Dynamics

This theme, reported by 7 out of 8 parents, reflects the shifts in family relationships and parenting roles following the intervention. Parents consistently described feeling a renewed sense of calm and connection within their households, noting changes in both their children’s behaviour and their own approaches to parenting. One parent shared, “*I don’t think I could tell you the last time she lost her temper*”, while another observed, “*He doesn’t go toe to toe with me anymore as much... he learns to back down*.” For some, these changes brought a sense of normality back into family life, as one parent expressed, “*I feel like I’ve got a normal stroppy teenager*.” Others highlighted how they had learned to manage challenging moments with greater patience: “*Now he’s quite calm and he knows he’s going outside today. Yes, he’s had a little rant and a little swear, but I can ignore that*.” Alongside improvements in parent-child relationships, parents also spoke about strengthened co-parenting and unity within the family. One parent reflected, “*This was the first time my partner had committed to engage with something with me as a partnership*,” while



another noted, “Now the kids realise there isn’t a separation of the teams... we are together as a team.” Collectively, the parents shared how the intervention fostered emotional stability, improved communication, and a stronger sense of teamwork within families.

Empowerment through Non-Violent Resistance (NVR)

All parents described learning and applying NVR techniques to de-escalate conflict and prioritise safety within their homes. They spoke about how adopting strategies such as walking away or delaying responses helped reduce tension and prevent escalation. One parent explained, “I’ve learned to just walk away... instead of stopping her from doing that and then her lashing out at me,” while another shared, “I just picked up my laptop and said I’m going out now... no reaction.” Parents also highlighted how they used calm negotiation to set boundaries, as one reflected, “I’m willing to let you go out Saturday if you can show remorse and positive behaviour.” Alongside these techniques, safety emerged as a central concern, with one parent stating, “The number one priority is being safe at home... everything else is below that.” Overall parents shared how NVR empowered them to manage challenging

situations with greater confidence, reduce conflict, and prioritise the wellbeing of everyone in the household.

Barriers to Access and Duration of Support

This theme, mentioned by 6 out of 8 parents, highlights the challenges families faced in accessing timely support and their desire for longer-term engagement. Parents frequently described long waiting times before receiving help, which added to their stress and sense of isolation. One parent recalled, “We had quite a long wait... I think we were waiting for 11 months,” while another shared, “It wasn’t until December that we actually got help.” Others echoed similar experiences, saying, “We did have to wait a year to get the support,” and, “There was a fair wait for it as well... like a twenty week wait or something.” Alongside these delays, parents shared their experiences of the support ending. One parent reflected, “12 weeks went over so quick... we do miss it,” while another explained, “[My child] had just built up enough trust... and then it was over.” For some, the ending felt particularly difficult, as one parent admitted, “[My partner] was terrified about [the practitioner] ending... she was like my lifeline.” The general sense from all parents was that they valued the service and most would have appreciated an even longer timeframe for support.

Neurodiversity and Service Fit

This theme, found in 5 out of 8 interviews, explores how mainstream services often failed to meet the needs of neurodivergent children and how the YP project successfully filled that gap. Parents described feeling let down by generic parenting programmes, which they felt were not suited to their child's needs. One parent reflected, "*Triple P... I don't think they work very well for children who are potentially neurodiverse,*" while another shared, "*Solihull... I was like, well, what's the point?*" Others expressed frustration after trying multiple courses without meaningful results, saying, "*I've done every course going... but nobody really wants to listen.*" In contrast, parents praised the tailored approach of the YP project, which they felt understood the complexities of neurodiversity. One parent explained, "*She's the queen of masking... even her school said they've never seen someone mask like she can,*" while another highlighted the expertise of staff, stating, "*[The practitioner] is an ADHD specialist... she was well suited to working with [my child].*" Similarly, another parent noted, "*[The practitioner] read the situation really well... she's a neurodiversity specialist.*" Collectively, these accounts show how the YP project bridged a critical gap by offering specialist, responsive support that parents felt was missing from mainstream services.

Reduced Psychological Distress and Isolation

Reported by 6 out of 8 parents, families described the mental health toll of adolescent violence—trauma, burnout, and at times crisis—before support, with accounts such as "*I was suicidal... I just couldn't see how I could keep going,*" and "*I'd reached the peak of 'I can't do this anymore.'*" Parents spoke of "*walking on egg shells,*" "*being scared of your own child,*" and living in "*survival mode,*" while isolation was compounded by stigma and the need to protect their child from judgement; one mother admitted, "*I didn't want to be around him... and that's horrible as a mum.*" The toll extended to siblings, from a sister who "*had to sleep at the neighbour's house to keep herself safe,*" to younger siblings beginning to copy verbal aggression or withdrawing in fear. Against this backdrop, the YP Project's non judgemental stance, validation,

and practical tools consistently eased distress: "*It's the only service that actually listened to me,*" one parent said; another described "*that little light... enough to believe you're gonna make it,*" and "*just having someone say 'I understand why you feel like that'... was huge.*" Parents linked this support to feeling calmer, more in control, and able to de escalate—"*I just picked up my laptop and said I'm going out now... no reaction,*" "*I just walk away,*" "*Now he's quite calm... I can ignore that,*" and, in some cases, tangible ripple effects such as fewer police call outs after adopting these strategies; several reported a marked reduction in the frequency and intensity of "*kick offs*" and a return to everyday teenage behaviour—"*I feel like I've got a normal stroppy teenager*"—while others highlighted renewed unity in co parenting ("*we are together as a team*"), which reduced pressure across the household, including on siblings. Where distress persisted (e.g., a traumatised sibling declining support), parents still credited the service with restoring agency, safety and hope at home, even when change remained a work in progress.

"just having someone say 'I understand why you feel like that'... was huge."



Interview with a Young Person

This section summarises insights from an interview with one young person who received support from the YP Project, offering a first-hand view of its impact and approach.

The young person described the YP Project as something that made a real difference in their life. Before starting, they had wanted help but found that other services didn't really give them what they needed. In their words, the YP Project stood out because it offered practical tools, a supportive relationship, and advice that felt personal rather than generic. They talked about feeling happier at home and seeing a positive change for themselves and those around them.

When asked why they came to the YP Project, they said it was *"for dealing with my behaviour at home and ways to help prevent things from happening."* One of the biggest benefits was learning practical strategies to manage difficult moments: *"I've been given like things to do if I feel a certain way or I'm about to act a certain way, and I've been given ways to prevent it and help calm me down instead."* They explained that now, *"I'm able to take myself away from the situation and calm myself down before going back into the place and being able to remain calm instead of letting things just get to me."*

This change has had a clear impact: *"It means I'm a lot happier at home and it means people around me are happier as well. And there's positives rather than negatives now."* They

credited this progress to the way the practitioner worked with them: *"It was easy to talk to [intervention worker] about things which made it easier to find ways to help."* That sense of trust and understanding made the sessions feel different from previous experiences.

Before the YP Project, they had tried to get help elsewhere: *"There was times before that where I'd said to my mum that I wanted to be able to get support... and learn how to deal with things easier."* But those attempts didn't go well: *"I've tried some other people, but they didn't really help. They kind of just said to just sit by yourself and then that was kind of it."* In contrast, the YP Project focused on what worked for them personally: *"Learn things that worked for me rather than just general ways on how to deal with things."* They summed it up by saying, *"Things would be focused on specific things for you as a person rather than... everything all at once."*

When asked if they would recommend the YP Project to someone else, their answer was clear: *"Yeah, I would."* And if they were trying to convince someone to give it a try, they said they'd *"just explain how helpful it was and say, like, how things would be focused on like specific things for you as a person rather than... everything all at once."*

Finally, when asked if anything could have been more helpful, they simply said: *"No."* For them, the support they received was exactly what they needed.

Interviews with Professionals

This section summarises insights from five professionals who have worked with the YP Project, reflecting its impact on families, partner organisations, and wider systems. The sample included a Student Welfare Officer at a school, a Social Worker, a Community and Young Person Involvement Manager at the Violence Reduction Network, and two professionals from the Leicester City in the Community team. At some points the specific professional has been named but, there are also times where the quotes have been assigned to 'a professional' to try to maintain some level of anonymity.

In summary the professionals described it as a service that makes a real difference—not only for families but for schools, social care, and community organisations. They spoke about how the project helps them feel more confident, reduces pressure on other services, and even prevents crises that could have led to children entering care. While the feedback was overwhelmingly positive, they also highlighted challenges such as long waiting lists and the desire for more in-school delivery.

Many professionals said the biggest benefit was how the YP Project builds confidence and skills in others. One from Leicester City in the Community explained, "They worked with us to create a healthy relationships toolkit... and trained our team to use it... It gives us a framework, like quality assurance... we're not just delivering what we think is correct." Another added, "Our confidence has massively grown... YP made us feel confident in knowing what the right thing to say is and how to address that." This support means schools and mentors can step in earlier, before problems escalate. As one professional put it, "We actually haven't had to refer anyone further... If it's lower level, we can work with them before they have to go to the YP Project."

The impact on families can be life-changing. A social worker shared about a family on the brink of an adoption breakdown: "Without them I would have been talking about a young person under local authority care." After intensive work, things turned around: "Their behaviour has changed completely... they went on a summer holiday for the first time" They also highlighted the financial impact: "Residential care would have cost not less than £9,000 a week... The YP Project rescued the situation."

The student welfare officer reported positive changes, "We've definitely got some pupils changing their mindset... One student's attendance improved" Even if not every student changes, they felt the sessions were worth it: "If you reach one, that's a positive... You change one person like that, you win." They described the workshops as, "a no brainer for us... The sessions were free, well planned, and engaging."

Beyond direct work, the YP Project shares its expertise widely. It co-designed resources for the Violence Reduction Network's website, which now reaches more people: "We've seen a massive increase in reach... and YP played a huge part in co-producing that." Another professional also valued the support for their own wellbeing: "Being able to sit down with [YP Project team member]... she can be there to support us as people." They praised the collaborative approach too: "It felt collaborative from the start... They listened and made changes based on our feedback."

The main challenge raised was capacity. Waiting lists can be long—sometimes several months—and partners would like the team to be in schools more often: "Getting them into schools more... really elevates the level of delivery we can offer." One professional summed it up: "There's really not many organisations that do what they do... They're brilliant partners, but the demand is huge." This reflects both the unique value of the YP Project and the ongoing challenge of meeting high demand.

"They worked with us to create a healthy relationships toolkit... and trained our team to use it... It gives us a framework, like quality assurance... we're not just delivering what we think is correct."



Interviews with YP Project Team members

This section summarises insights from five members of the YP Project Team, exploring what works well, challenges faced, and opportunities for development. Interviews were undertaken with 3 intervention workers, 1 volunteer and 1 service manager.

Transformational change in families when NVR is embedded

Across interviews, team members consistently describe swift, sometimes profound shifts in family relationships once parents start applying NVR. One staff member called the parent group “*really quite amazing... at its best, it's kind of transformational*,” adding that many families describe it as “*life changing*.” Another reflected on a mother who was “*very tearful*” at first; by week three “*we're laughing together... he told me that he loves me*.” Others highlighted small but pivotal moments, “*from not even having any communication... to then sitting down to dinner*,” and a parent sharing that her son “*kissed her on the cheek*,” a tiny gesture that signalled a major reset in trust and connection. Team members emphasise that the programme makes parenting theory accessible and practical, with videos and clear examples: “*it makes a kind of theory of parenting just very... doable*.”

Working with parents works even when young people don't engage

Team members stress that impact does not rely on young people attending every session. One explained: “*Even when the young people are not attending... we're teaching the parents to deliver interventions every day*,” including modelling self-regulation. Another put it plainly: “*We see most change via the parents adapting their parenting*.” This reframing—away from “*fixing the child*” and toward rebuilding relationships—underpins many of the quick wins families report.

The service is flexible, trauma-aware and neurodiversity-informed

Team members describe tailored delivery: adapting language (e.g., simplifying terms), pacing, and expectations to each family's context, including neurodiversity and trauma histories. “*We adapt our delivery to each family*,” one said, noting that consistency is key but hard when life is chaotic. Another highlighted the project's flexibility in session length and cadence—sometimes extending from 12 to 20 weeks to embed change where needed. Practical barriers (daytime sessions, venues, travel) can affect who can attend, and team members are cautious about being “*stricter*” in ways that might undermine engagement and outcomes.

System-wide benefits and cost avoidance

Team members repeatedly connect family-level change to reduced pressure on other services. One summed it up, *“our work means less police callouts, less need for social care, less need for youth workers... if we can reach more young people and parents.”* Others described concrete examples: families no longer on a social care worker’s caseload; police incidents tailing off; and staff advocacy that unlocked EHC plans or helped cancel inappropriate penalty notices. *“Without us, they would have had to go back to social services,”* one said of a school-avoidance case. Another recounted a young person with repeated incidents where the relationship repair and self-regulation gains meant there had been no further reports to police. Team members also see prevention value: interrupting patterns that might otherwise evolve into future perpetration and adult domestic abuse. Where in-house counselling is available (currently county-funded), staff describe it as *“massively impactful,”* enabling better sequencing of support for young people and parents; they note the lack of city funding as a gap.

Skilled team who work together

Internally, staff describe a supportive, non-hierarchical culture with regular supervision: *“a really pleasant... working environment.”* They value communication (e.g., between the parent- and child-facing practitioners) to keep support *“joined up.”* There was a sense of teamwork and a real valuing of the roles within the team.

School workshops

The school workshops are in demand, and team members talked about what works best. *“Targeted group sessions”* (e.g., six sessions with a small cohort) are *“much more impactful”* than 10–20 minute assemblies, because they allow dialogue, challenge, and reflection. *“We’re not just standing at the front... we’re having open discussions... and can challenge views.”* One team member suggested more staff training and exploring bringing NVR principles into classroom responses, but noted that this would be additional workload and as schools love the service being free may be reluctant to pay.

Challenges and constraints

The most consistent constraint is capacity. Team members, describe waiting times from several months upwards from referral to completion in some cases, and a period when the waiting list had to be paused. A small team means that a single staff departure significantly reduces capacity. Engagement can be complex especially where parents face mental health difficulties or chaotic circumstances and so practitioners sometimes need to extend timeframes to support engagement. One reflected that this meant that while it was positive, it also meant further delays to those on the waitlist. Other points raised related to uneven impact for brief assemblies, logistical barriers to group delivery (timings, attendance), and gaps in counselling provision in the city. Interestingly, one family asked about paid options to avoid the waitlist. One team member raised equity concerns and suggest any future paid offer would require careful design, but suggested it was an interesting consideration.

Data and follow-up: opportunities to evidence long-term impact

Two team members reflected on the way data is gathered to assess the impact of the service. One suggested that current school feedback can be *“crude... tick-boxy,”* and suggested light-touch follow-ups (e.g., at 6–12 months) or a short *“maintenance”* check-in for family’s post-closure, both to support sustained change and to collect outcome data over time. Practitioners already use tools like the SDQ, and one asked for a simple professional feedback template (for social workers, specialist schools, etc.) to standardise external evidence of impact. Staff also noted that some professionals effectively step down or close cases once YP Project is involved which could be captured as relevant data on impact on other services.

“Without us, they would have had to go back to social services.”



End of service feedback forms

Introduction and methodology

At the end of their involvement with The YP Project, parents and young people were invited to complete an online feedback form. The form included both quantitative ratings (0–10) and qualitative questions about their experience, changes in behaviour, mental health, and confidence.

Findings from parent feedback forms

The following is based on responses from 43 parents and carers who completed The YP Project's end-of-service feedback form. The form asks families about their experiences during the intervention, including:

- How helpful they found the sessions and their intervention worker.
- Whether violence or abuse improved and if it became less severe.
- Any changes in police callouts since the intervention began.

- Whether they noticed positive changes in their own mental health.
- If they feel more confident in their parenting skills.
- Which aspects of the programme were most useful and any suggestions for improvement.

Families were also invited to share comments in their own words, giving valuable insight into what made a difference for them and their children.

Parents were asked two similar questions in the feedback form: *"has the violence and/or abuse improved during The YP Project's involvement?"*, and *"has the violence and/or abuse become less severe?"*. For improvement, 41 out of 43 (95%) of parents said that violence or abuse improved during the project with 2 (5%) saying it hadn't. In the question about severity, 42 out of 43 (97%) parents selected options that showed it had become less severe - Most (81%) reported things were getting better, and 16% said the violence had stopped completely. Only one parent (3%) said things had got worse.

Parents also spoke about their own wellbeing: nearly half (47%) said their mental health had improved, and a further

23% described feeling calmer or more confident even if they didn't tick "yes." Two families (5%) said there was no change, and 11 responses (25%) were unclear.

When asked about police callouts during the intervention, 19 families answered: 14 said they had not called the police, and 5 said they had. Because of limitations in when a specific question was introduced to the feedback form, and then in the wording of the prescribed answers, it was not possible to determine for each respondent whether their

answers about calling the police during the intervention represented a change from before the intervention. Evidence of reduced police callouts was explicitly stated by 1 parent in a comment though, saying they no longer needed to call the police. Clearer wording on the form to specifically capture any changes in police callouts from pre to post intervention is recommended for future evaluation.

The table below shows the responses to questions that required a score of between 0 and 10:

Questions	Mean	Range	% scoring 9–10
How helpful were the sessions?	9.44	7-10	88.4%
How likely are you to continue using tools?	9.51	7-10	86.0%
How helpful was your intervention worker?	9.77	8-10	93.0%
How understanding was your intervention worker?	9.81	8-10	97.7%
How likely are you to recommend the YP Project as a service?	9.84	8-10	95.3%

Parents also provided longer responses to further questions, and a selection of quotes have been provided below for each of the questions. The quotes provided are only a sample and they have been selected in a representative way, ensuring that there are proportionate amounts of positive and negative feedback. To give some context, each section starts with an overview of the responses.

If behaviour has improved, can you explain what changes you have seen?

Out of 43 responses, 42 were positive and 1 was mixed.

Examples of quotes include: "We are all much calmer, the relationships within our family are much better and we are all better at listening to each other.;" "My son is a lot calmer,

communication between myself, son and other family members is in a really good place. We understand his needs better as a young person with autism who gets overwhelmed at times.;" "Aggression has got less and response to our behaviour towards her has improved;" "Less aggression, more understanding, more helpful, less escalation and more time to listen and talk together;" "My young person is no longer physically or verbally abusive towards me. He has less temper tantrums and melt downs. He openly demonstrates care and love towards me. He is showing himself more love and care as well. His overall mood has improved and he is more sociable, talkative, helpful and kind. His attendance at school has improved and he is often completing schoolwork and homework where he wasn't at all before;" "My daughter seems calmer and thinks before lashing out.;" "Our son stop using self-harm threats, amount of aggressive behaviour significantly decreased, as well as usage of swear words. However, we heard that he is behaving worse now at school."



Have you seen any positive changes in your mental health since beginning the intervention? If yes, please describe.

40 responses were positive, 2 suggested that mental health was the same, and 1 said they weren't sure.

Examples of quotes include: "Yes, we both have. I no longer feel like I am walking on eggshells and don't feel as much like a rubbish parent, and my partner is much calmer and more understanding."; "For both us, having the tools to be able to manage situations better has been empowering."; "No, it's the same"; "Yes, when my son is calmer I am calmer it really takes so much pressure off me."; "Yes because things have been less aggravated and angry we've been calmer overall"; "Absolutely, I'm more positive, more understanding, more confident and I take time for me"; "I am happier to be at home where I used to dread being there or make excuses not to be there. I am happier in myself as my relationship with my young person has improved so much." "Yes I am far more positive. My sleep has improved vastly and I feel more upbeat in general."; "Not noticed although I'm more aware of when it is not appropriate to respond."; "I am calmer and take time to breathe"; "Yes, I find myself more prepared with the tools we have learnt and able to handle our daughter better. My partner feels the same as before".

What aspects of the programme have you found useful?

43 parents responded to this question, and all responses relate to parts of the programme that they found useful.

Examples of quotes include: *"All of it, but in particular the baskets and strategies for managing undesirable behaviours. Also reassuring that we are not alone.";* *"Trying to see things from my young persons point of view";* *"My intervention worker was very kind, caring and supportive to myself and my son. Visiting my son in school was extremely useful he does tend to bottle things up.";* *"Learning how to cope with how we respond to behaviours and to support each other a bit more";* *"All the aspects of the programme, that I put, the structure, all the guidance, support and the knowledge that has given me the basis to understand and work with my children as a team. We have a much better relationship now.";* *"Looking at triggers. Saying no without saying no. The importance/influence of trauma on a young person. How to actively listen and demonstrate so my young person feels heard and seen";* *"Talking and evaluating, reflection and the case studies. I felt instantly understood and listened to by [Intervention worker]. I felt I could describe and discuss freely without judgement and that [Intervention worker] had a wealth of experience"*

to share and support my needs and my daughters.”; “The one-to-one support and being listened to without feeling the need to rush through the programme! [Intervention worker] reminded me of previous sessions for me to implement.”; “The baskets were very helpful. When we implemented them and realised we should focus on the red basket behaviour and not all the behaviours it got less stressful and helped home life.”; “techniques of dealing with conflict. No to No (although this is often difficult to always adhere to)”

Were there any aspects of the programme that you did not find useful?

The vast majority (36/43) said there weren't any aspects they did not find useful, and examples of the rest of the responses are below:

“At the start it was difficult to get my mindset right being open to new ideas and ways of looking at the relationship. Once I had become more open to trying new things and thinking about it differently, it all seemed useful from that point, even though I may not have had success with all strategies suggested yet, but I can keep on trying with that.”; “Due to the age of my child at the start, some aspects were a little young however easily adaptable”; “At the start of our sessions I felt like we were getting conflicting advice from the intervention worker vs some of the other parties involved (Social Services, CCE, Turning Point). We would have probably all benefited from a joint meeting earlier in the process.”

Do you feel you have gained more confidence with your parenting skills? If yes, please describe.

All responses relate to positive things about the experience, but this is expected due to the way in which the question is phrased to only engage those who had felt they gained more confidence.

“I feel my skills were improving as I do understand my son's needs connected to his autism and rigidness.”; “Yes definitely, we've learned how to be more tolerant of each other and how to handle behaviours that have been less favourable with all the children”; “Absolutely, through [Intervention worker] support I have become lots more confident”; “Yes. I now feel I have my

confidence back to discuss and implement boundaries. I am not fearful of asking my young person to help or to do things and we can openly discuss how important it is to attend school and be with others sometimes”; “Absolutely 100%”; “Yes, the ability to not (always) respond in the heat of the moment and to judge when to return to things at a future time and when to let things pass.” “Yes - I am calmer and more understanding” “Yes. Feel like we had great advice to follow which meant we were more prepared when it came to de-escalate situations.”; “Yes, learning to walk away when I'm angry because it was making the situation worse”

How understanding did you find your intervention worker? Please explain how?

This question was a follow up to “How understanding did you find your intervention worker?”. All responses are positive which reflects the 100% of scores of 8 and above in the primary question.

“She was willing to sit and listen without judgement to the week we'd just had, good or bad. Her whole manner just put us at ease talking about topics which can be sensitive and triggering.”; “When situations were explained to her she seemed to understand what I was saying”; “Everything about her manner was kind, understanding and caring in a supportive non-judgmental way.”; “Everything was really clearly explained to both of us, she made sure we both were happy before moving on and always asked about the family as a whole”; “She is so understanding, kind, supportive and thoughtful, I couldn't have wished for better guidance, she has taught me lots of new ways to adapt and support my children. I couldn't have wished for a better support worker”; “A check in chat at the start of every session was helpful. The sessions felt genuinely caring and supportive of my circumstances. She was very kind and helpful”; “Naturally supportive understanding and never preachy or patronising which other interventions had been.”; “Was knowledgeable about different techniques and could comment on individual circumstances, very engaging.”; “[Intervention worker] took the time to listen to me- I didn't feel rushed in speaking or explaining the situations that arose- I felt very supported”; “I didn't feel she “got it” at the start of her involvement. But over time I realised that she really did understand our situation and it was probably me that didn't!”

Have you felt any other positive impacts from the YP Project's involvement?

4 parents put 'no' or 'n/a' and a sample of the rest of the 39 responses are shown below:

"As parents we are better at working together and relationships within the family that were close to complete breakdown have been restored."; "Realised that a lot of what my young person does I do as well."; "Having the organisation to contact when needed was very positive."; "Generally how we interact with all of the children has improved and how they interact with each other too, learning the positive behaviours with each other too"; "I feel my confidence and mental health have improved overall"; "Yes the intervention worker has equally supported my young person and great communication from both intervention workers to support and truly know our needs"; "I now think about my expectations with my daughter and don't carry things forward"; "Everything, everyone in my position should be involved in the project as the support and ability to turn around difficult family or abusive behaviour is phenomenal."

"Naturally supportive understanding and never preachy or patronising which other interventions had been."

Any other comments?

8 parents put no to further comments, but the comments from the parents that did respond are overwhelmingly positive and demonstrate the valuable impact that the YP Project had.

"A big thank you to my intervention worker, her support over the past few months has been invaluable. We feel like we have come such a long way and couldn't have done that without her input."; "Thank you very much for your time, effort and support in such a lovely caring way. You have made a difference."; "It's been a really helpful service and we've felt that we've all got a lot from the programme would highly recommend it to anyone else that might be in a similar situation"; "Fantastic help and support. Teaching me things I never would have given a second thought. So powerful and positive. I'm very grateful for everything I'm taking away, also the confidence its given me to work with my children not against them. Thank you so much for everything"; "Thank you for the support and kindness you have shown to me. My little family is a much happier one. Home is a nice place to be again."; "I have a completely different life. I actually have a life with thanks to the right support. Forever grateful."; "[Intervention worker] was such a lovely person and understood our situation and tried to help with giving all advice she could no matter the difficult situation."



Feedback forms from Young People

At the end of support, young people were invited to complete an online feedback form covering 0–10 ratings and open questions about changes in behaviour, mental health, and what they found useful. For this analysis, we used 21 completed forms. Responses were checked for consistency and anonymised where needed.

Overview

The feedback from young people was mainly positive. Most reported noticeable improvements in their behaviour and relationships at home, often describing fewer arguments, better communication, and an increased ability to manage anger or walk away from conflict. While a small minority indicated only slight or no change, the overall trend suggests that the intervention helped young people feel more in control of their emotions and interactions. Mental health responses were more mixed, with many young people said they felt happier, calmer, and less stressed, while others were unsure or reported only minor changes. Satisfaction scores for intervention workers were consistently high,

reflecting strong relationships and trust, whereas ratings for sessions and continuing to use tools were slightly lower, hinting at areas for further engagement or adaptation. Qualitative comments reinforce these findings, with young people frequently praising practical strategies like goal-setting, anger management techniques, and the chance to talk openly. A few noted aspects they found less useful or hard to remember, but these were exceptions in an otherwise positive set of responses. Overall, the feedback suggests that the project is making a meaningful difference in helping young people develop healthier coping strategies and improve family dynamics.

When asked “*do you feel that you have seen positive changes in your behaviour and relationships since the intervention began?*”, 18 (85%) said ‘yes’, 2 (10%) said ‘some’, and 1 (5%) said ‘no’. When asked about improvements with mental health, 14 (70%) said a clear yes, 3 (15%) said ‘yes a bit’ or similar, 2 (10%) said ‘not sure’, and 1 (5%) said ‘no’.

The table below shows the responses to questions that required a score of between 0 and 10:

Questions	Mean	Range	% 8+	% 9–10
How helpful did you find your intervention sessions?	7.81	5–10	57.1%	38.1%
How likely are you to continue implementing the tools and concepts you have learnt in your sessions?	7.43	5–9	52.4%	23.8%
How helpful did you find your Intervention Worker?	8.81	6–10	76.2%	66.7%
How understanding did you find your Intervention Worker?	8.9	6–10	81.0%	71.4%
How likely are you to recommend us to someone you know in the same situation?	7.62	4–10	57.1%	42.9%

If you have seen positive changes in your behaviour and relationships since the intervention began, what changes have you seen?

20 out of 21 young people responded 'yes' or 'some' to positive changes and a sample of their responses are shown below. The question only focusses on the positives so no negative responses are shown.

Examples of quotes are: "Don't feel like I have to argue.;" "I have been able to control my feeling better"; "Relationship with my mum.;" "Less arguments or disagreements at home with family.;" "Being able walk away from situations"; "I have became less likely to become angry at other people and can calm down quicker"; "Not as many arguments at home with mum and dad.;" "I've not been angry a lot."

Have you seen any positive changes in your mental health since beginning the intervention? If yes, please describe.

This question only requires those that had a positive change to share more and so this is a sample of the 17 responses:

"A bit. Worry a bit less.;" "Being a lot happier at home.;" "Yes, I feel happier overall"; "Less stressed and easier to control anger when disagreements happen.;" "Yes - I don't think about killing myself.;" "I am a lot happier not only in general but within myself. My confidence has grown so much and I am less anxious."

What aspects of the programme have you found particularly useful?

All 21 young people responded with tangible things that they had found useful.

Example quotes include: "All of it.;" "The iceberg exercise.;" "I have found it easier to talk"; "When we catch up about family.;" "Talking about what causes conflict at home and how to prevent them from happening or fix the problems.;" "What to do when I get angry.;" "Goals mountain. Do stuff like that at home now."

Were there any aspects of the programme that you did not find useful?

15 young people responded with 'no' or did not respond, 2 said they did not remember, 1 response was not clear, and the quotes from the other responses are shared below:

"Time out plan.;" "Intervention worker leaving"; "Externalising anger. It hasn't helped me."

Have you felt any other positive impacts from the YP Project's involvement?

4 young people responded to say 'no' and 1 did not respond. Below is a sample from the other 16 responses.

"Talking about feelings.;" "I'm happier.;" "Help control emotion or anger outside not just home with family but in general.;" "Getting along with other people"; "I have found that since doing it I have found making friends a lot easier.;" "My family have less arguments with me"; "Helped me set goals. Before I would do everything at once and now I break things down."

Any other comments?

14 responded no or didn't respond, and below is a sample from the 7 responses:

"I'd tell them shout [intervention worker].;" "[Intervention worker] is very lovely and has helped my family and me a lot.;" "better than any other CAHMS workers she has the highest rating xoxo" "4.5 stars, quality stuff, you understand life more" "I WILL MISS YOUEUUU X"; "Think my brother should do the sessions, he's always in trouble. Old me would have punched him."

Feedback forms from school workshops

Introduction and methodology

Pupils completed feedback forms immediately after attending workshops on healthy relationships. The form included three closed questions and two open-ended prompts:

- How helpful did you find the session?
Options: Very Helpful | Somewhat Helpful | Not Helpful
- Did you learn anything new today?
Options: Yes | No
Follow-up: If yes, what? If no, what could be improved?
- Do you think what you have learnt today has changed your view on this topic?
Options: Yes | No | Maybe

Quantitative Results

A total of 84 pupils completed the feedback forms.

Responses were as follows:

Question	Responses
Helpfulness of session	Very Helpful: 22 (26%) Somewhat Helpful: 60 (71%) Not Helpful: 2 (2%)
Learned something new	Yes: 63 (75%) No: 19 (23%) Unclear: 2 (2%)
Changed view on topic	Yes: 26 (31%) Maybe: 47 (56%) No: 9 (11%) Unclear: 2 (2%)

Qualitative Data

While the form included open-ended questions, most responses were illegible or missing. As a result, no usable qualitative data was available for analysis. Feedback forms could be developed to encourage more relevant qualitative responses in the future.

Summary

Overall, the workshops were perceived as helpful by the vast majority of pupils, with 97% rating them as helpful and three-quarters reporting new learning. Over half indicated that the session may have influenced their views on healthy relationships. However, the lack of qualitative data limits understanding of which aspects were most impactful.



Case Studies

The case studies have been written by the intervention worker who worked with the family. All names have been changed and identifying information has been changed or removed, but the overall information relating to the case remains accurate. Small changes were made by the evaluator to the case studies during the final edit in order to ensure anonymity for the individuals discussed.

It should be noted that the case studies have been written from the perspective of the intervention worker. However, there was a focus on the accuracy and integrity of the content to ensure it would be aligned with the experiences of the families referred to. There has been an additional motivation around this given that the evaluation will be published in the public domain and could be read by these families.



Case study 1

Kelly (Mum) and her partner Dave (Step-Dad) were referred to the YP Project to receive support for Kelly's son Jack's behaviours at home towards them. During Kelly and Dave's assessment, they were introduced to the YP Project and the Non-Violent Resistance (NVR) approach. Both Kelly and Dave disclosed that Jack has verbal altercations with his siblings and is sometimes physically aggressive towards them, and he can be defiant towards them both. It was also noted in their assessment that Dave has very strict rules and punishments in place for when the children don't do as the rules state. Both Kelly and Dave were assessed as suitable for support from the YP Project and both were added to the parent group list.

During Jack's assessment, he was able to talk openly about home life and his strained relationship with Dave. Jack was assessed as suitable to receive support from the YP Project for his behaviours and would follow the Respect Young Person's Programme (RYPP).

Kelly and Dave started the parent group intervention sessions and were joined by another two parents in the group. From the very start, Dave was very open and honest about his strict rules in place at home and what he expects from the children. As the sessions went on, Dave was very accepting of support and seemed to take on board everything that was delivered to him and began to implement positive changes at home. Kelly also engaged well and implemented positive changes at home.

As the parent group sessions continued, it became clear that Dave was struggling with his past trauma and that this was impacting his parenting and he needed support for this. He was referred to a specialist counselling service. Dave had his assessment with his counsellor

and was due to start his sessions once his work with the parent group came to an end.

Throughout the parent group sessions, both Kelly and Dave engaged well and showed a united front and supported each other. They were also a great support for the other parents in the group and formed good relationships with them.

As Kelly and Dave were getting their support through the parent group, Jack started one-to-one intervention sessions with a YP Project intervention worker. The two intervention workers had regular contact regarding their sessions and shared important information. Jack's intervention worker noted that Jack struggled to focus in their sessions and found it difficult to talk about incidents that had happened. As the sessions progressed, Jack began to open up a little but his intervention worker found that Jack was still struggling with this and she was having to prompt him for information.

When Kelly and Dave completed the parent group sessions, they both reported seeing a reduction in Jack's abusive behaviours at home but they also both explained that they are parenting differently and using the NVR tools to help them have a more positive outlook on things and to be able to self-reflect when an incident has happened. Dave was also able to relax a little on some of his strict rules he had in place and talk to Jack about his feelings when an incident has happened rather than go straight to a punishment. Dave also expressed that if he hadn't had the support from the YP Project, he isn't sure his relationship would have lasted with Kelly and where he would be at this moment in time in terms of being a parent.



Case study 2

Shane and his Mum Jess were referred to the YP Project by early help. Jess had been having problems for a while handling Shane's anger and violence towards her. Jess was a single parent and had suffered domestic violence from Shane's biological dad, which Shane witnessed from a young age.

Shane was still at primary school, and at school he was having problems socially and found it hard to get on with other children. Shane was not displaying any violence at school.

The assessment of Shane was carried out at school, and he was very tearful throughout – he was keen to get help with his anger and had an awareness that his responses to anger and frustration weren't right. Shane had been violent to Jess and had previously got her round the neck and pinned her down on the floor – he had also tried to push her at the top of the stairs.

Shane began the intervention with the YP Project on a weekly basis. At the start, he was quite hard and dismissive in the way he would speak about situations and would readily blame others for being annoying and causing him to get angry. In some sessions, he appeared distracted and not wanting to focus on the content, but it was always clear to the intervention worker that he understood, as he would talk about the content or mention that he had tried some of the tools he had been given at the next session. If Shane felt sad, he would show it by crying to the intervention worker, but he also struggled to express that he was feeling sad in words. The YP worker was able to work with the pastoral lead at Shane's school to continue the work and keep continuity of approaches to supporting him.

Shane's relationship with his dad was difficult as dad could also be quite an angry character and was inconsistent in his contact with Shane. Jess, however, always enabled him to see his dad and encouraged that relationship. Shane wanted to see his dad, but it often had a negative impact on his behaviour afterwards. Gradually, as the intervention progressed, it was clear that even though Shane's dad didn't change his behaviour, Shane was able to not be affected in the same negative way.

The intervention worker also supported Jess in how she parented Shane and went through the NVR programme with her. Jess had lost a lot of confidence in her ability to parent, partly because of previous trauma and domestic violence she had been subjected to. The intervention worker was able to support Jess in re-building her confidence and parental presence. The intervention looked at how she could de-escalate situations and also challenge behaviour (using the deferred response). Jess gradually built up her parental presence and they worked on ways to deal with the tricky points of the day using problem solving.

Shane managed to change his behaviours at home and Jess has since commented that he is now "*just lovely to be around*" rather than her trying to avoid him. Mum and Jess now regularly go spend time together. Other family members have noticed a change in Shane also and have commented that he has become a lot easier to be around.



Case study 3

James (Young person) and his Grandparents (who James lives with) were referred to the YP Project, by James' support worker. The referral was made as James was displaying abusive behaviours towards his Grandparents.

Prior to living with his Grandparents, James lived with his biological Mum, Step-Dad and younger brother. Unfortunately, James' Grandad declined support from the YP Project, but James' Grandma was assessed as suitable to receive support and she successfully completed a 12 week parent group which delivered the Non-Violent Resistance (NVR) approach.

During James' assessment he was able to talk openly about his behaviours and how he felt home life was for him. James admitted that he wanted to change his behaviours and was willing to accept the help of the YP Project. James was then placed onto the waiting list to receive support for his behaviours and the intervention sessions would deliver the Respect Young Person's Programme (RYPP) to James.

James started his intervention sessions with a YP Intervention worker. He engaged well throughout and he was open and honest when talking about his behaviours and home life. James' mental health was good throughout his sessions and he had a positive

outlook on life. James' abusive behaviours significantly reduced during the early stages of his intervention so it was decided that the remainder of his sessions would be shortened and more bespoke to his needs.

During the intervention process with James, his intervention worker had regular contact with his Grandma and she reported that she had seen a reduction in James' abusive behaviours at home and that they were able to start spending more time together as a family.

When James' intervention sessions came to an end, his abusive behaviours were no longer happening. James was able to take himself away from situations that were causing him to feel angry and frustrated and self-regulate. James stated that home life was a happier place for him.

The relationship between James and his Grandma had greatly improved and when she spoke to his intervention worker she said *"I am seeing a more grounded James and he has been handling his emotions a lot better than he used to. He now accepts responsibility for his actions and behaviour - I think he will go far in this world and think he is totally awesome"*.

When James' case was closed to the YP Project he was still receiving support from his support worker.



Case study 4

Sandra and her daughter Lisa were referred to the YP Project, as Sandra was struggling with her daughter's meltdowns at home. These meltdowns often resulted in violence towards Sandra and violence towards Lisa's brother. The relationship between Lisa and her father was also broken and was a source of constant tension at home.

Sandra had told her husband that their relationship had broken down and that he needed to move out of the house.

Lisa had a historic diagnosis of ADHD and was showing ASD traits, but this hadn't been formally diagnosed. Lisa would attack her mother and brother on a daily basis, and this was impacting Sandra's work. Her brother's school had also noted a decline in his behaviour. The family were on a child-in-need plan as Sandra was struggling to cope.

Sandra wasn't able to go out with friends as Lisa would make it very difficult, and if Sandra took Lisa out with her, then Lisa would be very rude to Sandra's friends – there were lots of controlling and possessive behaviours being shown. Lisa wasn't attending school consistently, which made it difficult for Sandra to manage her work.

The YP Project started to support Sandra to rebuild the relationship and manage the situations at home that

were escalating into violence. The NVR approach was delivered via one-to-one sessions with Sandra, which she took on board and put the different tools into practice. Sandra also had the opportunity to think, reflect and process things from her past that were impacting her parenting now.

Lisa was also supported by another YP intervention worker, who helped her to think about what triggers her anger and gave her tools to recognise the signs and symptoms of her anger, so that she could stop herself before things went too far.

The situation at home has gone from violence every day to now not having had a violent outburst in months. The relationship is much better, and Sandra now takes the time to think about her responses to situations when they arise, and also plans ahead for situations that she knows will be tricky – this way she can remain calm and know what responses will de-escalate rather than escalate the situation. Lisa still finds situations tricky to manage emotionally, but Sandra is implementing the NVR approach and it is stopping things from progressing into violence and abuse. The relationship between mother and daughter has improved, and they can now spend time with friends without fear of Lisa being verbally abusive to them.





Discussion of Findings

Overview

This mixed methods evaluation indicates that the YP Project delivers meaningful improvements for families experiencing APVA. Parent reported SDQ scores showed a highly significant reduction in Total Difficulties (large effect) and a significant reduction in Impact scores, supported by very high parent satisfaction and qualitative reports of reduced aggression, calmer family dynamics, and improved parental confidence. In contrast, young people's self report SDQs did not show statistically significant change, although most young people completing feedback reported improvements in behaviour/relationships and in mental health, and interviews/case studies described practical gains (e.g., walking away, self regulation). Throughout, families, partner professionals and staff consistently described reduced reliance on crisis responses (e.g., fewer police callouts) and improved coordination with schools and social care. The most persistent challenge was capacity—with long waits in some periods and evidence that complexity sometimes necessitated extending intervention duration.

How the YP Project outcomes compare to other APVA services

The YP Project's model, which integrates Non Violent Resistance (NVR) with the Respect Young People's Programme (RYPP) and offering flexible, trauma informed support to parents and young people, aligns with the programmes highlighted as having the strongest UK evidence base for APVA response in the Domestic Abuse Commissioner's rapid review (Baker and Bonnick, 2021). That review identified NVR and RYPP as the most evaluated UK approaches, with pre–post studies demonstrating reductions in parental stress and conduct problems, and improvements in pro social behaviour and wellbeing (Baker and Bonnick, 2021).

Recent local evaluations of RYPP implementations report comparable family level benefits to those observed here. For example, the Cambridgeshire RYPP site reported reductions in violence/abuse for all participating parents/carers and relationship improvements, with a recorded 94% reduction in police

callouts in the cohort reviewed (Cambridgeshire PCC, 2023; Respect, 2023). Similarly, an IDAS report on RYPP delivery across York and North Yorkshire (2019–2023) reported very high recommendation rates (c. 99–100%), positive parental outlook, and perceived changes in family functioning (IDAS, 2023). The YP Project's parent reported, statistically significant SDQ change and very high parent satisfaction are therefore consistent with the broader APVA evidence base (Baker and Bonnick, 2021; Respect, 2023).

Two further points of comparison are notable. First, like many APVA services, young people's self report outcomes are more varied than parent report, which is not unusual in adolescent mental health/behaviour change programmes where self report is sensitive to mood and context (Baker and Bonnick, 2021). Second, the YP Project's neurodiversity informed adaptations echo sector developments (e.g., emerging RYPP neurodiversity toolkits) responding to the high prevalence of ADHD/ASD in APVA caseloads (Respect YPS, n.d.; Baker and Bonnick, 2021).

Potential wider benefits and cost implications

This evaluation did not conduct a formal cost benefit analysis. However, external evaluations of comparable APVA services suggest that economic benefits are plausible where reductions in police callouts and social care escalation are achieved. In Cambridgeshire, RYPP analysis estimated that for every £1 invested, up to £8.30 in police resources could be saved, based on recorded callout reductions (Cambridgeshire PCC, 2023; Respect, 2023).

It is important to emphasise that these figures are not claimed for the YP Project and that methodologies vary (police resource savings vs. total social value). Nevertheless, given this evaluation's evidence of reported reductions in crisis episodes and a documented case where removal into care was considered likely without the involvement of the YP Project, there is a credible rationale to expect wider savings for other services if such patterns are confirmed via routine data linkage and economic modelling (Cambridgeshire PCC, 2023; Baker and Bonnick, 2021).

In addition to reducing police involvement, one professional highlighted a case where the YP Project's intervention prevented a child from entering care, which would have incurred significant costs for the local authority. While this evaluation did not calculate these savings, the professional shared that it would not be less than £9,000 per week.

Strategic Alignment with Violence Reduction Priorities

The YP Project plays a vital role in delivering on the region's Violence Reduction Network (VRN) strategy and its theory of change, which emphasises early intervention, prevention, and addressing the root causes of serious violence. By reducing adolescent-to-parent violence—a form of harm often hidden but strongly linked to future offending and family breakdown—the project strengthens family stability and safety. Its school-based workshops and professional training contribute to creating safe and inclusive education environments, while its trauma-informed, relationship-focused approach helps young people build resilience and connect with trusted adults. The project's commitment to data collection and evaluation also supports evidence-led practice across the system. Through these contributions, the YP Project is not only addressing immediate family harm but also advancing the VRN's wider mission to prevent violence through early intervention and whole-system collaboration.

Expanded reach, growth and real-life impact

Alongside the quantitative outcomes, qualitative accounts from parents and young people underscore the depth of change achieved. Parents described moving from "walking on eggshells" and feeling "suicidal" to regaining a sense of safety and control, with one parent stating, "I feel like I've got a normal stroppy teenager now." These narratives highlight not only behavioural improvements but also reductions in psychological distress and isolation. The YP Project's inclusive, neurodiversity-informed approach was repeatedly praised as a critical differentiator, particularly by families who had "done every course going" without success

elsewhere. Parents valued practitioners' expertise in ADHD and autism, describing the service as "the only one that actually listened to me." This responsiveness addresses a significant equity gap in mainstream provision, ensuring that families with complex needs, and often excluded from other services, receive tailored, trauma-aware support.

The scale of delivery during this evaluation period further demonstrates the project's reach and strategic relevance. Between April 2023 and October 2025 the YP Project delivered 1277 intervention sessions, trained 149 professionals, and reached 4141 students through school-based workshops and assemblies. This represents substantial growth compared to the previous evaluation (2020–2022), when the service worked with 175 families and delivered fewer school-based activities. The expansion reflects both sustained demand and the project's increasing role in early intervention and violence prevention across Leicester, Leicestershire, and Rutland.

Overall strengths of the YP Project model

- Specialist APVA focus underpinned by NVR/RYPP, aligning with the most evidenced UK approaches (Baker and Bonnick, 2021).
- Flexible, trauma aware, neurodiversity informed delivery, consistent with sector guidance and emerging RYPP neurodiversity practice (Respect YPS, n.d.; Baker and Bonnick, 2021).
- Partnership working with schools and the local Violence Reduction Network, consistent with whole system prevention priorities emphasised in national reviews (Baker and Bonnick, 2021; Respect, 2025).

Challenges and learning

The principal constraint is capacity, producing waits of several months at times. This mirrors wider domestic abuse system pressures and the need for sustained investment in specialist provision (SafeLives, 2023). Like other APVA services, routine administrative data on police incidents, social care status, education attendance/exclusion, and health contacts are not yet

consistently captured or linked for evaluation, limiting quantification of wider benefits (Baker and Bonnick, 2021; Cambridgeshire PCC, 2023). Finally, follow up after case closure is scarce across the field, constraining evidence on the durability of change (Baker and Bonnick, 2021).





Conclusions and Recommendations for Funders

The YP Project has demonstrated clear and meaningful impact for families experiencing adolescent-to-parent violence and abuse. Parents report significant improvements in behaviour, family relationships, and their own confidence, while young people describe learning practical strategies to manage conflict. Professionals highlight the service as life-changing for some families and a vital partner in preventing crises, including cases where care placements and police callouts have been avoided.

Demand for the service has increased since the last evaluation and remains high at the time of publishing. This growth reflects both the scale of need and the trust placed in the YP Project as a specialist service.

To build on this success and meet growing demand, it is recommended to:

1. Increase capacity to reduce waiting times and ensure timely support for families in crisis.
2. Support robust evaluation, including cost-benefit analysis and routine data collection, to evidence long-term impact and system-level savings.
3. Expand school and community work to strengthen early intervention and prevention.

With continued and increased investment, the YP Project can reach more families, reduce pressure on statutory services, and contribute to safer, healthier communities.

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