

A PLACE TO CALL **HOME**



**Preventing youth homelessness
through whole-family,
community-led working**

*A toolkit for organisations aiming to start or
scale up youth homelessness prevention*

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1. Foreword

Youth homelessness is unacceptable. No child should have to suffer the trauma of having nowhere to feel safe.

In 2016, we began the project, A Place to Call Home, undertaking research with The Centre for Education and Youth to understand the causes of youth homelessness in the North East and the educational experiences of homeless young people. Since then, we have worked with a range of organisations and experts to fund preventative interventions and to identify how organisations can best stop young people from becoming homeless.

This toolkit is aimed at all professionals and organisations who want to begin, improve or scale up programmes that take a whole-family and/, or a community-led approach to preventing or addressing youth homelessness.

A Place to Call Home demonstrated that these approaches are effective in preventing youth homelessness, and our research with the wider charity sector illustrates that these ways of working can also tackle other issues, including preventing children from ending up in care, and supporting prisoners and young offenders.

Therefore, this toolkit draws together our learning from the research, evaluation and collaboration we have undertaken in the last four years. We hope that it will support more organisations to help ensure that all young people have A Place to Call Home.

By Helen Devanny VP, Sage Foundation



2. Introduction

Each year, 150,000 young people present to their local authority as homeless and ask for support, but only around half receive any. The first phase of A Place to Call Home revealed that breakdowns in family relationships are a key cause of homelessness and that, in most cases, they did not receive support until they reached crisis point. By this time, the young person had often left the family home and become homeless (whether sleeping on the streets or sofa-surfing).

Research on best practice for youth homelessness prevention tells us that the best way to prevent youth homelessness is through:

- Multi-agency working
- Having a single front door
- A whole-family approach
- Positive, professional relationships



The second phase of the project involved working with an organisation to pilot a way of working to prevent youth homelessness that embodies these principles. Family Gateway used a 'Barefoot Professional Model' where community members, who had previously experienced similar issues as the families they aimed to support were trained to deliver a programme of support to families where a young person was at risk of homelessness. Family Gateway provided tailored support to individual families, linking them to other services, providing family mediation, and one-to-one support for parents and young people to help repair family relationships.

This approach proved successful in a small-scale pilot. Sage Foundation therefore now wants to support organisations to use learning from the project. This toolkit provides that support, so organisations can adopt, improve or expand programmes that use a whole-family or community-led approach to prevent youth homelessness.

3. Whole-family approaches

What is a whole-family approach?

Whole-family approaches aim to impact on and involve the whole family to address an issue, even if that issue mainly affects an individual. This approach takes the view that the family is key component in a young person's risk of becoming homeless, but the family can also be a protective factor that supports the young person.

Why should organisations take a whole-family approach?

Whole-family approaches are used across different sectors; however, such approaches are particularly relevant to preventing youth homelessness given that our research shows family relationship breakdown is the leading cause of youth homelessness.

Previous research and The Pilot Prevention Programme Sage Foundation funded with Family Gateway demonstrates that working with the whole family is an effective way of preventing youth homelessness. This type of preventative intervention involves supporting multiple family members. For example, in one family that Family Gateway worked with, the parent was supported to access help for debt and addiction. The programme sought to rebuild family relationships, allowing the young person to stay in the home. It also had additional benefits for the parent and younger siblings.

Other charities have also told us that whole-family approaches are useful for supporting young people in a variety of other ways, including supporting literacy development, strengthening family relationships and preventing young people from going into care. However, there is not much guidance on how charities and organisations can use a whole-family approach, and this is a problem for the sector. This toolkit addresses that gap by sharing examples of best practice and key learning from other sectors under six main themes to guide charities wishing to prevent youth homelessness using a whole family approach.



3.1 Establishing whole-family focused aims

To establish a whole-family approach, organisations need whole-family focused aims that ensure goals and activities involve the entire family, rather than just young people.

Developing whole-family focused aims is the first step towards a whole-family approach. This therefore needs to happen before any activities are designed or delivered. Of course, this can be difficult where organisations have previously solely focused on young people, but effective delivery depends on plans designed to impact on the entire family.

In order to build whole-family focused aims, start by asking yourself the following questions:

- How is the whole family relevant to the organisation's vision and main goal?
- What positive impacts can the intervention have on each family member?

3.1.1 How is the whole family relevant to the organisation's main purpose?

Organisations should start by reviewing their theory of change to identify where the family unit fits with their overall goals. Consider the organisation's:

Problem statement:

What is the issue you want to address?

Long-term goal:

What do you ultimately want to achieve? What change do you want to see in the long term?

Long-term outcomes:

What things need to happen over a period of months or years to move towards the long-term goal?

Intermediate outcomes:

What short-term outcome – usually achieved soon after the intervention – must be reached in order to achieve long-term outcomes?

The diagram below provides one successful example focused on youth homelessness

Problem statement:	Too many young people become homeless because of familial relationship breakdown.	
Intermediate outcome	Long-term outcome	Long-term goal
<ul style="list-style-type: none">Young people have strong, positive relationships with their families.	<ul style="list-style-type: none">Young people stay in the family home (if it is safe to do so).	<ul style="list-style-type: none">Youth homelessness is prevented.

Several organisations in the youth sector shared how they had used this approach successfully. For instance, Safe Families, a national children's charity, considered the whole family in each stage of their theory of change in order to work towards the long-term goal of improving children's home lives.

The family at the centre: Safe Families

Whole-family approaches aim to impact on and involve the whole family to address an issue, even if that issue mainly affects an individual. This approach takes the view that the family is key component in a young person's risk of becoming homeless, but the family can also be a protective factor that supports the young person.

- Give vulnerable families the tools to strengthen their relationships.
- Prevent familial relationship breakdown.

**These aims are at the core of everything
Safe Families do.**

"Ultimately, we are looking to create sustainable outcomes for families to help strengthen the family, to create relationships within the family, wider social networks, and a sense of community and also to see the impact on children, reduce looked after numbers and try to reduce the breakdown of family."

Safe Families

In appendix 1, you can find extra resources to support you to develop your theory of change and to consider the whole family in each stage of the aims and outcomes.

3.1.2 What impact will you have on each family member?

Organisations should review the outcomes they expect for each family member. Do this by considering the following:

- **What change do you want to see in parents/carers and siblings?** Think about whether this change includes things like family members' knowledge, behaviour and/or attitudes.
- **How will changes in parents/carers and siblings help to avoid young people becoming homeless?** Think about the causal links between changes in family members, changes in relationships and young people staying in the family home.

Doorstep Library, a children's literacy charity, exemplifies this approach. Despite having aims that relate primarily to young people they seek to have a positive impact on the whole family, as they understand the importance of the home environment in children's literacy achievement.

Supporting changes in families' behaviour: Doorstep Library

Doorstep Library primarily aim to impact on children living in disadvantaged areas to improve their love of reading. Despite their target beneficiaries being children, they also support family members to develop positive attitudes and behaviours related to shared reading. Doorstep's approach has been shaped by their ultimate aim of increasing children's love of reading and their awareness of the benefits of reading with parents/carers at home. This has resulted in a model which volunteers visit families in their homes, read to children multiple times during a week and invite family members to observe reading sessions.

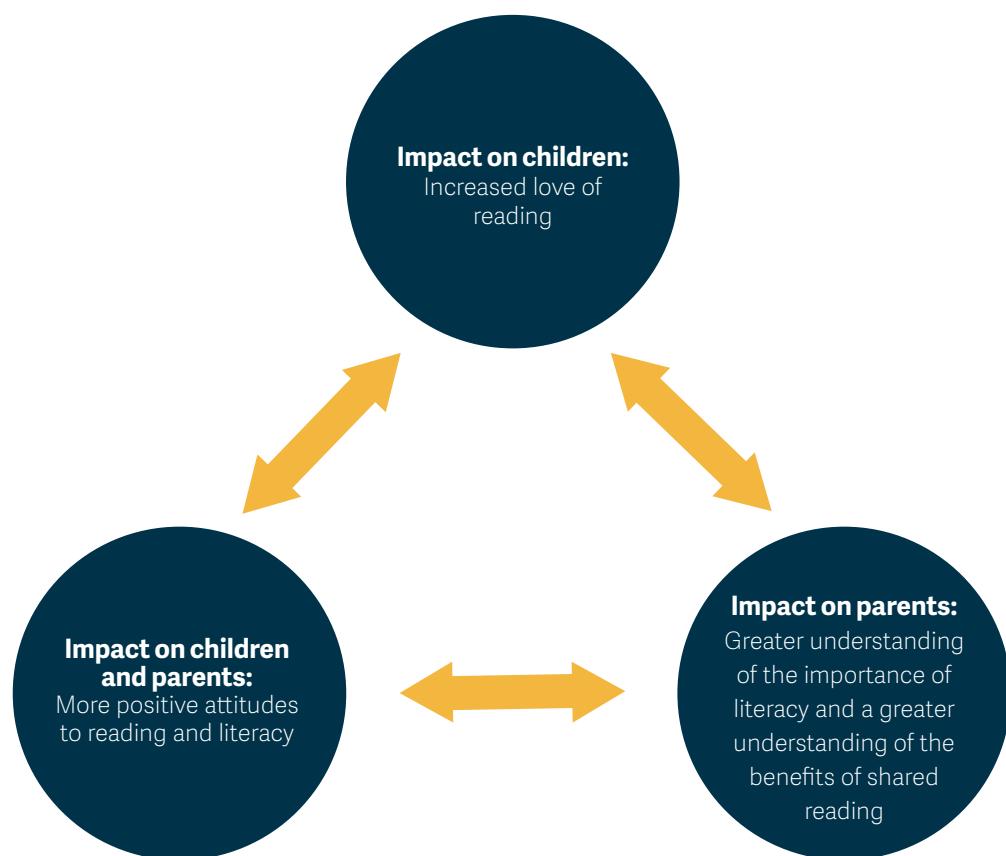
“It’s about volunteers going in and just sitting down with the child and just having fun around books with them...showing the parents how much fun that can be and how simple it is just to switch off the TV, take away the iPads and just sit down together and enjoy a story”

By working with the children in this way, alongside the family, Doorstep Library impacts on the whole family.

“Showing parents that it can help to build a relationship with the child by asking questions about what they’re reading or asking questions about the pictures in the books.”

Doorstep Library

The diagram below illustrates how the aims of the programmes for both children and parents are closely interlinked:



3.2 Inclusive activities

Once organisations have established whole-family focused aims, they should design activities that include all family members.

Developing inclusive activities can be challenging because parents/guardians and older family members may not want to engage if they do not realise that they are part of the solution. There are a number of reasons parents and carers might not expect to be involved:

- They may view the challenges a young person faces and their increased risk of homelessness as caused solely by that young person's behaviour.
- If an organisation's activities are very child/young people orientated, family members may not feel comfortable getting involved.
- Families may have been let down by other services and therefore find it difficult to trust another service.

The diagram below outlines how you can build a whole-family approach that addresses these common attitudes

Seeing the issue as the young person's	Young-people orientated activities	Mistrustful of support services
<ul style="list-style-type: none">• Involve the family in a discussion about the circumstances that led to the point they are at now. The discussion should be mediated to avoid it becoming a 'blame game'.• Highlight the importance of family relationships in supporting the young person to transition to adulthood.	<ul style="list-style-type: none">• Offer a variety of activities.• Highlight the importance of the family being involved in activities.• Use activities such as family mediation that clearly require all family members' involvement• Ask parents/carers what type of support they feel they need.	<ul style="list-style-type: none">• Use a persistent approach to demonstrate your commitment to working with families who are initially mistrustful.• Recognise families' previous experiences of being let down by other services.• Broker relationships with other services in which you can advocate for the family, secure the support they need and therefore rebuild trust in support services.• Engage with families in a familiar place (e.g. the family home) at a time that suits them.

When they are designing an activity, organisations should specify a role for each family member and what outcomes they expect for them. You can work towards this by thinking about answers to the questions below.

Top tips for family-focused activities

- 1. Who is the activity for?** When designing a whole family-focused activity, organisations need to be clear about which family members it will involve. For instance, will parents and young people be involved? What about siblings?
- 2. What role will each family member take?** What will each family member be expected to do in the activity? Will parents listen and observe? Or will they speak?
- 3. What are the expectations?** What are your expectations and ground rules for the activity? How should family members work together? What happens if a family member refuses to participate? Plan your answers to these questions and establish your non-negotiables.
- 4. How am I going to make sure that the family understand the activity?** Does your activity require written or verbal instructions? Can you provide a live demonstration of the activity to show families what they are expected to do?

You can also involve families in aim setting and support-planning. Safe Families uses the 'Signs of safety' tool to assess if a family need support. This is primarily a tool for safeguarding children and young people, but it forms a thorough approach for getting to know the family and empowering them to set their own aims whilst allowing professionals to ensure they are assessing whether it is safe for young people to stay in the family home.

Signs of safety

Signs of safety is a strength-based approach to child protection that you can use as a method for assessing current strengths, challenges and support needs.

It is guided by key principles including:

1. Constructive working relationships between support services and families, and between professionals
2. A stance of 'critical enquiry' and an acceptance that you might be wrong

Other key elements to the approach include:

- A distinction between past harm, possible future dangers and complicating factors that consider the general circumstances of the family
- A distinction between strengths of the family, e.g. love for each other, and protective action: things that are actually being done to ensure the family is safe and secure for young people
- Using plain language in all communication
- Skillful use of 'authority', which means using official support services where necessary to keep young people safe, but giving families choices about the support they need and how to access it.

Signs of safety also provides a range of tools that you can use with families and young people to assess their family relationships. While these are most relevant to addressing safeguarding concerns, which is very important when working with young people at risk of homelessness, they can also be used to build family-focused aims and involve the family in planning the support activities they will be involved in.



Signsofsafety.net provides free resources that give an overview of this approach. A summary of the approach and tools to use with children can also be found [here](#).

3.3 A high-quality, well-trained workforce

High-quality practice depends on high-quality staff members. Organisations should prioritise recruitment and professional development to ensure they create a well-trained and stable workforce. Delivery staff need to work with families who have a range of complex needs and need intense and consistent support for a long time. Staff and volunteers therefore need relevant competencies and experience, as well as high-quality training about how to work with families and young people.

Volunteers or paid staff?

Organisations may use volunteers, paid staff, or both to deliver their activities. This decision should be carefully considered. If the activities you deliver are discrete and flexible, for example a weekly session such as Doorstep Library's reading sessions, then volunteers can be used. However, if your delivery model involves providing in-depth, on-demand support for families and young people, such as the support Family Gateway provides to young people at risk of homelessness and their families, paid staff are needed.

Volunteers should not be used in place of paid staff due to funding shortages as this could compromise the quality of support that young people and families receive.

In section 4.2, we discuss the importance of valuing workers and this often means paying them. However, depending on the structure of your activities, volunteers can make a valued contribution that is not exploitative.

If volunteers are used, robust recruitment processes and high-quality training must remain in place.

Main step	How do I do it?
Selection criteria that focus on values	<p>Screen for candidates who:</p> <ul style="list-style-type: none">• Believe in the benefits of a whole-family approach.• Understand how a whole-family approach can contribute to achieving the organisation's goals. <p>It would be useful if candidates also had:</p> <ul style="list-style-type: none">• Experience of building positive working relationships with people who have complex needs.• Experience of working with families and/or young people. <p>However, previous experience or particular qualifications may not be necessary. The most important thing is a belief in and understanding of your approach. The training you provide should fill other gaps.</p>
Robust recruitment processes that focus on the whole family approach	<p>As well as standard recruitment practices, such as written applications and interviews, recruitment processes should include:</p> <ul style="list-style-type: none">• Information sessions for potential candidates to learn about and buy-into the whole-family approach.• Trial sessions where candidates shadow existing staff and participate in some activities with families.

Main step	How do I do it?
Invest in staff/volunteer training	<p>Training for new staff/volunteers should:</p> <ul style="list-style-type: none"> • Take place over a number of weeks and/or months. • Include shadowing and observing existing staff working with families. • Include oversight from experienced staff and managers. • Sign-post staff/volunteers to other learning sources that they can use for further development. <p>Training and development for existing staff should:</p> <ul style="list-style-type: none"> • Take place regularly (e.g. on a weekly or monthly basis). • Encourage staff to reflect on their own development needs.

Volunteer recruitment: 'Finding the right fit'—Doorstep Library

Doorstep Library use a structured recruitment process to find volunteers to deliver their programme. It involves:

1. An hour-long information session to understand more about the volunteering commitment and what it entails.
2. A one-to-one interview.
3. Initial training sessions.
4. Trial sessions where potential volunteers trial delivering the project.

This detailed process enables Doorstep Library to determine if volunteers are the "right fit for us and if we're the right fit for them" and helps to create a stable volunteer workforce. This is because the process allows volunteers to understand what they are undertaking and helps the charity establish whether volunteers are committed:

"Now we're in a situation where, on the whole, once we take someone on as a volunteer and they've been through that process we know that actually they're committed and they've understood that even if it's raining, you're still going to need to turn up. If you don't turn up and you don't give us any notice your partner's going to have turned up and they're not going to be able to go out to visit families."

We discuss recruitment and staff training further in section two of this toolkit: 'Community-Led Approaches'.

3.4 Family buy-in

Organisations must ensure the whole family buys into the programme by building trust and making the organisation's offer and aims clear.

If families do not understand the programme's aims, or do not want to take part in a programme, it will be difficult or impossible to deliver activities effectively. Getting family buy-in can be especially challenging when families have been in touch with multiple services and feel like they have been let down—so building trust is therefore crucial.

If you are an organisation seeking to work with whole families, you should follow the steps below to gain family buy-in.

Step	How do you do it?	Why is it helpful?
1. Use robust referral processes	<ul style="list-style-type: none">Be clear about the families you want to work with. Set out characteristics and communicate these to services who send in referrals.Ask services who make referrals to explain how they know families are ready to receive support.	Using robust referral processes helps to ensure that families are ready to receive support. These families are more likely to buy into the programme/service and be ready to take a part in making change happen.
2. Use a persistent approach to gain families' trust	<ul style="list-style-type: none">Contact families regularly (e.g. through phone calls, face-to-face meetings, knocking on families' doors), even when the family is resistant.Explain the offer of support multiple times. If families reject support, staff should return consistently over a period of weeks to make (and explain) the offer again.Staff should offer families the opportunity to hear more about the support, e.g. over a cup of tea, without having to commit to being involved.	Existing research suggests that organisations taking a persistent approach (even where families are resistant) are more likely to build trust and encourage resistant families to be involved.
4. Once families have enrolled on the programme, involve them in goal setting	<ul style="list-style-type: none">Ask families what they want to achieve through their involvementSet achievable goals together	If families feel like their input is valued and their needs are being addressed, they are more likely to value the programme/service.
5. Build strong relationships with families.	<ul style="list-style-type: none">Families should be assigned a key staff member to work with so they can build a relationship.Staff members who work directly with families should listen to families as they share the difficulties they face and then tailor support to these challenges.	Existing research suggests organisations that have positive relationships with families are more likely to have a positive impact.

Step	How do you do it?	Why is it helpful?
5. Build strong relationships with families.	<ul style="list-style-type: none"> Staff members who work directly with families should highlight their progress. Using community members to deliver programmes can also help to build positive relationships with families. We explore how to deliver a community-led approach in section 4. 	Responsively tailoring support to families also makes it more likely that families will overcome their challenges.

Building trust with families: Safe Families

Safe Families work with vulnerable families, many who have been in touch with multiple services. Some families lose trust in support services because they have been let down in the past. This makes it difficult for Safe Families to secure whole family buy-in.

To overcome this challenge, Safe Families takes a persistent approach to communicating with families by:

- Contacting them regularly and continuing to make contact even when families do not respond
- Arranging coffees to catch up with families

They also tell families that working with the charity will involve collaboration. This helps families to feel like they have control over the process and their journeys forward:

“We often find families that are sceptical of services say, ‘Well, here is another one that isn’t going to work, ‘And almost have that fatigue from past experiences before they start... They can take a little longer to engage, get the family to buy in, really understand that this is something that they control and something that can make a real difference for them.”

3.5 Non-negotiables versus tailored support

Organisations should strike a balance between retaining fidelity to their model and offering families tailored support.

Each family is different and therefore needs different support. However, changing every element of a programme to suit an individual family is not only time-consuming and dangerous to its financial viability, it also threatens the programme's impact as key features of a programme may not be delivered. Considerable altering of a programme can result in an organisation compromising on its goals. On the other hand, refusing to adapt parts of a programme to suit a family can reduce the programme's impact. Lack of flexibility can also impact negatively on a family's relationship with the organisation if they feel the programme does not respond to their needs.

Follow the steps below to maintain a balance between organisational non-negotiables and tailoring support based on families' needs.

Process for balancing non-negotiables with flexibility

1. Identify the non-negotiable elements of your programme.

To do this you will need to conduct consultative evaluations that explore the programme's impact, and the mechanisms behind this. These should identify what must be delivered to positively impact on families. For support with measuring your impact, please see Appendix 2.

2. Put procedures and practices in place to guarantee that non-negotiable elements of the programme are consistently delivered.

Delivery staff and/or volunteers should receive training on the non-negotiable elements of a programme. Delivery staff and/or volunteers should then make families aware of the programme's non-negotiables. You can refer to these elements of the programme as your 'core' activities or offer, and explain to families that this is the foundation of your programme and these activities support all families.

3. Other parts of the programme (the negotiables) can then be adapted to suit a family's individual needs.



A tailored approach with a non-negotiable core: Safe Families

Safe Families have non-negotiable elements of their programme, but also provide families with tailored support by offering them some choice over which type of support works for them. The programme has three core support strands. Families must access one or both of the first two strands of support, making this a non-negotiable element of the programme:

- **Family friends:** Volunteers offer befriending support to families. This might involve activities such as listening to families, taking families out into the community, helping with parenting confidence and childcare.
- **Host families:** Volunteers look after children overnight. Stays usually occur over one or two nights and can be repeated weekly or fortnightly over a period of around six months. This gives families or children a break and takes some pressure off families so that they can work on other issues.

Safe Families tailor the programme by collaborating with families to plan which of the support strands they require, though they must engage with at least one. Then, families can also choose to access a negotiable element of their programme, the third support strand:

- **Resource friends:** These volunteers do not work directly with families, but provide families with physical items they need. For example, resource friends might provide families with a cot or a stairgate. This service is always complimentary to other support given to families through either the 'family friends' strand or the 'host families' strand.

They use the 'Signs of safety' screening model to assess the families strength and challenges. They discuss with families what they would like to achieve and in what time scale in order to feed into the action plan which outlines the support families will receive.



3.6 Sustained impact

Organisations taking a whole-family approach need to be committed to sustained change in the families they work with in order to ensure that young people can remain in the family home. This means that organisations need to prevent families and young people becoming overly reliant on a support programme in the long term.

Where families become dependent on an organisation's support, this can prevent them from flourishing independently. Therefore, whole-family support needs to focus on helping families to develop knowledge and skills to overcome challenges independently.

Taking the steps below can help you ensure families make sustained change.

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- 1. Establish clear goals with families**
- Discuss and identify goals with families.
 - Explain timescales and what support will look like.
 - This will help families to understand what they should be aiming for and to work towards a plan that recognises structured support will come to an end.
- 2. Provide intense support and gradually reduce intensity as progress is made**
- Discuss with families when you are reducing their support and highlight that this is because of the progress they have made.
 - For example, an organisation might deliver mediation sessions to a family. Over time, the organisation gradually reduces the amount of time they lead family mediation, and encourage families to use the skills they have learned during mediation to support themselves in addressing conflicts and keeping their relationships strong. This helps families to use new skills independently so that they can embed them in their everyday lives.
- 3. Stay in touch with families once a programme ends**
- Keep in touch and ask how families are getting on using their preferred method (phone, WhatsApp etc)
 - Make them aware of any drop-in services the organisation runs and supporting delivery staff/volunteers to maintain professional relationships with families.
 - This helps families to feel supported even when they are not actively taking part in a programme and ensures families have someone to talk to before they reach crisis point (or gives them a lifeline if they hit crisis point).

Long-term relationship leading to sustained impact: Safe Families

Volunteers for Safe Families sustain their relationships with families even after the main programme ends. This has resulted in a reduction in the number of families seeking intervention from statutory services.

Volunteers stay in touch with families through:

- Face-to-face meetings
- Weekly/monthly phone calls

They explained:

"One of the things that is helping us to see some exciting figures on the sustainable change is that often the volunteers build up a friendship with that family that will outlast the support of Safe Families. So, many of those volunteers keep in touch with the family after the support and it becomes a wider network than they had in the beginning, which often then they can use as that strength to be able to overcome difficulties in the future rather than relying on services to do that."

Summary

Whole-family approaches to working with children and young people are effective both for preventing youth homelessness and for supporting children and young people with other issues or challenges. This is because families are often at the core of challenges young people face and because family relationship has a considerable impact on outcomes.

To deliver a whole-family approach, organisations should:

1. Have whole-family focused programme aims.
2. Make activities inclusive for the whole family.
3. Recruit and train a high-quality workforce and consider the use of volunteers carefully.
4. Gain family buy-in and build trust.
5. Balance a core offer of non-negotiables with tailored support.
6. Create a sustainable change in families by gradually reducing support, but remaining available.

4. Community-led approaches

What is a community-led approach?

In community-led or grassroots approaches, members of the community who have experienced similar issues to the individuals the programme supports are employed as support workers or in roles to design, develop and manage the programme. For example, Family Gateway employs 'Family Entrepreneurs' to work with families and young people where there is risk of the young person becoming homeless. Family Entrepreneurs have experienced homelessness when they were younger.

Why should organisations use a community-led approach?

The young people we spoke with, through A Place to Call Home, told us that the main support they wanted when they were homeless was someone to listen and be non-judgemental. Often, young people feel that they can relate to support workers who have experienced similar issues to them. One young person explained that working with a drug and alcohol support worker who had experienced addiction herself helped him to open up:

"I left home when I was 15, I was drinking all the time. This women I worked with –drugs and alcohol worker, she listened and if I needed to talk again she'd be there. She would just smile, tell us it'd all be all right. She never judged us, whatever came out, never angry she was just all right."

Young person, aged 21



A community-led or grassroots approach is closely linked to whole family approaches as parents and families can be more receptive to support workers from their community, though the benefits go beyond increased engagement. During the Family Gateway pilot programme, families, in particular parents, frequently highlighted that working with someone who had experienced the issues they were facing increased trust and supported them to build a strong relationship with their support worker.

"I think it's just been like the pure understanding with them... the experience of obviously being through this themselves so that gives you a level of understanding so when they talk to you, they can empathise about what you're talking about and what the saying because they've been through it themselves."

Parent, Family Gateway's homelessness prevention pilot programme

Other charities also told us that community-led approaches are effective for supporting young people in the prison sector and those at risk of gang violence. This approach therefore has considerable promise for preventing and addressing a wide range of social issues. This toolkit therefore shares examples of best practice in five key areas.



4.1 Organisational culture shift

Organisations may need to shift staff attitudes and change their organisational culture when they introduce a community-led approach.

Organisations should enthuse existing staff about adopting a community-led approach by explaining the benefits. This can be challenging. Organisations shared examples of existing staff resenting the idea of working with community members or, in some circumstances, ex-service users. However, securing buy in from other staff is crucial for two main reasons:

1. **To implement the approach:** Without support and agreement from existing staff, creating a new approach and deploying community members to work on programmes will not be possible
2. **Community members who are new to this type of work and need support:** Existing staff are needed to provide support and guidance to community members who are new to their roles



Steps for creating an organisational culture shift are outlined below.

Step 1	Step 2
<p>1. Talk to other organisations who are using a community-led approach.</p> <p>How do you do it?</p> <ul style="list-style-type: none">Identify organisations who are using a community-led approach by searching for terms such as 'grassroot workers' and 'community volunteers' and by talking to trustees, funders and other partners that can help you make links.Ask other organisations about their experience of building a culture that includes community staff members. Share ideas for encouraging your staff to buy-in to a community-led approach.	<p>2. Train staff on the new approach</p> <p>How do you do it?</p> <ul style="list-style-type: none">Run training and development sessions with staff to explain the new approach and how it fits with the organisation's goals.Draw on existing research (e.g. Mulcahy, 2019) and other organisations' impact evaluations and evidence to explain the benefits of a community-led approach and sell this to existing staff members.Highlight existing staff members' important role in implementing the approach to ensure they feel included in the change. It is important for them to understand that they have something crucial to offer.During training, ask staff to conduct a SWOT analysis (see appendix 3) so that they begin to understand the approach's benefits.

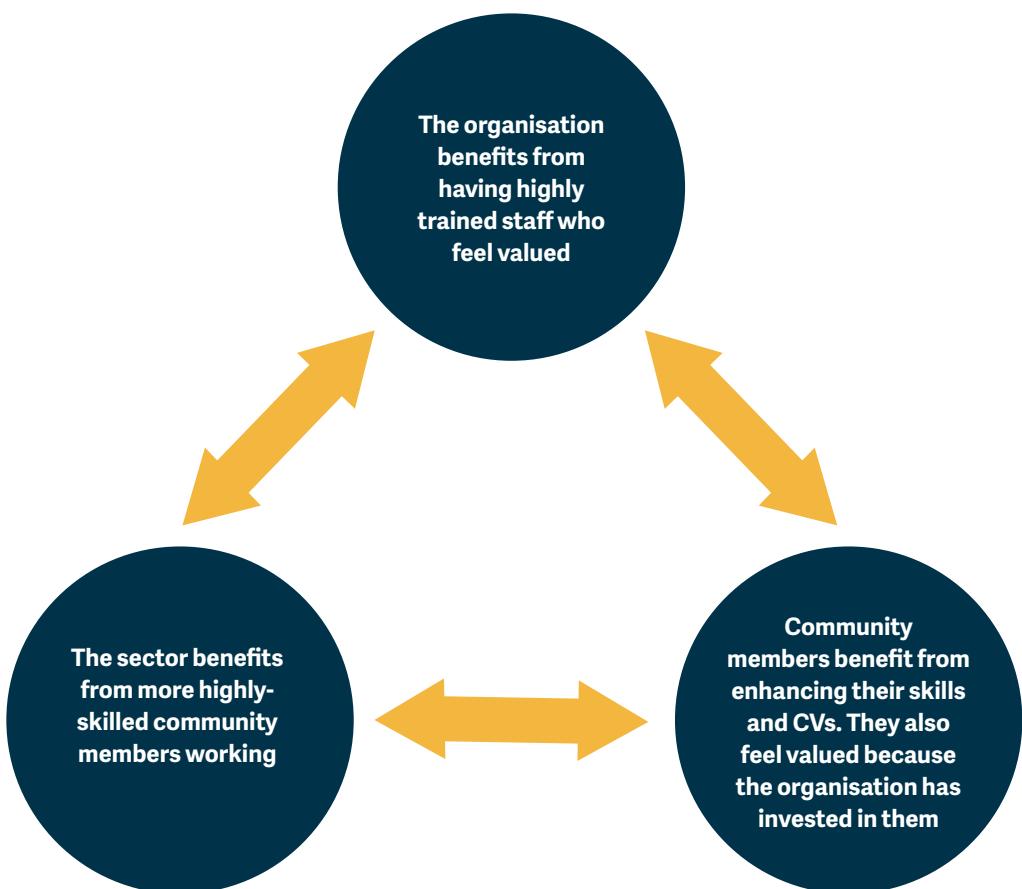


4.2 Investing in training

Organisations should provide community members with high-quality training and qualifications so that they can work with the organisation and support the community and the sector more widely.

Effective training is crucial to ensure that community members can deliver a high-quality programme. Training should focus on equipping new staff members with the skills they need to engage with families and young people, and to deliver your core activities. For example, When Family Gateway recruits Family Entrepreneurs to work with community members, they are trained to deliver effective mediation. They engage with families and young people by drawing on their own experiences and support they needed and received in the past. But, this is balanced with professional development to ensure that they deliver the programme consistently and professionally.

Secondly, training community members and providing qualifications means that involvement provides added value to individuals, the community and the wider sector.



You can invest in training and qualifications by:

Dedicating time to initial training.

1. Arranging for initial training to take place in multiple sessions over a period of weeks/months to help community members build learning and develop skills steadily.

Offering community members meaningful qualifications.

2. Arranging for community members to study and achieve a Level 3 qualification as part of their training helps them become well qualified to deliver an approach whilst preparing them for future careers in the charity and support services.

Give community members professional supervision during initial trials or placements.

3. Community members' training should involve practical elements where they work with service users. This can either be done through the organisation, or with external services. Managers should supervise community members and provide them with developmental feedback.

Supplementing initial training with on-going training.

4. Re-visit important training topics and updates with community members who are deliver your programme through Continuous Professional Development and supervisions or line management meetings. This helps community members to build their learning and skills so that they can deliver the programme better.

Peer training for staff with lived experience: St Giles Trust

The St Giles Trust runs a variety of programmes with a peer-led approach, including in-prison programmes, support for ex-offenders, county lines programmes and drug addiction support. Much of this support is delivered by staff members who have personal experience of these issues. Once trained, these community members either deliver St Giles Trust's programmes or work for other charities.

Their training programme is referred to as their 'Peer Hubs programme'. Peer hubs are located in the community and offer a structured programme of training and work placements for people who have overcome adversity. Training sessions run once a week over a 10-12 week period. As part of their training, community members work towards achieving a Level 3 Information, Advice and Guidance qualification and complete work placements with partner organisations.

St Giles Trust feel that the value of providing this training is two-fold: it allows them to use a community-led approach on their other programmes whilst opening doors to other opportunities, in-turn benefitting the wider sector and the individuals themselves.

“When you’re training people up, you need to think about what they get out of it as well as what you as an organisational project want out of it. I think that’s something that’s often missed. Former service users, people with lived experience are now increasingly seen as a good resource, but they are seen as a resource to be exploited rather than seeing it as a quid pro quo. If we’re going to make use of your time, skills and knowledge, we ought to pay you rather than just have you as a volunteer, and in the training process we can give you something that’s going to be useful to you in your life, not just for our project.”



4.3 Management and oversight

Managers should support community members to integrate into the organisation and provide them with tailored pastoral support.

This is important for two main reasons:

1. Community members may not have had a similar role before and may therefore require support getting used to the working culture (including things like how to manage workload, meet deadlines and follow organisational protocols).
2. Community members who have faced challenges in their past may need pastoral support, especially when working with young people and/or families who face the same issues.

Area	What can I do?
Mentoring	<ul style="list-style-type: none">• Existing staff should mentor community members before and during their work with the organisation. Mentors should support community members with:<ul style="list-style-type: none">• Getting used to the way the organisation works• Making community members' voices heard• Working with other people in the organisation• A mentor should not be a community members' future line manager to avoid community members feeling like they are being held to account by their mentors.
On-going pastoral support	<ul style="list-style-type: none">• Ask community members if they would like to receive any targeted support. Line managers should then explore options for providing support in-house, or making referrals to external services.• Check-in with community members regularly about how they are feeling and any challenges they have faced.• Establish an open-door policy and make community members aware that they can access pastoral support if and when they need to.

Pastoral support and supervision for staff: St Giles Trust

St Giles Trust provides intensive pastoral support for community members working for the charity or training on the peer hubs programme who have themselves experienced adversity. They recognise that these community members may have personal issues related to their previous experiences of adversity. They therefore provide support by:

- Making staff aware that they can speak to mentors and line managers about issues they are facing
- Arranging time out of work to give staff time to work on the issues they are facing

The Head of CCE Development at St Giles emphasised that providing this pastoral support need not mean these staff members require more management intervention or resources compared to other staff:

"Although many of our staff have experienced things that lots of conventional people would think absolutely off the scale horrific, they have coped historically and they continue to cope. Although they do need ongoing support, they're actually finding lots of it through the fact they're working and through their colleagues. They are not an incredibly needy group. They're not a group that require additional levels of disciplinary action or management attention. What we find is what you would call good practice in any management setting, it's what works."

4.4 Challenging discrimination

Organisations should show they value community members by challenging discrimination.

Community members may be marginalised in society. Any discrimination that they face from other organisational staff and/or service users should be challenged and dealt with robustly. Doing this will help community members feel valued and supported.

Organisations should:

- 1. Develop procedures for reporting and dealing with discrimination:** These should be part of the organisations' standard operating procedures
- 2. Make all staff aware of these procedures:** All staff should be trained on how to make an official complaint and record details of discrimination they experienced or witnessed
- 3. Adhere to procedures:** Organisational leaders should follow set procedures to investigate claims and take action (e.g. through disciplinary procedures)

4.5 Making the case to funders

Organisations need to show funders why a community-led approach is a worthwhile investment.

Sufficient funding is of course necessary for delivering a community-led approach successfully, especially if community members are to become paid staff—something which is clearly good practice. It is therefore vital that organisations persuade funders to invest in this type of work. As St Giles Trust highlighted, this can be challenging because the approach is not yet widespread. Funders can therefore be wary due to uncertainty about effective safeguarding procedures and the impact community-led approaches have on service-users.

You can take the steps below to tackle this issue and make the case to funders:

What should I do?	How should I do it?
Collect evidence regarding the impact of community-led approaches	<p>You can do this in two different ways:</p> <ul style="list-style-type: none">• Measure the impact of your community-led programme on service-users.• Explore the existing evidence-base for community-led approaches. You can do this by reading other charities' impact evaluations regarding programmes that use a community-led approach. In appendix 4, we provide some reports you can use to demonstrate the benefits of this approach to funders.
Show funders how effective a community-led approach can be for achieving your organisational aims.	<ul style="list-style-type: none">• Outline how your approach's intended impact links to your long-term goals using your theory of change.• Where relevant, explain how the approach will help to achieve a funders' aims.• Present funders with the evidence about the effectiveness of community-led approaches gathered in step one.
Set out clear and robust safeguarding procedures.	<ul style="list-style-type: none">• Explain the safeguarding procedures you have put in place to protect community members' safety.• Explain the safeguarding procedures you have in place (e.g. DBS checks) to protect service-users' safety.
Explain your training programme for community members	<ul style="list-style-type: none">• Demonstrate how you will train community members to develop their skills.• Explain how you will provide pastoral support to community members.

Supporting funders' understanding of a community led approach: St Giles Trust

St Giles Trust find that funders can be cautious about funding community-led projects. Funders were particularly worried about supporting such projects when St Giles Trust first began their approach.

"Initially, we'd be going to funders and saying our workforce, there's going to be a lot of people in it who have got lived experience who will have DBS checks with stuff on. They would say 'that's a bit dodgy'."

To persuade funders to invest in the approach, St Giles:

1. Collected evidence about the benefits of the approach over many years
2. Highlighted how a community-led approach would help to achieve funders' aims, as well as St Giles' aims
3. Developed robust safeguarding procedures and explained them to funders

St Giles now find that some funders are more open to supporting their community-led approach because they understand that it works. Official services, even the police, recognise the benefits of peer-led and community-led approaches as they acknowledge that some at risk groups have little trust in official support services including social services and the police.



Summary

Community-led approaches to working with children and young people are effective for preventing youth homelessness, as well as for tackling other issues

Young people and families often find it easier to build trusting relationships with community members, and this greater engagement leads to more positive impact. Learning from across the charity sector tells us that to deliver a community-led approach successfully an organisation should:

1. Ensure that other staff buy in to the approach which may require a culture shift within the organisation.
2. Invest in training community members to deliver programmes and to see this as an investment in the individual as well as the community and wider sector.
3. Provide high quality management, oversight and pastoral support to community members working for the organisation
4. Challenge any discrimination which community members face while working for the organisation.
5. Use evidence and a clear theory of change to make the case to funders.



5. Scaling up and expanding to new areas

This section sets out advice for organisations taking either a whole-family or community-led approach on scaling up their programme or moving to new geographical areas.

5.1 Funding growth

5.1.1 Deciding to grow

Deciding whether to grow is an important decision for organisations. Growing sustainably can be challenging both in terms of funding and delivering the right service, at the right time and in the right place.

Experienced leaders of large homelessness charities explain that they take a robust approach to deciding whether growth is necessary and sustainable, even before pursuing and securing funding.



“We have to have a different way of deciding our strategy for growth. My board of trustees have a set of rules about taking on new projects and if you look at the priority rules—there are eight of them. If we pass those tests, or if we can articulate well under each of those [questions] why we should do this, then we’ll absolutely do it.”

The key questions used to identify whether securing new funding for growth is sustainable are:

1. **The duration of the funding:** *Is it long enough to develop and embed new practices?*
2. **The sustainability of the project past initial funding:** *What will happen when the funding ends?*
3. **Risk appetite:** *What is our current appetite for risk, based on our reserves?*
4. **Compatibility with existing activities:** *What is the impact on our existing service? Will growing or taking on a new project duplicate something we already do?*
5. **Capacity:** *Have we got the capacity to do it properly and to do it well?*
6. **Contribution to the goal:** *What's the contribution to our overall purpose as a charity?*
7. **Duplication of services:** *Is there another charity already carrying out this work or covering this area? Will we displace another charity by taking on this work rather than working in partnership? If so, how can we support existing organisations?*
8. **Public benefit and value for money:** *Is the support something that the state should provide? Does it pass a public benefit test? Does it offer good value for money?*

Once you have decided that pursuing a growth opportunity is feasible and sustainable you should consider how to go about it. Our research with other organisations highlighted two key considerations:

1. Planning time

2. Funding type.



5.1.2 Funding for planning and preparation

Organisations should work with funders to try and secure funding for set-up time. They should also acknowledge that this will impact on the start of delivery.

Many organisations feel pressure to start delivering in new areas or at a greater scale as soon as they secure funding. Often, funding is short-term—perhaps a year or two years and this leads to charities feeling pressured to start delivery of new or larger programmes for the duration of the funding period. However, both charities and funders need to recognise the importance of a planning period. Charities should make the need for a planning period clear to funders and funders should take this on board and fund this stage of a project's development where the all-important groundwork is laid.

Adequate planning is particularly important when it comes to staff capacity. Funders sometimes want organisations to demonstrate that they have the capacity to deliver a programme before they agree to fund it. Understandably, this can make organisations feel like they need to recruit more staff or volunteers before funding has been confirmed and leads to challenges such as:

- 1. Potential for financial deficit:** if you over recruit staff members and do not secure funding, you will face financial difficulties.
- 2. Potential for reputational damage:** if you over-recruit volunteers and do not secure work for them to do, they may become despondent with the organisation. Making paid staff redundant because you have not secured funding to pay them can also risk the organisation's reputation.

Safe Families demonstrate how to begin to tackle this challenge by including a 6-month lead in time in their funding bids. Once funding is confirmed, they use this time to plan their programme, including considering referral pathways (see section 5.1.3) and to recruit sufficient staff and volunteers.

Projects with built in planning and preparation periods: Safe Families

In the past, Safe Families over-recruited volunteers in an effort to prove to funders that they had the capacity to deliver new programmes. This approach did not work for them as they often had to turn volunteers away when funding did not come through.

Safe Families have learned from this experience. When they bid for funding from local authorities, they now:

- Set out their plans for capacity growth to funders (e.g. the number of volunteers they will need to recruit and the strategy they will use to recruit them)
- Agree a 6-month lead in time with funders so that they can recruit sufficient numbers of volunteers to deliver the service

“What we did was to say to Local Authorities, ‘Get on board first, and there will be this six-month lead time or so where we will then go and recruit volunteers in the area and deliver that service.’”



5.1.3 Funding sources

When they grow, organisations should diversify their funding sources.

Given that organisational growth is costly, organisations can find that the funding strategies they used when they were smaller no longer suffice. Organisations that are largely funded through small grants can find that this is not enough to cover their costs when they grow – or that managing too many small funding pots is inefficient. Similarly, organisations that are largely funded by local or central government may find themselves in financial deficit if public spending is reduced. As they get larger, organisations should therefore diversify their funding sources:

1. Review your existing funding and seek new sources:

For example, if you largely rely on government funding, explore options for applying to grants from foundations and doing fundraising.

2. Target funding applications based on whether your programme is new and innovative or tried and tested:

In general, foundations fund innovation and government funding is directed at tried and tested interventions.

3. Consistently review funding strategies for efficiency:

Is the time and money you put into securing funding from a source proportionate to the financial return? If not, you should either reduce such activities or adapt them so that they require less resources.

Funding sources: St Giles' Trust

When St Giles first started the Peer Hubs training programme, they had lots of small-medium amounts of funding from foundations. However, as the organisation grew relying on these grants was no longer feasible because:

- The organisation required larger amounts of funding and
- Foundations did not want to fund a large organisation

The organisation therefore decided to put greater focus on government funding to source revenue:

"If you go back fifteen years, we used to get lots of support from trusts and foundations. They were modest grants of £50,000, £100,000 for quite small pieces of work. We can't apply to most of those now because we've grown too much, but also... they'd be unlikely to see us as innovative now... Now it's moved onto larger funding."

5.2 Moving to new contexts

If growth involves moving to a new area and therefore a new context, organisations should:

- Establish whether the service is needed.
- Ensure they are able to recruit new staff within the community.
- Ensure they have systems in place to generate sufficient referrals.
- Re-consider their non-negotiables and whether they translate to a new context.



5.2.1 Establishing need

Before expanding to a new locality, organisations should thoroughly investigate the area's needs.

Organisations should only move into a new area when they have clear evidence that their programme is needed and that there are gaps in existing service provision. This ensures they do not duplicate services or set up a service that ends up underused.

In order to establish local need organisations should:

1. Conduct an online search to establish the range of available provision
2. Meet with existing services (social services, housing associations, hostels, family mediation services) in the local area to find out about local needs and identify which services operate in the area
3. Draw on youth homelessness data bank (<https://centrepoint.org.uk/databank/>) to understand the communities' needs.
4. Meet with local authorities to understand their priorities

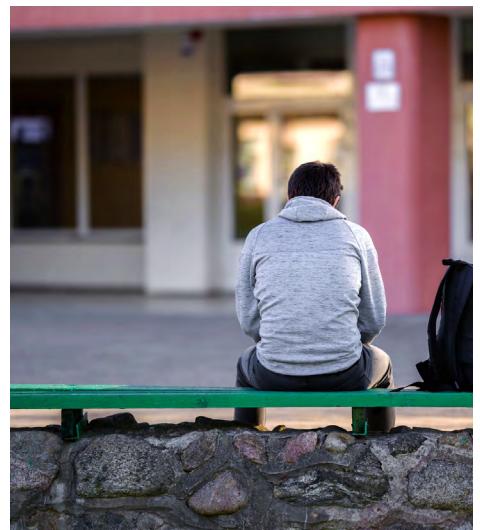
Getting to know the local area: Safe Families

Safe Families work in multiple local authorities. When they move to a new area, they take time to review and understand local families' needs. They do this by:

1. Meeting with local services
2. Meeting with local authorities
3. Talking to local people and spending time in a community.

As the Family Support Manager and Team Leader explained, it is important for organisations not to assume they know the communities' needs before spending time with them:

“But it has been different from other areas that I’ve worked in the past, so I took it upon myself to really engage with the community, find out what’s going on, understand the culture and what’s gone on. It’s about being adaptable and educating yourself as well before going in to see families and not assuming that you know everything.”



5.2.2 Recruitment in new areas

Organisations should prioritise relationships with other services and local community groups as part of their strategy to recruit staff in new areas.

It can be challenging to recruit high-quality staff in a new area where an organisation has no network. However, partnerships with existing services and local community groups can help generate interest and in turn contribute to staff recruitment.

Partnerships to support recruitment during expansion

In order to make other services and local communities aware of expansion plans, organisations should:

1. Hold meetings with local services, local authorities and local community groups to explain the plans.
2. Use local press (including radio, newspaper, social media) to inform the community that the organisation is going to move into the local area. This should happen before specific roles are advertised as part of a recruitment round. Advertising the organisation's growth will help more people to be aware of the organisation's aims and its whole-family approach.

Recruiting in new areas: Safe Families

When they expanded to new areas, Safe Families:

1. Made contact with local places of worship and told them about the organisation's work. Churches then shared this information with their parishes who signed up to volunteer.
2. Spent time in local communities and advertised the opportunity to volunteer by speaking to community organisations and local services.
3. Partnered with universities to encourage students to volunteer.

These steps have helped the organisation become well-known. Now, the organisation finds that people contact them directly to volunteer. Volunteers are also now from a more diverse range of backgrounds because awareness has spread to different communities through word of mouth:

“What we have found as we have grown, and as awareness of Safe Families has grown, that the demographic of volunteers has diversified and some of it has been word of mouth, some of that has been just people finding us through searches.”

5.2.3 Generating referrals

Organisations should establish referral pathways with partner organisations in new areas.

Although there may be widespread need for a programme or service, we have found that generating referrals can be a problem for organisations when they move into a new area.

Whilst an established approach to referrals may work in your current setting, it may not translate automatically into a new setting. You should therefore consider the following questions:

Questions to ask about referrals when moving into a new setting

1. Who should make referrals?

- Review which services, professionals and/or individuals will make referrals (e.g. Local Authority's Children's Services? Teachers and schools? Self-referral?) Is this the same or different to your previous context and how will this impact on the programme?

2. As a 'new kid on the block' how will you ensure you receive referrals?

- Make contact with statutory services and explain how your work can support their aims or relieve pressure on statutory services. Make contact with other charities and non-statutory services and explore options to partner with them (e.g. if other charities aim to identify at risk groups, they could refer young people or families to your organisation).

3. What is your criteria for referrals?

- Is your existing criteria for who you will accept on your programme/service appropriate for the new setting/area? How about the format for making referrals? Who will make decisions about referrals – will this be someone locally or at a head office or existing branch?

5.2.4 Re-considering non-negotiables

Organisations should re-consider their non-negotiables in light of contextual issues and resources available in a new area.

When organisations move to a new area, they may find that the non-negotiable elements of their programme are unsuitable because the new area does not have the same resources and/or contextual differences (e.g. availability of a large bank of potential volunteers, good public transport network allowing staff to move between areas, availability of meeting spaces such as community centres etc.). This can mean the intervention does not have the expected impact.

You should therefore:

1. Review local contexts and adapt your programme as necessary:

For example, will you have to meet young people and families in a new space?

2. Test your model to understand the local inflections that a new context will bring to the programme:

Conduct consultative evaluations in different contexts that explore the programme's impact, including in what circumstances the programme is effective and why.

Summary

Learning from across the charity sector tells us that to scale up a programme, or move to a new geographical region successfully, an organisation should:

1. Identify whether growth is sustainable by using the steps outlined in this report.
2. Work with funders to secure funding for set-up time and acknowledge that this will impact on the start of delivery.
3. Diversify (and rationalise) funding sources.
4. Establish whether the service is needed.
5. Ensure they are able to recruit new staff within the community.
6. Ensure they have systems in place to generate sufficient referrals.
7. Re-consider their non-negotiables and whether they translate to a new context.

Conclusion

Whole-family and community-led approaches to preventing and addressing youth homelessness are not widespread and it is not always easy for organisations to introduce these approaches. Key challenges include:

- Lack of trust amongst families
- The need for organisations to shift their culture
- Difficulties moving to new contexts
- Recruiting and training community members with lived experience of the challenges they are helping to tackle.

However, organisations in the wider sector, from children's literacy charities to charities working with ex-offenders have demonstrated that whole-family and community-led approaches can be highly effective.

Whole-family, community-led approaches to preventing youth homelessness have huge potential, but this depends on taking a careful approach to securing family buy-in, planning for long-term and sustainable change, valuing community members and providing high-quality training.

We hope this toolkit will help you to do this, and we look forward to hearing how your programmes develop so that we can continue to learn more. We are always on hand to provide advice and support, or to put you in touch with other organisations so do please contact us with any questions.



Whole-family or community-led approach?	Key area	Organisations should...
	Establishing whole family-focused aims	<p>Discuss:</p> <ul style="list-style-type: none"> • How is the whole family relevant to the organisation's vision and main goal? • What positive impacts can the intervention have on each family member?
	Inclusive activities	<p>Design activities that include all family members. Start by considering the answers to these questions:</p> <ul style="list-style-type: none"> • Who is the activity for? What role will each family member take? • What are the expectations? • How am I going to make sure that the family understand the activity?
Whole-family approach	Workforce	<p>During recruitment, screen for candidates who:</p> <ul style="list-style-type: none"> • Believe in the benefits of a whole family approach. • Understand how a whole family approach can contribute to achieving the organisation's goals. • Have proven experience of building positive working relationships with people who have complex needs. <p>Recruitment processes should include:</p> <ul style="list-style-type: none"> • Information sessions for potential candidates to hear about the training. • A written application. • One-to-one interviews. • Basic training, including how the programme works and how staff/volunteers should work with families. • Trial sessions where candidates shadow existing staff and participate in some activities with families. • Organisations should consistently review candidates' suitability for the role throughout this period. <p>Training for new staff/volunteers should:</p> <ul style="list-style-type: none"> • Take place over a number of weeks and/or months. • Include shadowing and observing existing staff working with families. • Include oversight. • Sign-post staff/volunteers to other learning sources that they can use for further development. <p>Training and development for existing staff should:</p> <ul style="list-style-type: none"> • Take place regularly (i.e. on a weekly or monthly basis). • Encourage staff to reflect on their own development needs.
	Family buy-in	<p>Use robust referral processes:</p> <ul style="list-style-type: none"> • Be clear about the families you want to work with. Set out characteristics and communicate these to services who send in referrals. • Ask services who make referrals to explain how they know families are ready to receive support.

Whole-family or community-led approach?	Key area	Organisations should...
Whole-family approach	Family buy-in	<p>Use a persistent approach to gain families' trust:</p> <ul style="list-style-type: none"> • Contact families regularly even when the family is resistant. • Explain the offer of support multiple times. <p>Offer families the opportunity to hear more about the support, e.g. over a cup of tea, without having to commit to being involved.</p>
	Non-negotiables vs tailored support	<p>Once families have enrolled on the programme, involve them in goal setting.</p> <ul style="list-style-type: none"> • Ask families what they want to achieve with their involvement. • Set achievable goals with families. <p>Build strong relationships with families.</p> <ul style="list-style-type: none"> • Families should be assigned a main staff member to work with so they can build relationships. • Staff members who work directly with families should listen to families about the difficulties they are facing and support them. • Staff members who work directly with families should draw families' attention to the positive steps they are making on the programme.
	Sustained impact	<p>Maintain organisational non-negotiables, whilst also tailoring support based on families' needs by:</p> <ul style="list-style-type: none"> • Identifying the non-negotiable elements of your programme. • Putting procedures and practices in place to guarantee that non-negotiable elements of the programme are consistently delivered. • Other parts of the programme (the negotiables) can then be adapted to suit a family's individual needs.
	Organisational culture shift	<p>Help families to make sustained change by:</p> <ul style="list-style-type: none"> • Establishing clear goals with families. • Providing intense support and gradually reducing this as progress is made. • Staying in touch with families once a programme ends.
	Investing in training	<ul style="list-style-type: none"> • Talk to other organisations who are using a community-led approach by following the steps outlined in this report. • Train staff on the new approach by following the steps outlined in this report. <ul style="list-style-type: none"> • Dedicate time to initial training. • Offer community members meaningful qualifications (at least Level 3). • Give community members professional supervision during initial trials or placements. • Supplement initial training with on-going training.
Community-led approach	Management and oversight	<p>Provide ongoing managerial support and oversight to community members by offering:</p> <ul style="list-style-type: none"> • Mentoring • On-going pastoral support.

Whole-family or community-led approach?	Key area	Organisations should...
Community-led approach	Challenging discrimination	<ul style="list-style-type: none"> Develop procedures for reporting and dealing with discrimination: these should be part of the organisations' standard operating procedures. Make all staff aware of these procedures: all staff should be trained on how to make an official complaint and record details of discrimination they experienced or witnessed. Adhere to procedures: organisational leaders should follow set procedures to investigate claims and take action (e.g. through disciplinary procedures). Collect evidence regarding the impact of community-led approaches. Show funders how effective a community-led approach can be for achieving your organisational aims. Set out clear and robust safeguarding procedures to funders. Explain your training programme for community members.
	Making the case to funders	
Scaling up and expanding to new areas	Funding growth	<ul style="list-style-type: none"> Identify whether securing funding for growth is sustainable by using the steps outlined in this report. Work with funders to secure funding for set-up time and acknowledge that this will impact on the start of delivery. Diversify (and rationalise) funding sources when they grow.
	Moving to new contexts	<ul style="list-style-type: none"> Establish whether the service is needed. Ensure they are able to recruit new staff within the community. Ensure they have systems in place to generate sufficient referrals. Re-consider their non-negotiables and whether they translate to a new context.

Appendix 1

Reviewing your theory of change is important in order to establish aims that focus on the whole family (see section 3.1.1). The diagram below describes what a theory of change is and why organisations need them.



1. A way to articulate what you want to achieve
2. Helps you to work out how to measure impact.
3. Helps you to identify what is and isn't working.
4. Explain how activities link to outcomes (casual links and assumptions)
5. Explain context of your programme:
 - Needs
 - Facilitating factors
 - Threats

You can map out your theory of change using the diagrams below. Figure 4 is a theory of change pyramid. You can use this simple diagram to set out your activities, your intermediate outcomes and your long-term goals. Figure 5 is an outcomes chain. You can use this detailed diagram to show how your activities link to your intermediate outcomes and your long-term goals, as well as how enabling factors link into your theory of change.

fig 4 Theory of change pyramid

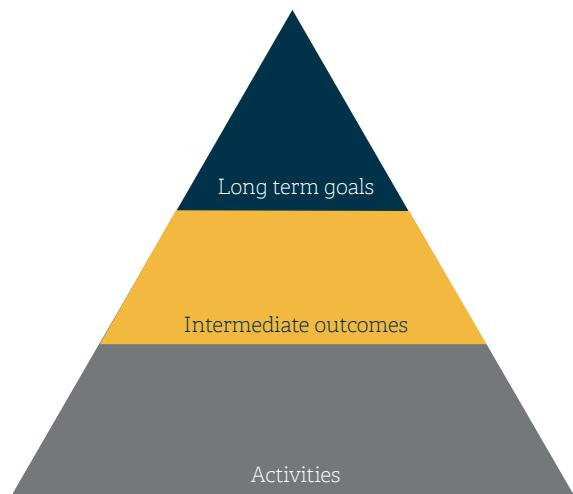
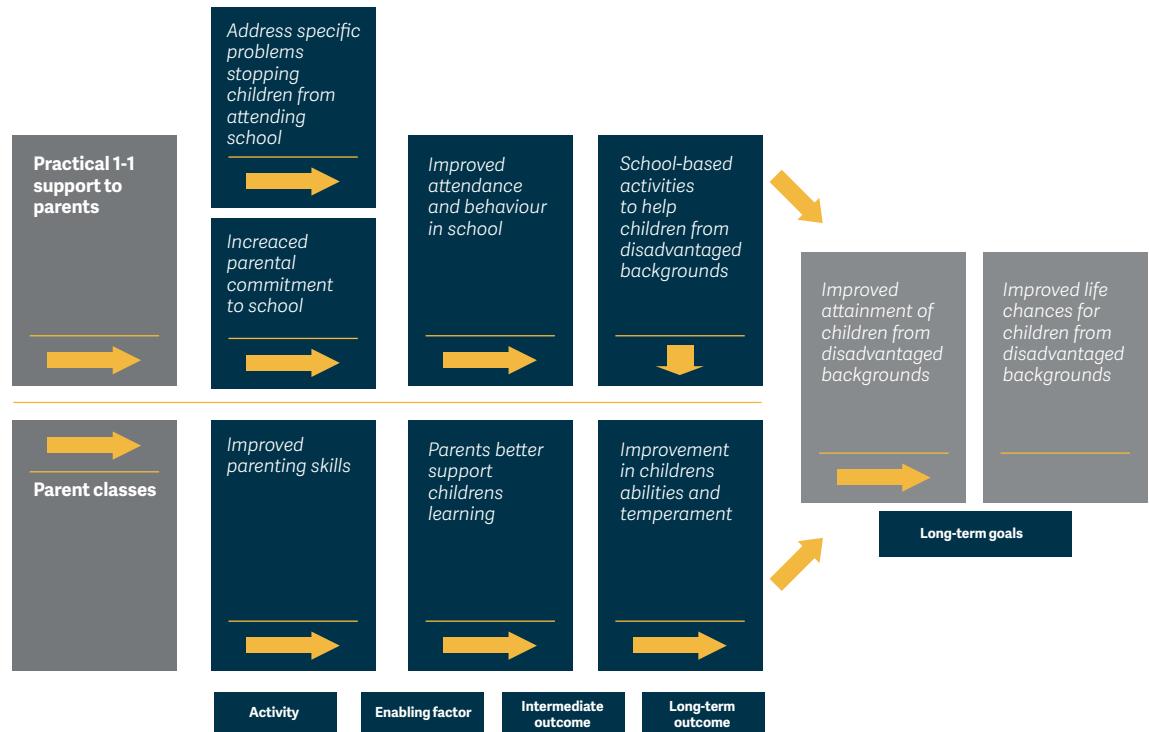


fig 5 Theory of change outcomes chain



Appendix 2

Evaluating your impact

Monitoring and evidencing your programme's impact can support the effective use of whole-family and community-led approaches.

Evaluation is about more than just testing whether something works (although that is important too), it's about examining which elements of a programme make it effective so that you can develop it in an evidence-informed way.

Outcome webs

The following outcome webs are one tool you could use as part of your evaluation to monitor your programme's impact on families and young people. They have the added benefit of being a useful tool to support initial discussions of how the family is getting on and reviewing this over time. As the outcomes change, you can open up discussions about which elements of the programme led to the changes and what was most and least helpful.

These outcome webs aim to measure the impact of family mediation and how parents and young people feel about their relationships. However, different statements could be used on each axis depending on your programmes intended outcomes – as set out in your theory of change, see appendix 1).

When writing statements make sure:

- They are clearly and simply worded
- Each statement only asks about one single thing (look out for the words 'and' / 'or' since they make it hard to interpret the question and conclusion)
- The parent outcome statements and the young people outcome statements reflect each other

Using a web format can make the tool more accessible and perhaps less intimidating for families and young people than a traditional survey question format – but this will be a matter of personal taste.

fig 7 Young person outcome web

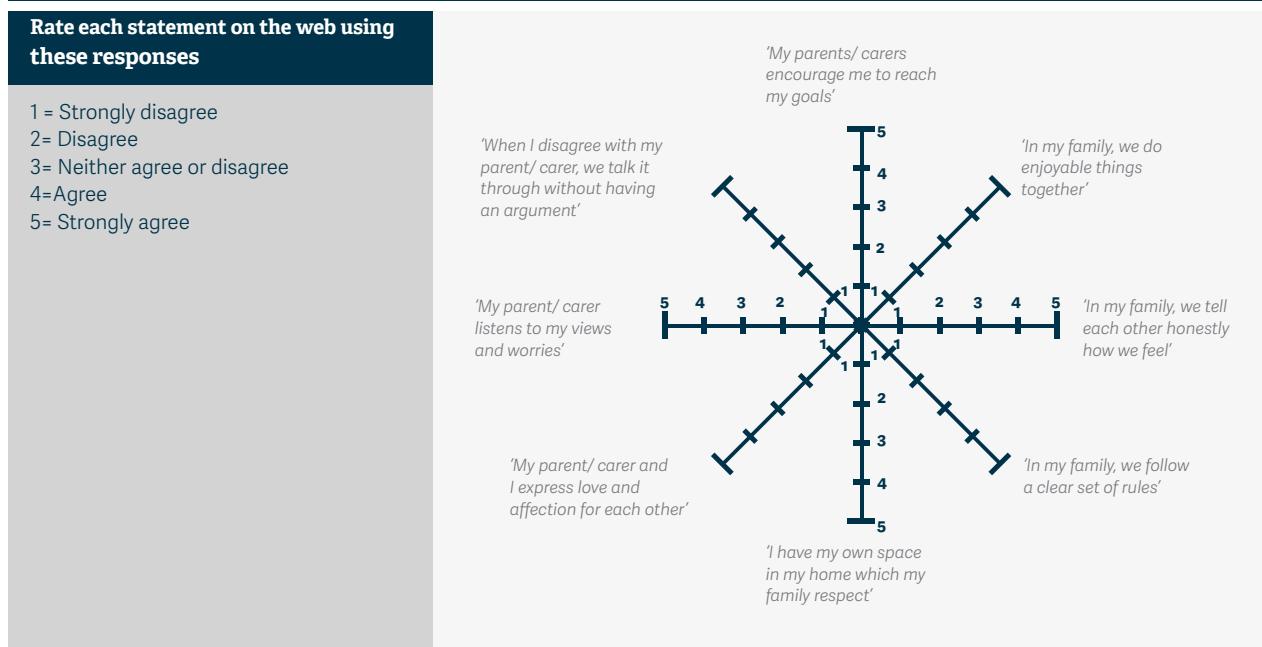
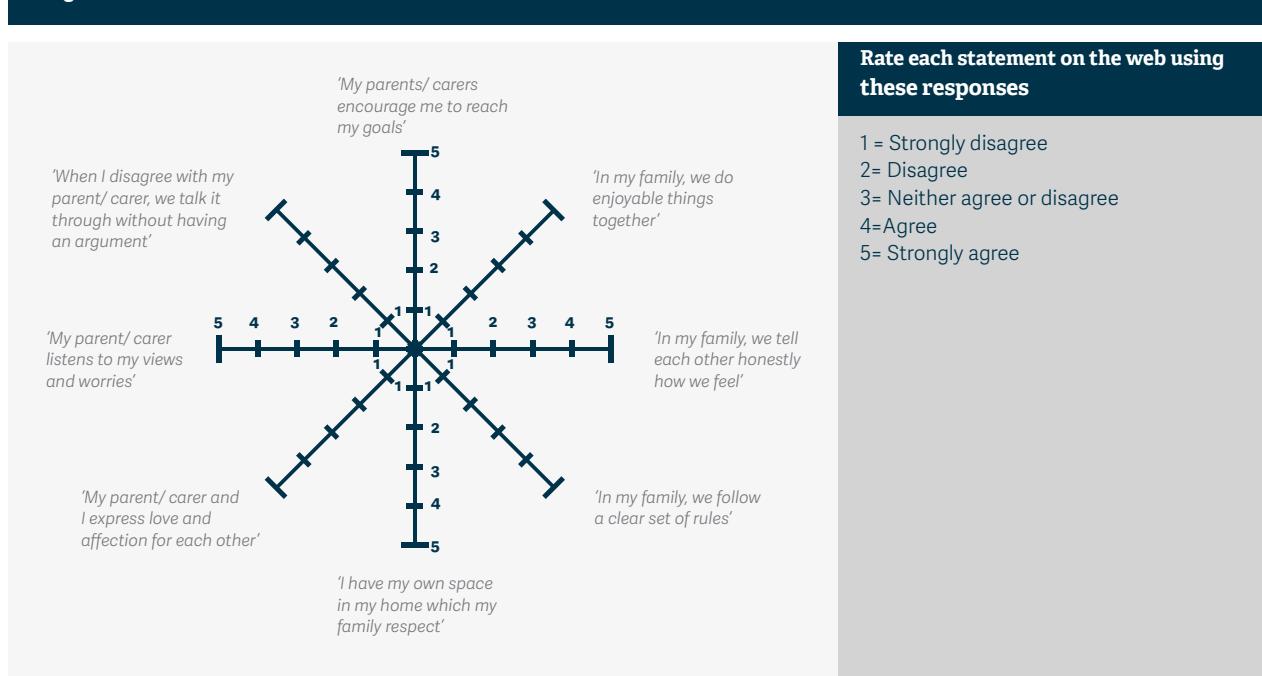


fig 8 Parent carer outcome web



Appendix 3

SWOT Analysis

A SWOT analysis with your staff can help them to understand the benefits of community-led working and help develop plans for how they will be involved (see section 4.1).

The diagram below provides an example. You can use this to conduct workshops with existing staff where you ask them to list their thoughts about:

1. The strengths of a community-led approach
2. The weaknesses of this approach
3. The opportunities presented by a community-led approach
4. The threats a community-led approach presents

Staff members can do this task in groups or individually.

Fig SWOT analysis worksheet

Strengths	Weaknesses
Opportunities	Threats

Appendix 4

Evidencing a community-led approach to secure funder buy in

There is existing research showing that community-led approaches are effective in a variety of contexts and with different client groups. You can draw on this existing evidence to show potential funders how useful a community-led can be for preventing youth homelessness (see section 4.5)

The following reports have been published by organisations who have used a community-led approach:

This report from St Giles' Trust evaluates the impact of a programme where prisoners were trained to become peer advisors for other prisoners. The evaluation found that this approach led to a reduction in feelings of frustration, fear, isolation and despair amongst prisoners. The report also highlights that these changes help to reduce incidents of self-harm and suicide:

[**Find out more here**](#)

This report from St Giles' Trust provides a cost-benefit analysis of using a community-led approach to support prisoners to reintegrate into the community:

[**Find out more here**](#)

This report from St Giles' Trust evaluates the impact of peer advisors on people who suffer severe and multiple disadvantage:

[**Find out more here**](#)

You can also use the evaluation report of the Family Gateway prevention programme Sage Funded as part of the A Place to Call Home project which exemplifies how the Barefoot Professional Model, a community-led approach was successful at preventing youth homelessness.

[**Find out more here**](#)

This report which examines the cost of youth homelessness to the public purse alongside the cost of funding preventative whole-family support. It sets out that preventing youth homelessness through a whole-family, community-led programme saves money as well as protecting young people from the trauma of homelessness.

References

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