

HeadStart national evaluation final report

Appendix 2: interview
schedules and topic guides

**Evidence Based
Practice Unit**

A partnership of



Introduction

Interviews and focus groups were conducted with young people, HeadStart staff and stakeholders, school staff and parents and carers. The interview schedules and topic guides used to collect these data are arranged by participant group.

Interviews with young people

Time 1 young person interview schedule

Introduction:

Thank you so much for doing this interview with me. I have a few questions that I'd like to ask you about your understanding and experiences of coping or dealing with difficult times, such as with different feelings and emotions or in situations at school or at home. If you don't want to answer a question or if it's unclear then just tell me and we can skip it, or I can explain it. We will write up what we find from all of our interviews with young people your age up and down the country and we will send you a copy of our findings.

Everything that we talk about today is private or confidential unless I'm worried that any harm or danger is going to come to you or to anyone else, in which case then I would need to speak to my supervisor, whose name is Jess, and [name of school safeguarding officer] about what has worried me, but I would tell you if I was worried in this way first. You are welcome to stop the interview at any time or skip a question if you want to.

Talking about life:

1. What do you like/not like about being at school?

Possible prompts:

- Favourite/least favourite subjects?
- What do you like/not like about this? Why?
- How do you handle this?

2. Can you tell me about the area that you live in? What is your area where you live like?

Possible prompts:

- Your street?
- Things to do/places to go near where you live?
- What do you like/not like about living here? What do you like/not like about this? Why?
- How do you handle this?

3. Can you tell me about what life is like for you at home?

Possible prompts:

- Who do you live with at home?
- What do you like about being at home? What do you like doing with your parents/brothers or sisters/pets? Are there are things that you do altogether as a family? What do you like about this? Why?

- Is there anything that you don't like so much about being at home? What do you not like about this? Why? How do you handle this?

4. Can you tell me about your friendships?

Possible prompts:

- Do you have friends in school? Friends out of school?
- What do you like doing with your friends? What do you like about this? Why?
- Is there anything that you don't like so much about spending time with your friends? What do you not like about this? Why? How do you handle this?

Talking about emotions:

5. What kinds of things (e.g., activities, places or people) can make you feel happy?

Possible prompts:

- How do you like to have fun?
- How does this connect/lead to you feeling happy?
- Can you think of an example of when you were feeling happy recently? What happened?

6. Being happy can look or feel different for everyone, so I was wondering what this looks like or feels like for you?

Possible prompts:

- What would I see/notice if you were feeling happy?
- What would you be feeling/doing?

7. What kinds of things (e.g., activities, places, or people) can make it harder or more difficult for you to feel happy?

Possible prompts:

- How does this connect / lead to you feeling this way?

8. What sorts of feelings or emotions do you experience when you are not feeling happy? (*Remember to unpack and explore different feelings/emotions as they are mentioned, e.g., "Being sad can look or feel different for everyone, so I was wondering what this looks like or feels like for you?", "What types of things do you worry about?"*)

Possible prompts:

- How does this affect your life/make you feel?
- Can you think of an example of when you were feeling X recently? What happened?

9. When you are having a hard time, what do you do to feel better? What do you do when you have problems/difficulties in your life?

Possible prompts:

- How do you handle it?
- Who/what helps/makes you feel better? Where do you go for help/support? What cheers you up? What do they do? What happens then?
- How does this help you?

- Does this vary/change depending on how you are feeling? Why?
- Is there anything that is unhelpful for you or that makes you feel worse?
- Is there anyone that you definitely wouldn't talk to when you are feeling this way? Why?

10. Have you ever received any help or support in relation to this / when you are having a hard time?

If yes,

- What did this involve? What did you do? Who did you meet with?
- Can you tell me about how you came to receive this help or support?
- Compared to before you received this help or support, how did you feel afterwards? Did anything improve/get worse? What? Was this what you expected?
- What was helpful about this help or support?
- Was there anything that was unhelpful? What?
- Was there anything that you would have liked to have been different about the help or support? What?

If no,

- Would you like to receive any help or support? What? *If yes, remind interviewee that this interview is private and ask whether there is anyone that they would be happy to talk to about this, and if not then suggest school safeguarding contact.*

Talking about HeadStart (if HeadStart has not already been discussed):

11. Have you heard of something called HeadStart? *If yes, can you tell me about what HeadStart is? If no, explain what HeadStart is in that area.*

12. Have you been involved in any activities or lessons as part of HeadStart? *If yes:*

- What did this involve? What did you do? Who have you met with? What happens? When do you do it? How often?
- Can you tell me about how you came to be involved in HeadStart?
- Compared to before you got involved in HeadStart, how have you been feeling? Has anything improved/got worse? What? Was this what you expected?
- What have you found helpful about being involved in HeadStart? Has there been anything that you have found unhelpful? What?
- Was there anything that you would have liked to have been different about the activities/lessons? What?
- Have you ever taken part/been involved in anything like this before? What?
- Would you recommend HeadStart to any of your friends? Do any of your friends participate in HeadStart?

Giving suggestions/advice:

13. What advice or help would you give someone your age if they were experiencing a problem with:

- Their friendships?

- Their family?
- School?
- Their feelings or emotions?

Possible prompts:

- Where do you think they should go? Who do you think they should speak to?
- Is this advice that you would follow yourself if you were experiencing this? Why/why not?

Conclusion:

Thanks very much again for doing this interview with me today; it's been so helpful to speak to you. Do you have any questions for me now that we've finished the interview? We are going to use these interviews to help us to work out how best to help young people your age when they are experiencing difficult situations or feelings. We will get back in touch with you around this time next year to see whether you're happy to speak with us again about how things are and what may have changed since we last saw you. Would you like to choose a pseudonym for when we write up our findings? This is another name that we will use for you in our write-up to help ensure that other people don't recognise you.

Time 2 young person interview schedule

Introduction:

Thank you so much for doing this interview with me. Just to remind you, you are involved in this research project because a year ago we asked your school to suggest some young people that we could speak with who may have had some experience of receiving HeadStart support at that point or who could in the future. Like last time, I have a few questions that I'd like to ask you about how things have been going in your life (good and bad things) since I last saw you, and your understanding and experiences of coping or dealing with difficult times, such as with different feelings and emotions or in situations at school or at home. If you don't want to answer a question or if it's unclear then just tell me and we can skip it, or I can explain it. We will write up what we find from all of our interviews with young people your age up and down the country and we will give you a copy of our findings. Everything that we talk about today is private or confidential unless I'm worried that any harm or danger is going to come to you or to anyone else, in which case then I would need to speak to my supervisor, whose name is Jess, and [name of school safeguarding officer] about what has worried me, but I would try and tell you if I was worried in this way first. You are welcome to stop the interview at any time or skip a question if you want to.

[Bring in themes from previous interview as appropriate throughout]

1. What has been going on in your life since I [or another person from the research team] last saw you / over the last [X months]?

Possible prompts:

- Has anything changed at school? What / why? What has been going well / less well?
- Has anything changed with your friends? What / why? What has been going well / less well?
- Has anything changed in your family or at home? What / why? What has been going well / less well?

2. What has made things get better / worse / stay the same?

Possible prompts:

- At school?
- With your friends?
- In your family?
- What do you think led to this?
- What / who helps? What / who makes things easier in your life?
- What / who does not help? What / who makes things more difficult in your life?

3. Would you mind sharing with me an example of a difficult or hard situation / problem that you've experienced since I [*or another person from the research team*] last saw you? What did you do to feel better?

Possible prompts:

- How did you handle it?
- Who / what helped / made you feel better? Where did you go for help / support? What cheered you up? What did you / they do? What happened then?
- How did this help you?
- Why did / didn't you ask for help in this situation?
- [*If unable to give a specific example: When you are experiencing a difficult or hard situation / problem, what do you do to feel better?*]

4. Do you handle other difficult or hard situations / problems like this too? [*Ask for concrete examples*] Why / why not?

Possible prompts:

- Is there anything else that you do to feel better in relation to difficult or hard situations / problems? What / why? [*E.g. things on your own? Things with others?*]
- Do you ever ask for advice? Who from? Why / why not?
- What would your family advise you to do in these situations?
- What would your friends advise you to do in these situations?
- What advice would you give others in these situations?
- Is there anything that is unhelpful for you or that makes you feel worse in these situations? What / why?
- Is there anyone that you definitely wouldn't talk to when you are feeling this way / in this situation? Who / Why?

5. Have you ever received any help or support in relation to this / when you are having a hard time / when you are experiencing or feeling X?

If yes,

- What did this involve? What did you do? Who did you meet with?
- Can you tell me about how you came to receive this help or support?
- Compared to before you received this help or support, how did you feel afterwards? Did anything improve / get worse? What? Was this what you expected?
- What was helpful about this help or support?
- Was there anything that was unhelpful? What?
- Was there anything that you would have liked to have been different about the help or support? What?
- Would you want to receive this again? Is there another kind of support you would seek? What / why?

If no,

- Would you like to receive any help or support / would you have liked to have received help at the time? What / why? *[If yes, remind interviewee that this interview is private and ask whether there is anyone that they would be happy to talk to about this, and if not then suggest school safeguarding contact and interviewee's parents]*

6. What support is there at your school to help people with their mental health and wellbeing?

Possible prompts:

- What does this involve?
- Have you ever used this support? Can you tell me what happened? What did you think of it? How did you feel afterwards?
- Have any of your friends or people you know ever used this support? What did they think of it?
- Have you ever had any lessons or taken part in any activities at your school around mental health and wellbeing or relationships with others? What did they involve? What did you think of them?
- Do you think that people should ask for help when they are struggling with their feelings and emotions? Why / why not?
- How do you feel about asking for help if you are struggling with your feelings and emotions?

7. Have you heard of something called HeadStart / *[or list the HeadStart activities currently on offer in interviewee's school]*?

If yes,

- What HeadStart activities *[name specific activities as necessary]* have you been involved in? What did you do? Who have you met with? What happens? When / where do you do it? How often?
- Can you tell me about how you came to be involved in HeadStart?
- Compared to before you got involved in HeadStart, how have you been feeling? Has anything improved / got worse? What? Was this what you expected?

- What have you found helpful about being involved in HeadStart? Has there been anything that you have found unhelpful? What?
- Was there anything that you would have liked to have been different about the activities? What? What do you think could have made it even better?
- *[If not still involved in HeadStart]* What do you remember from / what stands out in your mind about your involvement with HeadStart? Why did you finish being involved with HeadStart? How do you feel about this? Are any of your friends still involved in it?

If no, explain what HeadStart is,

- HeadStart is working with schools in your area to offer lots of different types of help and support to people your age, in relation to their emotional wellbeing and coping in difficult situations now or in the future. The types of help and support offered might be having an adult to talk to in school, or having another student to talk to, or learning about mental health, resilience, and emotional wellbeing in lessons.
- Do you know anyone in your school who has been involved in any activities as part of HeadStart? What / why?

Conclusion:

Thanks very much again for doing this interview with me today; it's been so helpful to speak to you. Do you have any questions for me now that we've finished the interview? We are going to use these interviews to help us to work out how best to help young people your age when they are experiencing difficult situations or feelings. We will get back in touch with you around this time next year to see whether you're happy to speak with us again about how things are and what may have changed since we last saw you. Would you like to choose a pseudonym for when we write up our findings? This is another name that we will use for you in our write-up to help ensure that other people don't recognise you.

Time 3 young person interview schedule

Introduction:

Thank you so much for doing this interview with me. I am going to ask you about your views, opinions, and experiences of coping in difficult times, and about any support that you may have received. If you don't want to answer a question or if it's unclear then just tell me and we can skip it, or I can explain it. Everything that we talk about today is private or confidential unless I'm worried that any harm or danger is going to come to you or to anyone else, in which case then I would need to speak to my supervisor, whose name is Jess, and *[name of school safeguarding officer]* *[or parent or GP if home-schooled]* about what has worried me, but I would try and tell you if I was worried in this way first. You are welcome to stop the interview at any time, so please just let me know if you would like to do so.

[Bring in themes from previous interview as appropriate throughout]

1. What has been going on in your life since I [or another person from the research team] last saw you?

Possible prompts:

- What has been going well / less well at school since I last saw you? Why?
- What has been going well / less well with your friends since I last saw you? Why?
- What has been going well / less well with your family since I last saw you? Why?
- Has anything changed in terms of your feelings and emotions since I last saw you? What / why?

2. How do you handle problems in life or difficult situations and feelings? [Ask for concrete examples]

Possible prompts:

- What makes you feel better / helps you to solve the problem?
- Who helps you to feel better / solve the problem?
- Does this vary depending on the type of problem, situation or feeling? How?
- Why would / wouldn't you ask for help or advice?
- What would your family / friends advise you to do?
- Is there anyone who you definitely wouldn't ask for help from? Why?
- What / who makes things easier in your life?
- What / who makes things more difficult in your life?

3. Have you ever received any other help or support when you have been experiencing problems in life or difficult situations and feelings?

If yes,

- What did this involve? What did you do? Who did you meet with? Where? How often?
- Can you tell me about how you came to receive this support?
- Compared to before you received this, how did you feel afterwards? Did anything improve / get worse? What?
- What was helpful about this support?
- What was less helpful or unhelpful?
- Was there anything that you would have liked to have been different about the support? What? What do you think could have improved it / made it even better?
- Would you want to receive this support again? Why / why not? Is there another kind of support that you would seek instead? What / why?

If no,

- Would you like to receive any other help or support? What / why? [If yes, remind interviewee that this interview is private and ask whether there is anyone that they would be happy to talk to about this, and if not then suggest school safeguarding contact and interviewee's parents]

4. What support is there at your school to help people with their mental health

and wellbeing?

Possible prompts:

- What does this involve?
- Have you ever used this support? Can you tell me what happened? What did you think of it? How did you feel afterwards?
- Have you ever had any lessons or taken part in any activities at your school around mental health, wellbeing, or relationships with others? What did they involve? What did you think of them? How did you feel afterwards?
- How do you feel about asking for help if you are struggling with your feelings and emotions?

5. Have you heard of something called HeadStart / [or list the HeadStart activities currently on offer in interviewee's school]?

If yes,

- What HeadStart activities [*name specific activities as necessary*] have you been involved in?
- What did you do? Who did you meet with? Where? How often?
- Can you tell me about how you came to be involved in HeadStart?
- [*If not still involved in HeadStart*] Why did you finish being involved with HeadStart? How do you feel about this?
- Compared to before you got involved in HeadStart, how have you been feeling? Has anything improved / got worse? What / why?
- What has changed in your life, if anything, as a result of your involvement in HeadStart?
- What have you found helpful about being involved in HeadStart?
- What have you found less helpful or unhelpful about being involved in HeadStart?
- Was there anything that you would have liked to have been different about HeadStart? What? What do you think could have improved it / made it even better?
- Would you want to receive this support again? Why / why not? Is there another kind of support that you would seek instead? What / why?

If no, explain what HeadStart is,

- HeadStart is working with schools in your area to offer lots of different types of help and support to people your age, in relation to their emotional wellbeing and coping in difficult situations now or in the future. The types of help and support offered might be having an adult to talk to in school, or having another student to talk to, or learning about mental health, resilience, and emotional wellbeing in lessons.
- Do you know anyone in your school who has been involved in any activities as part of HeadStart? What / why?

Conclusion:

Thanks very much again for doing this interview with me today. It's been so helpful to speak to you. Do you have any questions for me now that we've finished the interview? We are going to use these interviews to help us to work out how best to help young people your age when they are experiencing difficult situations or feelings. We will write up what we find from all of our interviews and you can read about the findings on our website - just Google 'HeadStart EBPU'. We will get back in touch with you around this time next year to see whether you're happy to speak with us again about how things are and what may have changed since we last saw you. Would you like to choose a pseudonym for when we write up our findings? This is another name that we will use for you in our write-up to help ensure that other people don't recognise you.

Time 4 young person interview schedule

Introduction:

Thank you so much for doing this interview with me. I am going to ask you about your views, opinions, and experiences of coping in difficult times, and about any support that you may have received. If you don't want to answer a question or if it's unclear then just tell me and we can skip it, or I can explain it. Everything that we talk about today is private or confidential unless I'm worried that any harm or danger is going to come to you or to anyone else, in which case then I would need to speak to my supervisor, whose name is Jess, and *[name of school safeguarding officer]* about what has worried me, but I would try and tell you if I was worried in this way first. You are welcome to stop the interview at any time, so please just let me know if you would like to do so.

Addition for video call interviews: If you leave the interview unexpectedly and I cannot reconnect the video call with you, then I will contact *[name of school safeguarding officer]* *[or parent if home-schooled]* just to make sure that you are safe.

[Bring in themes from previous interview as appropriate throughout]

1. What has been going on in your life since I *[or another person from the research team]* last saw you?
 - How have things been?
 - What has been going well / less well?
 - School?
 - Friends?
 - Family?
 - Feelings and emotions?
2. How do you handle problems in life, for example difficult situations or feelings?
[Ask for concrete examples]

- What makes you feel better or helps you to solve the problem?
 - Who helps you to feel better or helps you to solve the problem?
 - Is there anyone who you definitely wouldn't ask for help from? Why?
 - Why would / wouldn't you ask for help or advice in relation to a problem?
 - Does this vary depending on the type of problem, situation, or feeling? How?
 - How do you feel in general about asking for help if you are struggling with your feelings and emotions?
3. Have you ever received any other help or support when you have been experiencing difficult situations or feelings?
- What did this involve?
 - Can you tell me about how you came to receive this support?
 - *[If not still receiving support]* Why did you stop receiving this support? How do you feel about this?
 - Compared to before you received this support, how did you feel afterwards?
 - What was helpful about this support?
 - What was less helpful or unhelpful?
 - Is there anything that you would have liked to have been different about this support? What do you think could have improved it / made it even better?
 - Would you want to receive this support again? Why / why not?
- If no,*
- Would you like to receive any other help or support? What / why? *[If yes, remind interviewee that this interview is private and ask whether there is anyone that they would be happy to talk to about this, and if not then suggest school safeguarding contact and interviewee's parents]*
4. What support is there at your school to help people with their mental health and wellbeing?
- Have you ever used this support? What did you think of it?
 - Have you ever had any lessons or taken part in any activities at your school about mental health, wellbeing, or relationships with others? What did you think of them?
5. Have you heard of something called HeadStart? *[Or list the HeadStart activities currently on offer at interviewee's school]*
- What HeadStart activities have you been involved in?
 - Can you tell me about how you came to be involved in HeadStart?
 - *[If not still involved in HeadStart]* Why did you stop being involved in HeadStart? How do you feel about this?
 - Compared to before you got involved in HeadStart, how have you been feeling?
 - What has changed in your life, if anything, as a result of your involvement in HeadStart?
 - What have you found helpful about being involved in HeadStart?
 - What have you found less helpful or unhelpful?

- Is there anything that you would have liked to have been different about HeadStart? What do you think could have improved it / made it even better?
 - Would you want to receive HeadStart support again? Why / why not?
6. How have you found taking part in this research project each year?
- What has it been like for you taking part in a yearly research interview?
 - How do you feel about this research project ending?
 - Is there anything that you would have liked to have been different about the interviews? What/why?
 - *[If applicable]* What is it like doing this interview by video call as compared to in person?

Conclusion:

Thank you very much again for doing this interview with me today. It's been so helpful to speak to you. Do you have any questions for me now that we've finished the interview? We are going to use these interviews to help us to work out how best to help young people your age when they are experiencing difficult situations or feelings. We will write up what we find from all of our interviews and you can read about the findings on our website - just Google 'HeadStart EBPU'. Would you like to choose a pseudonym for when we write up our findings? This is another name that we will use for you in our write-up to help ensure that other people don't recognise you.

Interviews with parents and carers

Introduction:

Thank you so much for doing this interview with me. I have a few questions that I'd like to ask you about your experiences of taking part in [programme]. If you don't want to answer a question or if it's unclear then just tell me and we can skip it, or I can explain it. Everything that we talk about today is private or confidential unless I'm worried that any harm or danger is going to come to you or to anyone else, in which case then I would need to speak to my supervisor, whose name is Jess, and [safeguarding contact] about what has worried me, but I would try and tell you if I was worried in this way first. You are welcome to stop the interview at any time.

1. Can you tell me about what [programme] is?

Possible prompts:

- What did it involve for you?
- What did it involve for your child?
- Were there things that you liked about [programme]? What/why?
- Were there things that you did not like about [programme]? What/why?

2. Since you started [programme]:
 - What has improved or got better?
 - What has not improved or got worse?
 Possible prompts:
 - What did you feel like when you first started [programme]? How do you feel now?
 - What changes have you noticed in your child since they started [programme]? Is there anything that hasn't changed? What/why?
 - How have things been in your family since you and your child started [programme]? How is this different (or not) to before you started [programme]?

3. What do you think led to these changes/stopped things from changing?Possible prompts:
 - What/who helped? Why?
 - What/who did not help? Why?
 - What did you find helpful about [programme]? Why?
 - What did you find less helpful about [programme]? Why?

4. Have you and your child finished taking part in [programme] now? How do you feel about it ending?
 Possible prompts:
 - Have you or your child had any further support since [programme] finished? What? Why/why not?

5. Was there anything that you would have liked to have been different about [programme]? What/why?
 Possible prompts:
 - How could [programme] be improved?
 - Was there anything that could have made [programme] more helpful for you? What/why?
 - Was there anything that could have made [programme] more helpful for your child? What/why?
 - What could make [programme] even better?

6. Would you recommend [programme] to others? Why/why not?

Conclusion:

Thank you very much again for doing this interview with me today. It's been so helpful to speak to you. Do you have any questions for me now that we've finished the interview? We are going to use these interviews to help us to work out how we could improve the programme that you took part in. We will write up what we find from all of our interviews, but no one will be able to recognise you in any reports of our findings, and we will give you a copy of our findings.

Interviews with HeadStart school staff

1. Can you tell me about your role at your school?
2. What is your role in relation to HeadStart?
Possible prompts:
 - What do you do in relation to HeadStart? What have you been involved in?
 - How did you get involved? Whose decision was your involvement?
3. What were the reasons behind your school's decision to take part in HeadStart?
[If unsure, whose decision was it?]
4. Can you tell me about the HeadStart activities, training or support being implemented at your school? *[No worries if they can't remember the exact list!]*
Possible prompts:
 - Universal support (e.g. lessons around mental health and wellbeing)?
 - Targeted interventions (e.g. peer mentoring for young people)?
 - Staff training?
 - How did you/your school decide which activities, training or support to implement?
 - Has your school made any new or improved connections with outside services or organisations as a result of HeadStart? What?
5. Have you received any training from HeadStart? **If yes**, can you tell me about your experience of receiving the training?
Possible prompts:
 - What did you think of the content?
 - Is there any additional training or help that you would have liked to have received? What/why?
 - What, if anything, would you have liked to have been different or do you think could be improved about the training?
6. Have you delivered any of the HeadStart interventions or support at your school? **If yes**, can you tell me about your experience of delivering the intervention/support?
Possible prompts:
 - What do you think of the content?
 - Is there any additional training or help that you would have liked to have received? What/why?
 - What, if anything, would you have liked to have been different or do you think could be improved about the intervention/support?
7. How does HeadStart fit with or build on what was already being implemented in your school in relation to mental health and wellbeing?
Possible prompts:

- What are the needs within your school that you hope that HeadStart will address/is addressing?
 - What was being implemented in your school in relation to mental health and wellbeing prior to HeadStart? Is this still happening while HeadStart is being implemented? Why/why not?
 - Has anything new and additional been implemented in your school in relation to mental health and wellbeing since HeadStart began? What/why?
 - Has HeadStart replaced any support that was on offer in your school? What/why?
8. Have you been involved in identifying young people who could benefit from HeadStart support? *[If not, then who has?]* What does this involve?
Possible prompts:
- How does HeadStart support provision fit with SEN support provision at your school?
9. What do you think has worked well in terms of the implementation of HeadStart at your school?
Possible prompts:
- Student/staff/parent engagement?
 - Has there been anything that has made implementing HeadStart easier at your school? What/why?
 - What factors do you think have facilitated implementing HeadStart at your school?
10. What do you think has worked less well in terms of the implementation of HeadStart at your school?
Possible prompts:
- Student/staff/parent engagement?
 - Has there been anything that has made implementing or being involved in HeadStart more difficult at your school? What/why?
 - What challenges have you experienced in relation to implementing HeadStart? How would you mitigate these challenges?
11. What, if anything, would you like to be different or do you think could be improved about HeadStart?
Possible prompts:
- What do you think could make HeadStart even better?
12. What difference (if any) do you think that HeadStart has made in your school? Why?
Possible prompts:
- For your students?
 - For parents?
 - For staff?
 - For the school environment?
 - **If received training**, what difference, if any, has this training made to you/your role at the school?

13. How likely do you think it is that your school will continue with HeadStart beyond the project funding period? Why/why not?

Possible prompts:

- What format will this take?
- How will this be funded? (If funding is needed)
- What factors do you think will facilitate this?
- What factors do you think will hinder this?

14. Is there anything else that I haven't asked about or that you wanted to mention in relation to HeadStart before we finish the interview?

HeadStart staff interviews: systems change and sustainability

1. How do you define systems change in the context of your partnership's HeadStart programme?
2. To what extent is systems change a key aim of your partnership's HeadStart programme?
3. Why is systems change important?
4. What are the steps that your partnership needs to take to achieve systems change?
5. How will you recognise that your partnership has achieved systems change? What evidence will you have for this?
6. What obstacles will your partnership need to overcome to achieve systems change?
7. How do you define sustainability in the context of your partnership's HeadStart programme?
8. To what extent is sustainability a key aim of your partnership's HeadStart programme?
9. Why is sustainability important?
10. What are the steps that your partnership needs to take to achieve sustainability?

11. How will you recognise that your partnership has achieved sustainability? What evidence will you have for this?
12. What obstacles will your partnership need to overcome to achieve sustainability?
13. Are systems change and sustainability two different and distinct concepts?

HeadStart staff interviews: challenges and solutions

Background

1. What is your role in your area's HeadStart programme? What do you do as part of your role?
2. What do you like about being involved in HeadStart? What do you not like so much about being involved in HeadStart?

Changes from Phase 2 to Phase 3

3. *If not already clear, were you involved in your area's Phase 2 HeadStart programme too?*

If no, briefly explain the difference between Phase 2 and Phase 3, e.g. Phase 3 began this year over the summer

If yes:

- How does your role differ now compared to during Phase 2?
 - Can you give me some examples of key ways in which your area's Phase 3 programme differs from your area's Phase 2 programme?
 - How did these changes come about?
4. Are there any particular characteristics, or risk factors, unique to *[partnership]* as a geographical area, which you aimed to address within your Phase 3 programme?

Challenges and strengths

5. What do you think is working well in your area's Phase 3 programme? What do you think could be improved?

6. What challenges have you faced so far in your role in your area's Phase 3 programme?
7. What challenges do you think that your partnership may face over the course of the programme or over the next five years?
8. What has been/would be helpful in terms of helping you to overcome these challenges? What has been/would be less helpful?
Barriers to delivery
9. What barriers to successful programme delivery do you think that you face now in your role? Do you have any thoughts on how you might overcome these barriers?
10. What barriers to successful programme delivery do you think that your partnership as a whole faces now? Do you have any thoughts on how your partnership might overcome these barriers?

Identification

11. Can you remind me of your partnership's approach to identifying young people for support? (e.g. simple nomination, risk/complexity factors, screening tools)
Additional questions:
 - If designed a tool, what informed your design of the tool? In what ways will you, or do you already know, that your screening tool is effective? Do you think that it could have potential use in other settings?
 - What informed your use of language with identification? How did you convey being at risk of mental health issues or being in need of additional support to young people?
 - What critical factors were you looking for in assessing whether a young person was high risk, or at-risk, or requiring support?
 - How do you avoid the risk of stigma in terms of a young person potentially feeling singled out for additional support?
12. How did you/your partnership come to decide on your criteria for identifying young people who could benefit from the interventions in your programme?
13. What was the decision-making process behind this? Who was involved?
14. Were there particular factors that carried more weight in your decision-making process? (e.g. previous experience, the literature in this area)

Concluding questions

15. Do you have any questions for me now that we have finished your interview?
16. Is there anything else that you would like to say at this point about HeadStart and your involvement?
17. Would you be happy to be contacted again about potentially doing another interview with me or one of my colleagues next year?

HeadStart staff interviews: delivery during the coronavirus pandemic

1. In what ways has the COVID-19 period affected HeadStart, in terms of:
 - The level of need?
 - Reach?
2. What are the needs that HeadStart is currently meeting during this period? How is HeadStart able to help during this period?
 - Young people's needs?
 - Parents/families' needs?
 - Schools' needs?
3. What are the needs that HeadStart is unable to meet during this period (if any)? In what ways is HeadStart limited during this period in its capacity to provide support?
 - Young people's needs?
 - Parents/families' needs?
 - Schools' needs?
4. In what ways has the COVID-19 period affected HeadStart delivery?
5. Have referrals to HeadStart continued during this period?
 - Have there been any changes to processes around this? Why/why not? How has this been going?
 - Have referrals ceased for any interventions? Which/why? Whose decision was this? Will referrals begin again after lockdown?
6. What (other) challenges is HeadStart facing during this period?

7. How has this period affected your plans for sustainability (if at all)?
8. What will delivery of HeadStart look like after lockdown?
 - E.g. the same as before lockdown? Some similarities and some differences? Completely different?
9. What are your support needs at the moment that CORC could help with?
 - Your own?
 - Other members of your team?

HeadStart staff interviews: local area level change

Introduction:

Thank you so much for doing this interview with me. I have a few questions that I would like to ask you about how HeadStart has been working and what its impact has been for your local area. There are no right or wrong answers to any question. If you don't want to answer a question, then just tell me and we can skip it. Everything that you and I talk about today is private or confidential unless I'm worried that any harm or danger is going to come to you or to anyone else, in which case then I would need to speak to my supervisor, but I would tell you if I was worried in this way first. You, your organisation, and your location won't be identified in any publication of the findings from these interviews. You are welcome to stop the interview at any time. I'm going to turn on my audio recorder now

Systems change is an intentional process designed to alter the status quo by shifting the function or structure of an identified system with purposeful interventions. It is a journey which can require a radical change in people's attitudes as well as in the ways people work. [It] aims to bring about lasting change by altering underlying structures and supporting mechanisms which make the system operate in a particular way. These can include policies, routines, relationships, resources, power structures and values. (Abercrombie et al., 2015)

Prompts throughout:

- Can you tell me more about that?
- Can you give me an example?
- What does that look like in practice?
- Why is this important?

1. Can you tell me about what your role as X involves?
2. Can you tell me about any work that you have been doing with HeadStart?

Possible prompts:

- What involvement have you had with HeadStart?

1. What role does HeadStart have within your local area?

Possible prompts:

- What needs has HeadStart been addressing within your local area?
 - What problems has HeadStart been solving within your local area?
2. What was the mental health and wellbeing support system for young people like within [partnership] before HeadStart and what is it like now?

Possible prompts:

- Changes to young people's journey through the system? What/why?
- Increased emphasis on prevention or early intervention? How/in what ways?
- A shift to a shared or embedded language, understanding, or approach towards supporting young people's mental health and wellbeing? How/in what ways?
- Improved joined-up working between organisations, services, and individuals? How/in what ways?
- Increased emphasis on co-production with young people? How/in what ways?

3. What was HeadStart's role in changing the system?

Possible prompts:

- What did HeadStart do to make these changes happen?

4. Are there any other factors, outside of HeadStart, that have influenced changes in the system? What/how?

Possible prompts:

- National factors?
- Local factors?
- Are there any other ways in which the system could be improved? What/why?

5. Have you noticed any other changes for your local area as a result of HeadStart? What/why?

Possible prompts:

- In other local systems?
- In your organisation or service?
- In other organisations or services?
- In relationships between organisations or services?
- In policy?
- In commissioning?
- What was HeadStart's role in instigating these changes?
- Are there any other factors, outside of HeadStart, that have influenced these changes? What/how?

6. Can you tell me about any drawbacks that you have noticed as a result of HeadStart for your local area?

Possible prompts:

- Any unintended consequences? What/why?
- Are there any systems in which HeadStart has not been able to have an impact? What/why?
- Are there any ways in which HeadStart's impact has been limited? What/why?

7. Was there anything that helped HeadStart to influence changes for your local area? What/why?

Possible prompts:

- National factors?
- Local factors?

8. Was there anything that prevented or hindered HeadStart from influencing changes for your local area? What/why?

Possible prompts:

- National factors?
- Local factors?

9. Do you anticipate any changes for your local area as a result of HeadStart lasting beyond the National Lottery Community funded period of HeadStart? What?

Possible prompts:

- In which systems?
- To what extent?
- In what ways?
- How/why?

I have asked all of my questions now. Is there anything else that you wanted to add or anything else that you wanted to say before we finish?

Conclusion:

Thank you so much again for doing this interview with me. We will write up what we find from all of our interviews and send you a copy of your findings. You, your organisation, and location won't be identified in any publication of the findings. Do you have any questions at all about this research project?