Supplementary File 6. Student follow-up survey standard operating procedures

Materials

For each fieldworker:

- ➢ DBS clearance (if you have one)
- ➢ Photo identification (passport or driving license; if none other available, please bring student photo ID)
- ➢ Wheelie bag of tablets, tagged with classroom #
- ➢ Post-it notes (for writing names of students who are absent)
- ➢ Paper clips or folders for Student Consent Forms
- ➢ Documents (inside wheelie bag)
  - ❑ Fieldwork SOP
  - ❑ Class register (provided beforehand, or received at the school)
  - ❑ Opt-out list (students who have been opted out by themselves or their parents, by contacting the university)
  - ❑ Opt-out list (students who have been opted out by themselves or their parents, by contacting the secondary school; provided beforehand, or received at the school)
  - ❑ Student Information Sheets (school-specific; printed on pale yellow paper)
  - ❑ Student Consent Forms (school-specific; printed on white paper)
  - ❑ Data Collection Record
  - ❑ Teacher Briefing Document
  - ❑ Enrol Code Log
  - ❑ Labels for no-tablet surveys, including: <u>school-specific enrol code</u> and the words <u>"no tablet"</u>
  - ❑ Paper surveys as backup (with space to write tablet #, enrol code and date; or to add label for paper-only surveys w/no associated tablet)
  - ❑ Word search for students who do not participate

Field manager:

- ❑ Taxi timetable
- ❑ List of classroom groups, with number of students per class
- ❑ Copies of classroom registers (provided beforehand, or received at the school)
- ❑ Safeguarding policy
- ❑ Queries, concerns and complaints SOP
- ❑ Briefing document on surveying students who are absent
- ❑ Survey packets for students who are absent (approx. 2 per classroom), each with:
  - • Student information sheet (specific to the school)
  - • Consent form (specific to the school) in stamped, addressed envelope
  - • Paper survey <u>with school-specific, absence-specific enrol code</u>, in stamped, addressed envelope
- ❑ Data uploading process SOP
- ❑ Data management sheet (electronic copy)

❑ Blank quarantine log

Data Collection Procedure

<u>Meeting at the school</u>

1. Fieldwork team meets in reception at the secondary school. Complete school's visitor paperwork. Field manager will write fieldworkers' names on luggage tags. Each fieldworker receives a wheelie bag tagged with their name and classroom, and checks that their bag has all of the materials on the checklist above.
2. Fieldworkers check phones/watches to confirm everyone has the right time
3. *Field manager*
    a. Meet the school study liaison at reception to pick up **student registers** (if they were not provided earlier) and the **list of students opted out** from the survey. Ask if opted out students will be in their normal classrooms or if alternative arrangements have been made.
    b. Confirm the school has flagged students who should not be invited to participate due to (1) <u>severe cognitive limitations</u> that would prevent them from being able to consent to participate in research; or (2) <u>limited English</u> that would prevent them from understanding the consent form and survey
    c. Confirm that the school has flagged students who will need <u>special accommodations</u> to take part (e.g., visual impairments or limited reading skills that would require the survey to be administered aloud, 1:1)
4. Fieldworkers will be shown to their classrooms.

<u>In the classroom</u>

5. Distribute the **Student Information Sheets** and **Consent Forms** first thing. If you're in the classroom early, place them on desks before students arrive. Otherwise, pass them around asking students to take one of each.
6. Fill in all the information you can in the top section of p. 2 of the **data collection record (DCR)** and enter your name on the **Enrol Code Log**
    a. If the school did not provide student names beforehand, capture DCR information instead on the paper registers the school provides. You'll transfer this later to the **DCR**.
7. Give teacher the **Teacher Briefing Document** and:
    a. Remind them of their role, asking them to introduce you and then remain at the front of the room to support managing behaviour and ensuring students do not look at each other's responses. Any 1:1 support for students should come from the fieldworker.
    b. Ask them to identify any students who should not take part (e.g., due to severely limited cognitive ability or to language difficulties) or who will need additional support to take part (e.g., would need to have the survey read aloud by a researcher).
        i. Re: <u>cognitive limitations</u>, if they identify anyone please be clear that we are referring only to students who have severe cognitive limitations that would prevent them from consenting to take part or from understanding what they are being asked to do.

<li value="ii" type="i">Re: <u>language limitations</u>, if the teacher identifies anyone unable to take part due to limited English ability, ask the field manager to come in and assess, while you carry on with the rest of the class.

<li value="3" type="a">If you have any students who have been opted out ahead of time, ask the teacher to identify these students. Take note of the students visually to ensure you do not hand them a tablet. Ask the teacher to let the students know their parents have opted them out and to instruct them not to complete a consent form or take a tablet.
<li type="a">Ask the teacher to help take attendance by filling in the "In class today?" column of the **DCR.** For those marked absent, ask the teacher if they have been absent since [month, year]. If they have, mark as long-term absence (code IGA).

<ol start="8">
Have students sit so they all face the same way; no more than 2 share a desk; and there is space (ideally an extra seat) between students
On the 2nd page of the **DCR**, record in the "Outcome" column any opt-outs from **out-put lists**.
Once all students are seated, ask the teacher to introduce you. Then, read introduction:

Introduction

Good morning everyone. I'm a researcher with the [university name]. We're working at your school to test out a programme called "Project Respect." Project Respect involves carrying out activities in schools to prevent violence in dating and relationships. Today we are going to ask you to fill in a survey using a tablet over the next 50 minutes. After you hear about the survey, you can decide whether or not to take part. If you do decide to take part, you can change your mind and stop at any time. Just raise your and hand letting me know that you would like to stop. There won't be any negative consequences if you decide to stop.

Some of the questions might seem very similar – that's because we're testing the best way to ask these. The survey includes questions about your general health and well-being. It also asks about any experiences you've have of sexual harassment or violence and emotional abuse within dating and relationships. You may feel upset by some of the questions, especially if you or someone you know has experienced abuse. If you want help or support with any issue you are going through, no matter how big or how small, from someone who helps young people, please let me know and I will connect you. The information sheet we just gave out has contact information for the safeguarding lead in your school. It also has details of organisations outside the school you can contact for support with any issue you or someone you know are facing. This can include experiences of abuse or neglect, or if you know someone who is harming others.

<u>Your responses to the survey are completely private and anonymous. Your name can never be connected to your answers. Anything you report in the survey will be kept private. No one except the research team will see the surveys. We will not share them with other people such as teachers and parents.</u>

*When I hand you a tablet, I'll mark down which tablet I handed out, but NOT the name of the student who received it. When you return your tablet, I'll use a different sheet of paper to put a tick by your name to show that you returned your tablet. I will NOT record which tablet you had. I make these marks so I know that I received back all of the tablets, but we will **never** connect your name to your tablet.*

*We ask that you keep your eyes on your own survey and do not look at anyone else's, and that everyone remain quiet until the end of the session. That's really important so everyone can have privacy while they fill in the survey. If you have any questions, please raise your hand and I'll come by. Please remember there are **no** right or wrong answers; we are interested in your own experiences and views. And it's not a race or a competition – if you don't complete it all by the end of the session, that's ok.*

Everyone has a consent form to fill in, which explains the study and asks if you'd like to take part. We'll keep your consent forms separate from your answers to the survey, and we won't link the two in any way.

Please read the consent form now. If you have any questions, raise your hand or, if you want to ask privately, come up to the front. If you are happy to take part in the survey, please write today's date [tell students' today's date] on your consent form and print and sign your first name and surname.

11. Give everyone 2-3 minutes to read the consent form. Answer any questions in class discussion format, or 1:1 at the front of the room for any private questions. If a student has a significant or time-consuming question that should be addressed before starting the survey, or one they would like to ask in private outside of the classroom, contact the field manager to meet with them while you carry on with the survey.
12. When students seem to be done filling in their consent forms, ask if anyone is not taking part
13. Calling up the students who are taking part section by section (e.g., one row or table at a time), have students queue. One by one for each student,
    a. Take their consent form, quickly checking it is completed correctly with:
        i. First and surname printed legibly
        ii. Signature
        iii. Correct date
    b. Take a tablet out of its bubble wrap and turn on the tablet (do not give student the bubble wrap)
    c. Look at the number on the back of the tablet
    d. On the **Enrol Code Log**, under the "Year" column write the class's Year Group (e.g., "10" or "11") next to the tablet number to indicate this tablet has been distributed
    e. Turn on the tablet and hand it to the student, saying *"Please don't do anything with the tablet yet. It is booting up. Just put it on your desk and I'll give you instructions."*
14. Once you've given tablets to all students who returned a consent form, ask if there is anyone who wants to take part but does not have a tablet.
15. For any student who opts out at this stage, write "OOD" in the "Outcome" column of the **DCR**
16. Once all participating students have received a tablet, instruct everyone to put the **Information Sheet** in their school bag
17. Instruct students on how to use the tablets:
    a. *As you go through the survey, touch each answer you want to select. When you've responded to all questions on that screen, touch the "next" button at the bottom of the page. Some pages require you to scroll down to reach the bottom of the page. To avoid accidentally changing your answers as you scroll, please scroll by dragging the screen up or down using the white section at the side of the screen, **next to** the question/answer options.*

b. *Your survey might skip a few questions or page numbers, depending on the responses you give – this is OK*

c. *If you finish early, press the button to go on to an activity until the end of the session. If you have any issues with the tablet please raise your hand.*

d. <u>Demonstrate using an extra tablet that is turned off (please do NOT turn on the demo tablet). Tell the class:</u>

    i. *Pick up the tablet from the desk. There are 2 buttons. Press the small one briefly to wake the tablet.*

    ii. *You will see a lock in a circle on the screen. Put your finger on the lock and slide it to the right to unlock.*

    iii. *Now read the introductory text, then press the dark blue button at the bottom to begin the survey.*

18. Provide a **word search activity** to students not taking part. If they prefer to read or do other work quietly, that's fine too.

19. If a student opts out because they are feeling unwell, but would like to do a survey, treat them as absent (ABS) in the **DCR** and make a note of what happened in the last column.

20. <u>During the survey</u>

a. Confirm the number of consents matches the number of tablets distributed, and if not, why not

b. Answer any questions that arise

c. If any students show signs of distress, ask them discretely if they are ok. Follow the safeguarding procedures in the Reference section below. Contact the field manager to speak with the student privately in the corridor if needed.

d. Continue to ensure students remain quiet and do not look at others' surveys. Remind them there are no right or wrong answers.

e. As you have time (if you are too busy answering student questions, finish i.-iii. below in the school's reception after the survey):

    i. Mark each consent form received in the "Consent received" column of the **DCR** and fill in the "Outcome" column for each student using the codes on the first page

    ii. On page 3 of the **DCR**, jot down observations and questions students ask

    iii. Write the name of each absent student and their class/form name on **a post-it note** (use a separate post-it for each student who is absent)

21. <u>7 minutes before the session ends, tell students:</u> *We have 5 minutes before the end of the session. If you haven't finished yet, that's fine. Please finish the page you are on and touch the "next" button at the bottom of the screen before returning the tablet, to save your answers.*

22. <u>5 minutes before the session ends:</u>

a. Remind students to hit "next" button if haven't finished yet (and remind them not to start answering questions on the new page)

b. Instruct students to turn off the tablet: *Press and hold the small button on the side of the tablet, then respond to the questions on the screen to shut it down.*

c. Reiterate that: *If any students would like support in dealing with any issues you or someone you know are facing, including experiences of abuse or neglect, or if you know someone who is harming others, we can link you with someone who can help, and you can call the numbers on the Information Sheet you received.*

<ol type="i" start="1">
If any students request to be linked to someone who can help, follow the safeguarding procedures in the "Reference" section below

<ol type="a" start="4">
Thank the class for their participation; we really appreciate their taking the time to help with this research.
Have students queue to return tablets to you. One by one, tick the "Tablet returned" column on the **DCR** as each student returns their tablet.
Place each tablet in a bubble wrap sleeve and repack into the wheelie bag. Pack the post-its and your other materials into the bag and meet the field manager at reception.

<u>Before leaving the school:</u>

<ol start="23">
Finish completing the **DCR** and **Enrol Code Log.** If you replaced any failed tablets with **paper surveys**, make sure the **paper survey** has the <u>tablet number</u>, <u>enrol code</u> and <u>date</u> written on it.
Paper clip consent forms or put them in a folder. Use a **post-it** to label them with the class/form name.
Give the field manager any **post-its** with names and class/form name of absent students. The other documents and materials should be packed away in the wheelie bag, which you'll leave with the field manager.
Field manager
<ol type="a">
Check if any of the students listed as absent on the **post-its** were added to the register in another class. If they were, change the student's "Outcome" code to "NIC" in the **DCR**, update the summary numbers on the **DCR**, discard the **post-it** and do not make a **survey packet** for this student.
Tick the "Survey left for ABS?" column for each student when their survey pack is made.
Give school study liaison **absent students briefing sheet** and 1 **survey packet** for each absent student (excluding those not at this school, in another class, or ineligible).

<u>Field team returns to the university. Back at the university:</u>

<ol start="27">
Field manager:
<ol type="a">
Ask fieldworkers to complete their **Enrol Code Logs** and **DCRs,** including transferring information from the class register to the **DCR** where necessary. Reconcile any discrepancies.
Ask each fieldworker for the information needed on the **data management sheet**, reconciling any discrepancies.

Follow the field manager's step-by-step instructions to do the following: complete the **DCR**; audit tablets returned to LSHTM; upload data; confirm data have been received; recharge, clear and re-enrol tablets; and re-pack tablets for the next day of fieldwork. ***Please note:*** Tablets should never be stacked on top of each other while they are turned on.

For reference

Contact field manager for support

If any issues occur for which you need support, send an SMS or What's App to the field manager ([name, telephone number]).

Codes for the Data Collection Record

If more than one code applies (e.g., a student is ineligible due to both language and to long absence), use the code that appears first in the list below.

- **NAS** = Not at this school – *Use only where the school has advised that the student does not attend this school*
- **IGC** = Ineligible (cognitive)
- **IGL** = Ineligible (language)
- **IGA** = Ineligible (long absence) – *Use only where the school has advised at the student has been absent since [month, year] or earlier*
- **NIC =** Not in this class – *Use only where the school or teacher has advised that the student has switched to another class at this school*
- **OOA =** Opted out ahead of time
- **OOD** = Opted out on survey day – *including those who withdraw midway*
- **P =** Participated
- **NC =** Needs accommodation – *e.g., would like to take part but needs to complete in-person with 1:1 assistance*
- **ABS =** Absent

Tablet failure

If a tablet fails right at the start, before it went to the survey (e.g., if it will not turn on), replace it with a spare tablet and fill in the **Enrol Code Log:**

1. In the row for the failed tablet, in the Outcome/Notes column write "F" and write "ST" followed by the number of the replacement tablet in parentheses, to indicate it was replaced by a new tablet.
2. In the row for the replacement tablet, write the year group to indicate the tablet was distributed. In the Outcome/Notes column, write "R" followed by the number of the tablet it replaced in parentheses, to indicate this was a replacement tablet.

If a tablet fails early on in the survey, replace it with a spare tablet and fill in the **Enrol Code Log**:

1. In the row for the failed tablet, in the Outcome/Notes column write "ST" followed by the number of the replacement tablet in parentheses, to indicate it was replaced by a new tablet.
2. In the row for the replacement tablet, write the year group to indicate the tablet was distributed. In the Outcome/Notes column, write "R" followed by the number of the tablet it replaced in parentheses, to indicate this was a replacement tablet.

If a tablet fails midway and you are not easily able to get back to the survey:

1. Write the tablet number, enrol code and the date on a **paper survey**
2. Instruct the student to pick up where they left off using the **paper survey**
3. Write down the tablet number and the # of last question completed before failure on the **DCR** where it says "Tablets failing part-way through"

4. Record "S" under "Outcomes/Notes" on the **Enrol Code Log** to indicate the student switched to a paper survey
5. After the session, pack the **paper survey** in the wheelie bag

Student withdraws consent during the survey

If a student consents to participate, then decides to withdraw from the study after beginning the survey:

1. Ask the student's name, take away their tablet and provide them with a word search as an alternative activity (if they prefer to read quietly or do other work that's fine too)
2. Record their tablet number on the **DCR,** where it says "Tablets for students withdrawing consent"
3. Change the student's outcome on the **DCR** to OOD indicate they have opted out. The student will be counted with any other students who have opted out on the day of the survey. Do not identify this student as one withdrawing consent midway.
4. Record that the tablet was withdrawn in the **Enrol Code Log** by writing "W" in the Outcomes/Notes column. This will flag it so the survey can be deleted later.
5. Fold the student's consent form in two and put it in a separate place to the other consent forms to discard with confidential waste when you return to the university.

Paper surveys only

If a student needs to complete a survey on paper only (e.g., if there are not enough tablets for everyone), take a paper survey from the bag and put a **label for no-tablet surveys** (which has an enrol code and the words "no tablet") onto the **paper survey**. Write the date on the paper survey.

Students unable to participate or who need special accommodations

- Students with severe cognitive limitations that would prevent them from being able to consent to or understand the survey should not have received information sheets or been asked to take part in the survey. If you feel a student in your classroom has severe cognitive limitations but has still been invited to take part, contact the field manager, who will assess the situation and determine whether we can include them in the study
- We have asked schools to let us know ahead of time if any students have language barriers, visual impairments, mild learning difficulties or other needs that would prevent them from self-completing the survey on an electronic tablet, so that we can arrange to accommodate their needs. If a student in your class needs significant support and this hasn't been arranged ahead of time, contact the field manager, who will liaise with the teacher and student and make appropriate accommodations if possible. Use the appropriate code in the **DCR** and the field manager will add a "P" to the outcome column after the student has taken part.
- TAs who are normally in the classroom to work with a student are welcome to stay in the classroom during the survey, but to protect confidentiality they should not work with the student on completing the survey.

Students not on the register

If you find a student in your class who is not on the register, ask the teacher why (e.g., has the student recently moved from another class?) and note on the **DCR**. Confirm with the student that they received the information sheet about the study ahead of time. If there is any question as to whether or not they should take part, ask the field manager to assess. Otherwise, add their name to the register and carry on as normal. Flag this up to the field manager when the team gathers, so we can check their name against the other class registers.

Student arrives late

If a student joins the class late, it is up to your judgement to decide whether to offer them the opportunity to take part during class, depending on how late the student arrives. If there isn't enough time left in the period, please let them know you will leave a survey for them to complete if they would like to. Mark them as absent and record their name on a post-it along with other absent students, but write a note on the DCR to indicate that they did join the class but too late in the period.

Safeguarding procedures

The survey may be upsetting for some students, especially if they have experienced abuse. Please be aware of:

1. Any students who become distressed while responding to the survey (e.g., crying)
2. Any students who ask for support with an issue they or someone they know is going through. This could be anything that is harmful or potentially harmful; e.g., dating and relationship violence, abuse or neglect, mental health issues, or eating disorders

All safeguarding concerns should be directed to the field manager, unless the student prefers to speak with a member of school staff. All should have the option of speaking with the field manager if they prefer.

Queries, concerns and complaints (QCCs)

A <u>query</u> is deemed to be a substantial question or enquiry about an element of the Project Respect study aim, design, or process where further information is being sought. A <u>concern</u> is deemed to be where a young person, parent or carer, or member of school staff expresses a worry about an element of the Project Respect study aim, design, or process, without necessarily seeking further information, but which is not formalized as a complaint. A <u>complaint</u> is deemed to be a concern about any part of the study design, conduct, or research team that a young person, parent or carer, or member of school staff wishes to formalize as a complaint. In all cases we should aim to respond to these in a polite, informative and timely way.

You may respond to a QCC when one is raised; however, you are not required to do so and QCCs should typically be referred to the field manager to follow up.

For each query, concern or complaint presented to you:

1. Acknowledge the QCC
2. Where necessary clarify the details of the query, concern or complaint with the person making it
3. Make a note of the QCC and name and contact details of person making the QCC in the QCC table at the end of the **DCR**
4. If you choose to, respond to the QCC directly, referring to information in the "Responses to frequently asked questions" table below. Otherwise, tell the person making the QCC that you will pass their QCC on to the field manager, who will follow up.
5. Whatever the outcome (whether you have responded to the QCC and it is resolved; you have responded but the QCC requires further follow-up from the field manager; or you have not responded to the QCC and are passing it on the field manager to follow up), finish completing the row of the QCC table at the end of the **DCR**.

Data Collection Record – "Project Respect" Student Follow-up Surveys

Student Outcomes

Outcome	#	Notes
(P) Participated		
(NC) Needs accommodation		Outcome:
(NIC) Not in this class		Found all on other registers ☐ Notes:
(ABS) Absent		Left absence pack for all ☐ Notes:
(OOA) Opted out (ahead of time)		
(OOD) Opted out (day of)		
(NAS) Not at this school		
(IGA) Long absence (since June 2017)		
IGL[1]		
IGC[2]		

Tablets and Surveys

Tablets for students withdrawing consent. *Tick if # matches ECL ("W")* ☐		
Tablet #	**Enrol Code**	**FM note for CTU to delete (tick if yes)**

Tablets failing part-way through. *Tick if # matches ECL ("ST" + "S")* ☐					
Tablet #	**Enrol Code**	**# of last question completed**	**Paper, new tablet, or stopped? (p/nt/s)**	**If "p", include EC & date?**	**If "nt", FM note for CTU**

Tablet #s of tablets failing at start (no data expected) - *take from ECL ("F"):*

Tablet Check: Enter #s for each

A	B	C	D	E	F	G	H
participated	consents	tablets distributed from which data expected	tablets where student withdrew part-way	tablets failed part-way through	Tablets distributed but no data expected (e.g., failed at start)	Paper-only surveys (no tablet)	(C+G) – (D)
If the #s in columns A, B, and H are not the same, please explain:							

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[1] Ineligible (language)

[2] Ineligible (cognitive)

Date:	School:		Fieldworker:	
Year Group:	Classroom Teacher:			
Survey start time:		Survey end time:		

Name	In class today?	Consent received?	Tablet returned?	Outcome	Survey left for ABS?	Notes
	Tick if yes, dash if no			*Use code*	*Tick if yes*	
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
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24.						
25.						
26.						
27.						
28.						
29.						
30.						
31.						
32.						

Fieldworker Notes

1. <u>Questions asked about terms/phrasing or concepts in from survey</u>

2. <u>General observations on student behaviour</u> (e.g., were students laughing? Did they try and talk with each other? Did they seem tired? Did they hold tablets in portrait or landscape? How did they react to the survey?)

3. <u>General feedback</u> (please share any suggestions for improving the survey process)

4. Issues encountered with tablets

Tablet #	What was happening immediately before the error?	Error encountered (as much detail as possible)

5. Complaints, concerns and queries (QCCs)

*A **query** is a substantial question or enquiry about an element of the Project Respect study aim, design, or process where further information is being sought. A **concern** is deemed to be where a young person, parent or carer, or member of school staff expresses a worry about an element of the Project Respect study aim, design, or process, without necessarily seeking further information, but which is not formalized as a complaint. A **complaint** is deemed to be a concern about any part of the study design, conduct, or research team that a young person, parent or carer, or member of school staff wishes to formalize as a complaint. In all cases we should aim to respond to these in a polite, informative and timely way.*

QCCs should typically be referred to the field manager to follow up. You may respond to a QCC in the moment, using the reference information in the **fieldwork SOP**. For each QCC to which you respond and/or which you refer to the field manager, please complete one row of the table below.

QCC Table

Name and contact details of person making QCC and relationship to study *(if student, specify year group; if member of staff, specify position; etc.)*	Indicate whether this was a query, concern or complaint and detail the nature of QCC	Notes	Outcome: Query/ comment resolved, or referred to field manager?

Project Respect Enrol Code Log

Date for fieldwork that will use these codes: _____   Bag: _____

Date enrol codes were set to these tablets: _____   Fieldworker: _____

School: _____   # students in class: _____   # of tablets: _____

Enrol Code	Tablet # (or paper only)	Year	Outcome/notes	Back to LSHTM	Uploaded	Confirmed

F = Failed at start - no data (which) (#_____)

Check: Any discrepancy between # of participants in DCR, and # of tablets distributed?

S = Switched to paper (#_____)

ST = Switched to new tablet (which) (#_____)   **W =** Withdrew part-way (#_____)   **R=**Replacement (for which) (#_____)

Project Respect Enrol Code Log

Enrol Code	Tablet # (or paper only)	Year	Outcome/notes	Back to LSHTM	Uploaded	Confirmed

F = Failed at start - no data (which) (#_____)

S = Switched to paper (#_____)

ST = Switched to new tablet (which) (#_____)   **W** = Withdrew part-way (#_____)   **R**=Replacement (for which) (#_____)