



loudmouth
education & training through theatre

Evaluation Report
Loudmouth Education & Training

**HELPING
HANDS**

**Theatre in Education Programme on
Staying Safe for Years 5 & 6**

Funded by Bracknell Forest Council
March 2018



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Introduction

This evaluation report covers Loudmouth Education & Training's tour of their Helping Hands theatre in education (TIE) programme that took place in March 2018 in targeted Bracknell primary schools. The tour was fully funded by Bracknell Forest Council and we would like to thank Debbie Smith, Safeguarding & Inclusion Team Manager for her support.

Helping Hands looks at positive relationships and staying safe. The performance and workshop uses drama, discussion and appropriate humour to support schools' safeguarding education and help children to stay safe in their interactions with others. This well researched programme draws on Loudmouth's decades of experience in helping children to spot signs of abuse and know where they can go for support.

The session provides a safe and gentle forum for children in Years 5 and 6 to learn how to spot signs of unsafe relationships and different forms of abuse including Child Sexual Exploitation (CSE) and Abuse (CSA), online safety and domestic abuse. The workshops are a forum for children to discuss the issues further with trained professionals.

Loudmouth were given permission by the NSPCC to include their widely used PANTS rule. This simple and safe approach helps children to understand important safeguarding messages. PANTS is an NSPCC campaign designed to keep children safe from sexual abuse, for more information visit nspcc.org.uk/PANTS.

Teaching staff in the participating schools were able to access a term's worth of Loudmouth's online lesson plans to accompany the programme. Teaching staff can use the lesson plans to help them prepare the pupils for the theatre in education sessions and also to run follow up work to consolidate the pupils' learning.



Established in 1994, Loudmouth Education & Training is a theatre company that supports schools and other organisations with their Personal, Social, Health and Economic (PSHE) education programmes. Loudmouth's aim is to help children and young people to have healthy, happy and safe relationships. The company uses drama, interaction and discussion to explore safeguarding and relationship issues that affect children and young people. Loudmouth's education and training programmes are proven to help children and young to challenge attitudes, gain new skills and increase knowledge. Loudmouth has been creating and running programmes on Child Sexual Exploitation since 1998.

Executive Summary

- During March 2018, Loudmouth Education & Training delivered their interactive TIE programme, Helping Hands in primary schools in the Bracknell Forest area.
- Loudmouth ran a total of 10 sessions of Helping Hands.
- We worked with 689 young people aged between 9 and 11 years old.
- Before the Helping Hands session none of the pupils could correctly name all 5 parts of the NSPCC PANTS rule. This rose to 99% after the session.
- The most popular service that pupils could identify after the session was ChildLine, which was the key service highlighted in the session. Awareness of ChildLine rose from 28% to 91% as a result of Helping Hands.
- 99% of pupils stated that they felt that the Helping Hands session helps people to stay safe. The reasons they gave included that they had learnt the PANTS Rule and They had learnt how to stay safe including online safety and they felt they now knew where to go for support.
- 68% of pupils stated that as a result of the Helping Hands session they would act differently in the future, such as being more aware and able to spot different kinds of abuse, being more careful online and telling someone if they are scared or worried about anything.
- 100% of all pupils evaluated as part of this tour said they would recommend the Helping Hands programme to the next year's pupils.
- 100% of teaching staff rated the Helping Hands sessions 'above average' or 'excellent', with 89% stating the programme was 'excellent'.
- 100% of staff and children recorded that they would recommend the programme to other schools.
- All of the staff stated that Helping Hands had increased their groups' knowledge of relevant services that can offer help or support to children affected by these issues.
- All of the teaching staff stated that Helping Hands had increased the groups' knowledge of the issues of unsafe and abusive relationships.
- 100% of teaching staff stated that Helping Hands had taught their pupils new skills around staying safe.
- 100% of staff said that Helping Hands had increased their confidence in delivering work around the issues. 71% of staff stated that Helping Hands had 'greatly' or 'considerably' increased their confidence.

Feedback from Loudmouth Actor/Facilitators

The Loudmouth staff who ran all of the sessions provided an anecdotal report on their experience of delivering the tour, including incidents where some sessions resulted in disclosures from the children.

Their report is as follows:

We filled in a total of 14 disclosure forms during the sessions we ran in Bracknell Forest primary schools. These were a combination of direct disclosures and red flags. One of those has been confirmed is being taken to MASH.

Several of the schools said they really liked the STOP (Several Times On Purpose) model, which they had not seen before, and that they would definitely be following up with lesson plans. STOP is a method children can use to identify bullying. The staff at Holly Spring Junior School, really liked it and would be putting it up in their classroom. They also said that they had had the children write down on post-it notes whether there was anything they wanted to talk about after the workshop, and several of them said Domestic Abuse. They also told us that they tried to do their English lesson after the show but the pupils enjoyed it so much they couldn't stop talking about it!

At College Town Junior School, the pupils in the first workshop went back to their classroom and were reading 'Holes' as a class. The teacher told us that the pupils were able to identify a sexual assault scene (a forced kiss) and their teacher asked them what the character could say, and they all chimed back with 'No means No!'

At Sandy Lane Primary School, a teacher said she was able to take a lot from our approach and would be using the PANTS rule when pupils told her that they didn't feel safe. She said she really liked the way we often turned the pupils' questions back to them, and thought the way we let them identify the problem and solutions themselves was very empowering for them.

Overall a really successful tour, every school was keen to have us back if there was more funding next year.

"The delivery of the performance and workshop were to a high quality with two really great people. They were patient, to the point and kind."

Year 6 Team leader and teacher, Holly Spring Junior School

Conclusions and Recommendations

The evaluation results from the tour have proven that the programme has been very successful and clearly had a positive impact on the pupils and school staff.

All of the learning objectives (see page 19) were met; the children learning the importance of telling a trusted adult if they have any worries or concerns or don't feel safe, the children having increased skills to spot signs of abuse including grooming / child sexual exploitation (CSE) or abuse (CSA), the children having increased knowledge of the NSPCC PANTS rule and other ways to stay safe, the children having increased knowledge of relevant and appropriate services that can support children if they do not feel safe e.g. ChildLine.

One particular thing highlighted by Bracknell Forest Council was that our 'instructions for staff' laminates could ask staff to make sure they are sitting somewhere where they can see the pupils' faces, so that they can pick up on any red flags from their body language. It was also suggested that school staff could be encouraged to do extra follow up work one week and/or one month after the Loudmouth sessions. Staff can use the online lesson plans to support with this.

The evaluation results clearly show the success of the tour, showing that Helping Hands greatly increases the knowledge and skills of the pupils on abusive and unsafe relationships. It is very positive to see the increases in staff's confidence in delivering further work on the issues once they have had Helping Hands in to their school. All staff said they would recommend the programme to other schools and rated the programme highly.

Teachers were impressed with and commented on the importance of having workshops with trained staff, allowing the children to have safe, open and appropriate discussion around the issues. The large number of disclosures demonstrates the importance of this kind of work being done sensitively by Loudmouth staff who are trained safeguarding professionals.

If repeat funding were available next year we would recommend that schools pay a contribution e.g. 25% towards the cost of the sessions as this would enable us to make the funding go further so that we could reach even more schools. In our many years' experience of delivering theatre in education tours we have found that the most successful model for sustainability has been for schools to increase their financial contributions year after year so that they are eventually budgeting to buy in the work themselves without the need for external subsidy. We have also found that schools take the work much more seriously if they are making a contribution, however for this particular tour all the schools seemed to really take on board the value of the sessions for their pupils.

"They did it in a way children would understand. They did drama to help people know if they were in a similar situation. They taught us P.A.N.T.S so we remember what to do." Year 6 pupil

Summary of Activity

The tour took place in March 2018. A total of 10 sessions were delivered for children aged 9 - 11 years, in Bracknell primary schools. The schools received the sessions for free. A total of 689 children participated and the majority were Year 6 pupils (we ran a mixed Year 5/6 session for Pines Primary as it is a small school). Loudmouth ran the 'drop down' format which consisted of an hour long performance to a whole year group, followed by consecutive 20-30 minute workshops with a class at a time (up to 35 pupils).

Date of Session	School Name	Number of sessions	Year Group	Number of children
19/03/2018	Owlsmoor Primary School	1	6	74
19/03/2018	Wooden Hill Primary and Nursery School	1	6	50
20/03/2018	Birch Hill Primary School	1	6	60
20/03/2018	Holly Spring Junior School	1	6	90
21/03/2018	Harmans Water Primary School	1	6	77
21/03/2018	Pines Primary School	1	5/6	60
22/03/2018	Sandy Lane Primary School	1	6	76
22/03/2018	Wildridings Primary School	1	6	58
23/03/2018	College Town Junior School	1	6	54
23/03/2018	Meadowvale Primary School	1	6	90
		10		689



Qualitative Feedback From Staff Evaluations

"Interactive and gave pupils opportunities to discuss issues and emotions. Pupils could share what they already knew and ask questions."

"Very clear examples. Great characters that relate to children's age. Friendly actors, very organised, well run and professional."

"Covered key issues that children need to understand about relationships. Good clear understanding the PANTS rule. Opportunities for the children to discuss the session and their feelings."

"Full of energy, relevant and child friendly. Clear messages, well delivered and accessible."

"Honest discussion. Safe platform to air questions and discuss concerns. Opportunities for further discussion outside of session. Age appropriate – said enough without saying too much."

"Really positive to see issues addressed carefully and to reach children at 'their level'."

Great, interactive way to teach children about a difficult topic. Children were very engaged throughout both sessions. Loved PANTS!"

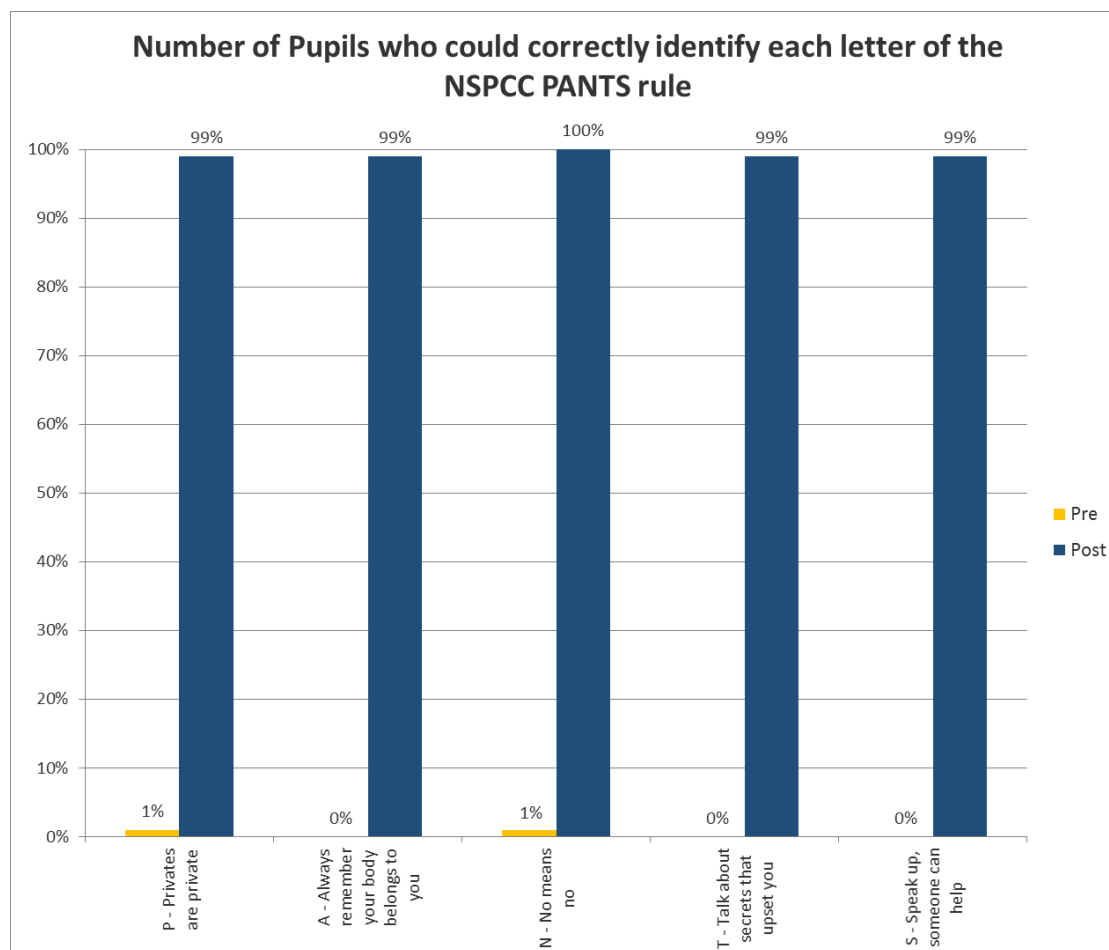
"Really clear and listened to the children's answers and input. Thought the gaming scene was great because gaming has increased with the children so was good to explore safety in this."

"Children were engaged. Informative, handled sensitive topics perfectly. Children came away having enjoyed it and learnt something."

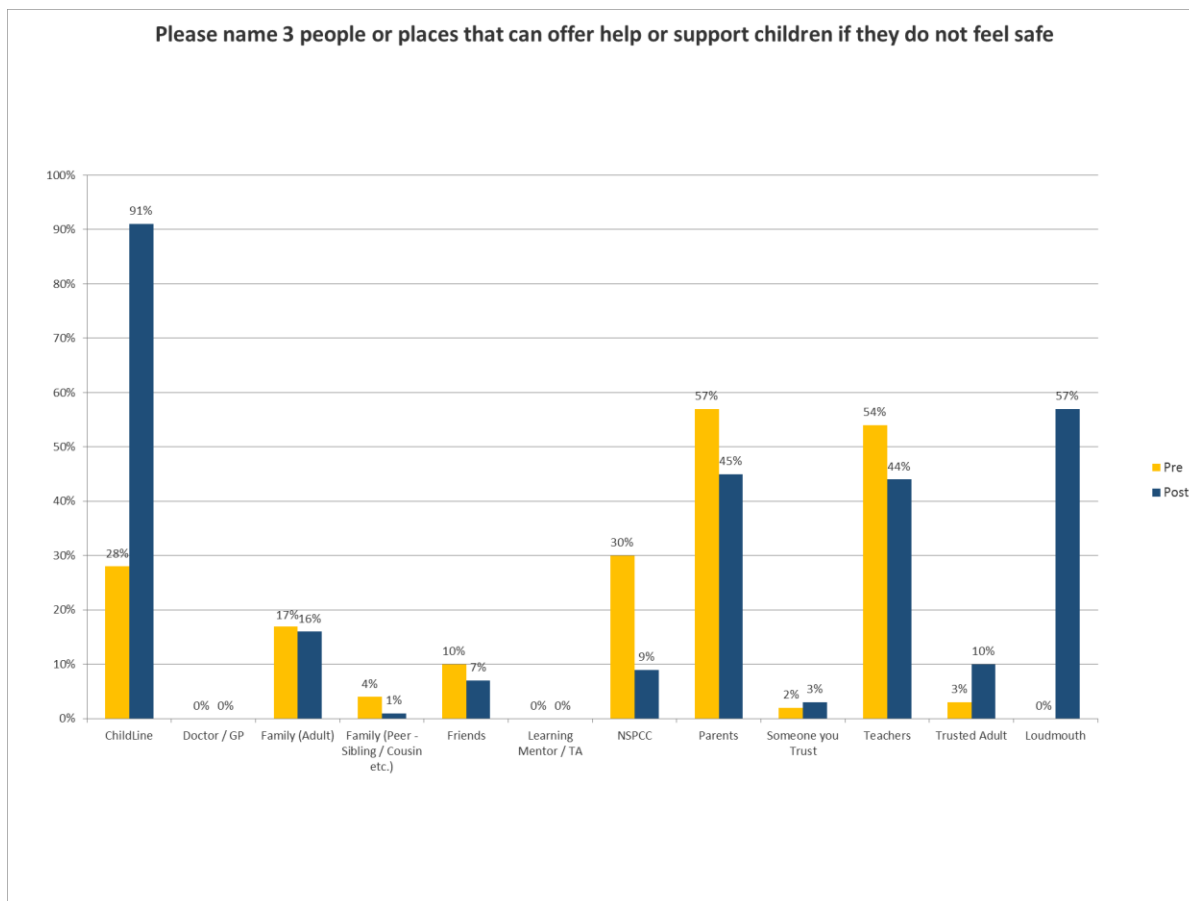


Pupil Evaluation Results

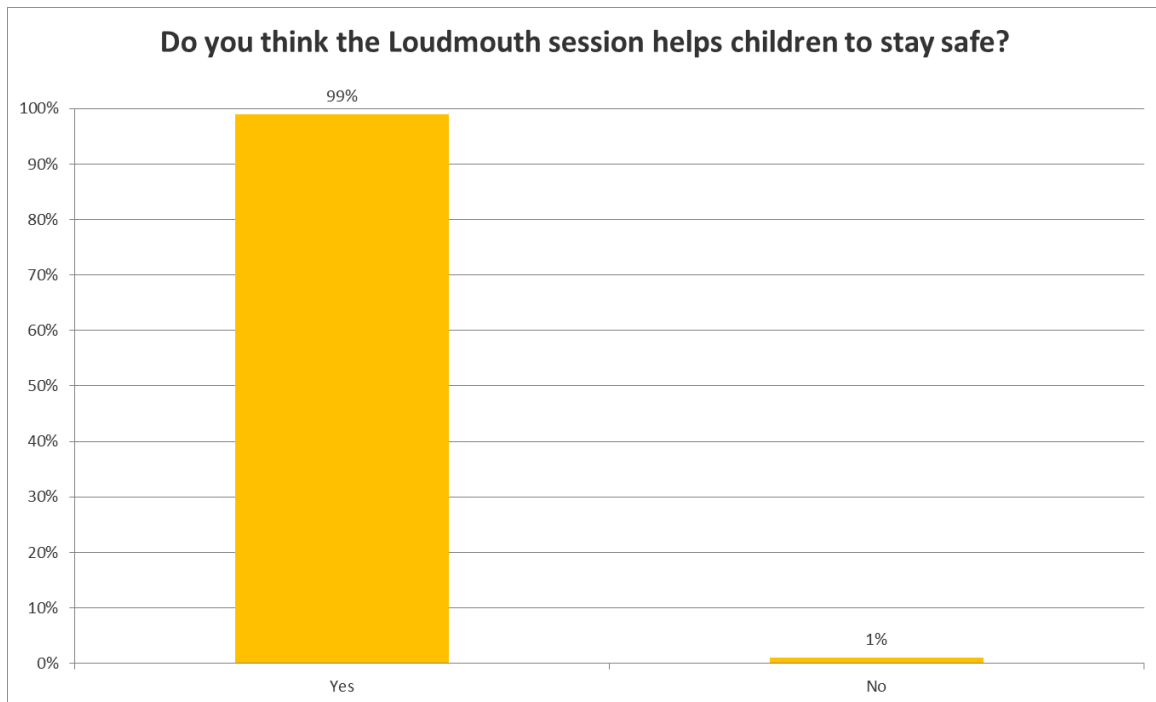
Pupils from all the participating schools were asked to fill in evaluation forms before (pre) and after (post) the Helping Hands sessions. The results are as follows:



Before and after the Helping Hands sessions the children were asked to identify what each of the letters of the NSPCC PANTS rule stood for. 1% could identify P stands for "Privates are private" and 1% could identify N stands for "No means no". After the Helping Hands sessions this rose to 99% being able to identify "Privates are private" and 100% "No means no". None of the children could identify what the other letters A, T and S stood for before the sessions. After the sessions 99% knew that A stood for "Always remembers your body belongs to you", 99% had learnt that T stands for "Tell someone about secrets that upset you" and 99% had learnt that S stands for "Speak up, someone can help". Before the session, none of the children could identify all 5 parts of the NSPCC PANTS rule, this rose to 99% at the end of the session.



The children were asked to name 3 people or places that can offer help or support to children if they do not feel safe. The main changes from before the sessions and after were the increased number of children naming ChildLine as a place that can give help and support. During the sessions we signpost the children to ChildLine, teaching them the phone number and giving key facts about the service. 28% of the children named ChildLine before the sessions, this rose to 91% identifying ChildLine after seeing Helping Hands. 57% of pupils identified Loudmouth - we signpost pupils to our website which hosts links for ChildLine and a number of other support organisations. We also encourage the children to talk to a trusted adult in school, the community or in their household. Parents and teachers remained the two next highest sources of support identified by the children after the session, also the number of children identifying trusted adults rose by 7%.



After the session, 99% of the children recorded that they felt that Helping Hands helped children to stay safe. Some of their many responses are below.

"I think it does help because if someone didn't feel safe they could use the PANTS rule."

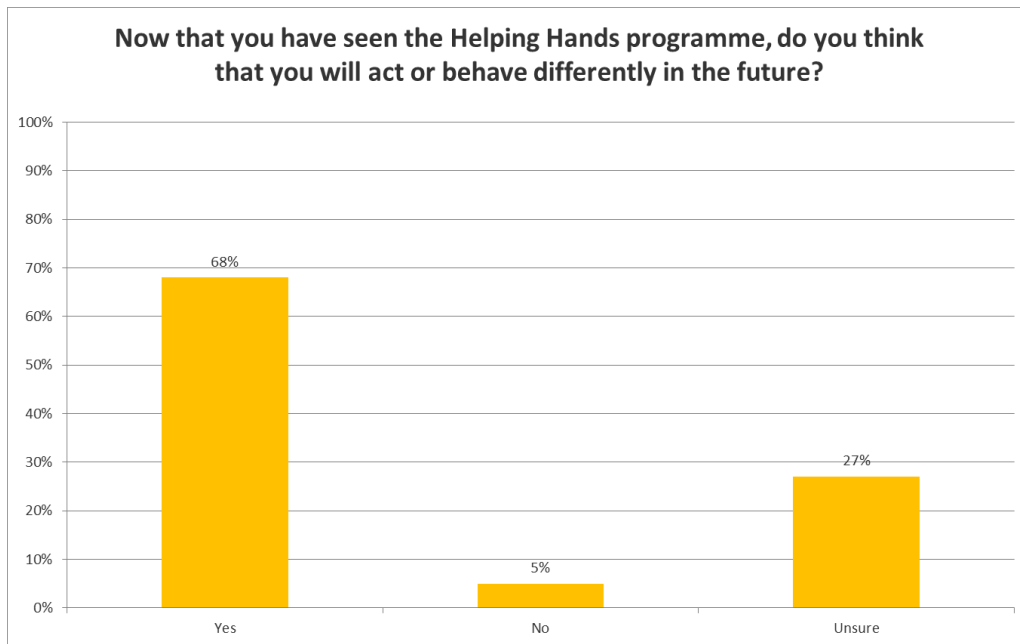
"Because we know that we can call ChildLine and talk to someone."

"It told me how to be safe online and outside of school."

"Because I now know about the PANTS rule which I didn't before."

"Because they explain all the places or people you can get help from."

"Because it shows you the worst case scenario if you do unsafe things, then they tell you how to keep safe and deal with it."



68% of the children surveyed after the Helping Hands sessions said that as a result of the programme they would act or behave differently. The main themes that came out were that the children would be more aware and able to spot different kinds of abuse, being more careful online and telling someone if they are scared or worried about anything.

Here are a few examples of the children's thoughts. As a result of seeing Helping Hands, I...

"Will make sure others are ok, be kind and never let people make you do stuff that you don't want to."

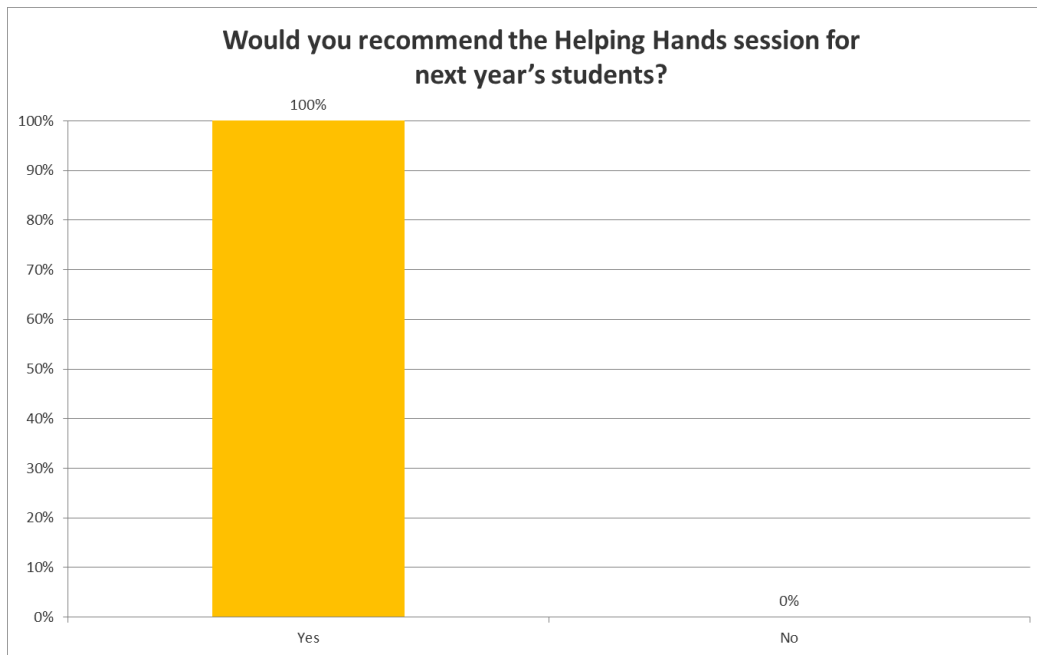
"Know how to recognise different abuses."

"Will be following the PANTS rule."

"Will stop my game on Minecraft if someone is saying inappropriate things, I will turn chat off."

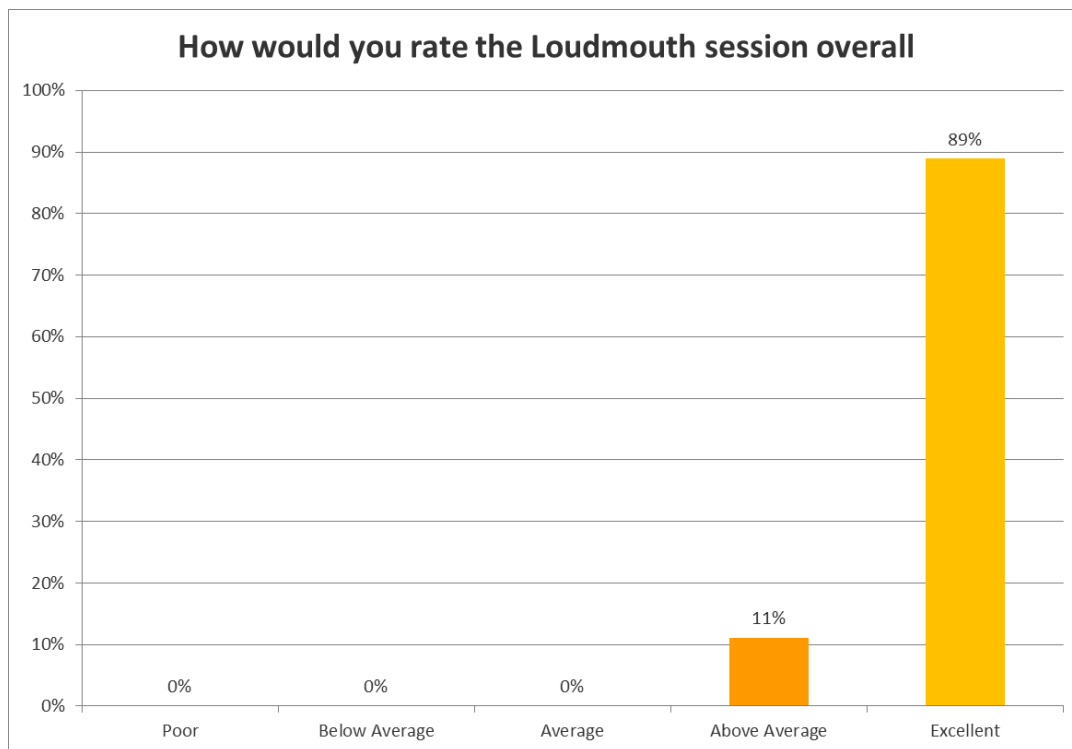
"Now know that I shouldn't trust people that I don't know or who are online; I shouldn't do inappropriate things for people."

"Will tell someone if I'm scared."



100% of the children surveyed would recommend the session for next year's pupils.

Teaching Staff Evaluation Results



Members of staff were asked how they rated the Helping Hands session. 100% rated it 'above average' or 'excellent', with 89% stating it was 'excellent':

"Engaging, light hearted at the right moments. Poignant without preaching."

"It covered some really important topics but in a child-friendly way. It covered serious issues but the element of fun engaged the children and helped get the key messages across in a memorable way."

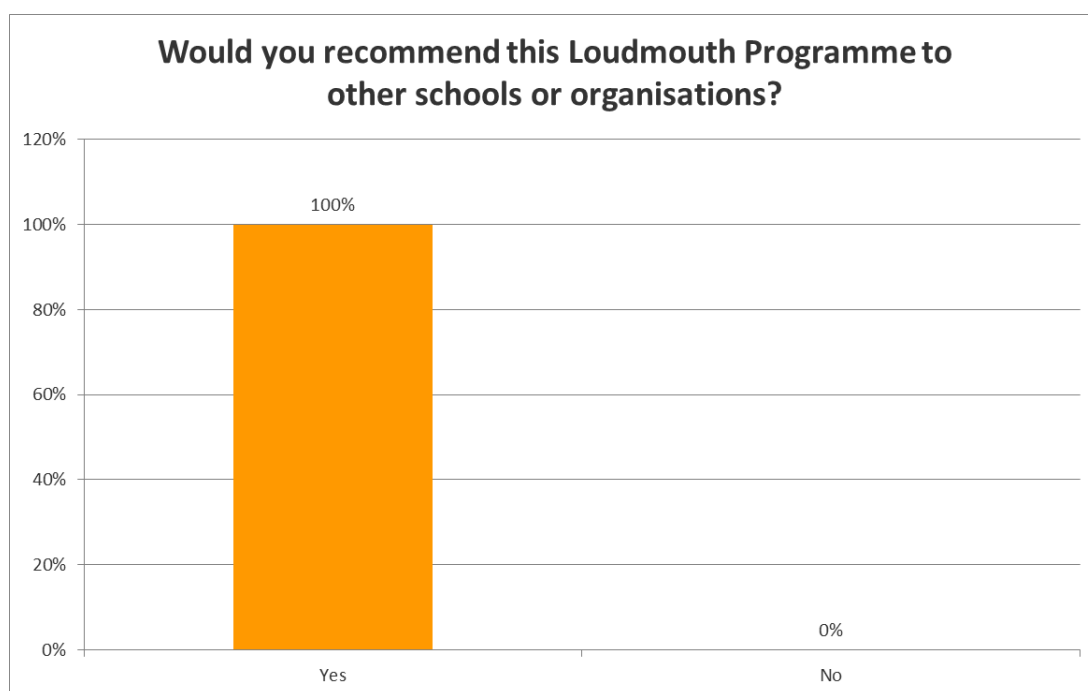
"It was really well put together, the two people leading the session were engaging and kept the pupil's interested, and it was all very relevant."

"Related to the children. Could feel the atmosphere change during the drama."

"Good, clear advice given in an appropriate age related way. Safe environment for them to discuss issues."

"The children were engaged throughout the performance and excited to join in with the workshops."

"Children were engaged throughout and very willing to participate in both the production and workshop."



100% of staff would recommend Helping Hands to other schools and organisations:

"It is such an important issue and can affect children in so many ways. Educating children through examples and honest discussion seems to be very useful and encourages further discussion."

"Loudmouth teaches issues in a fun way. The children listened and learned more through this style of teaching."

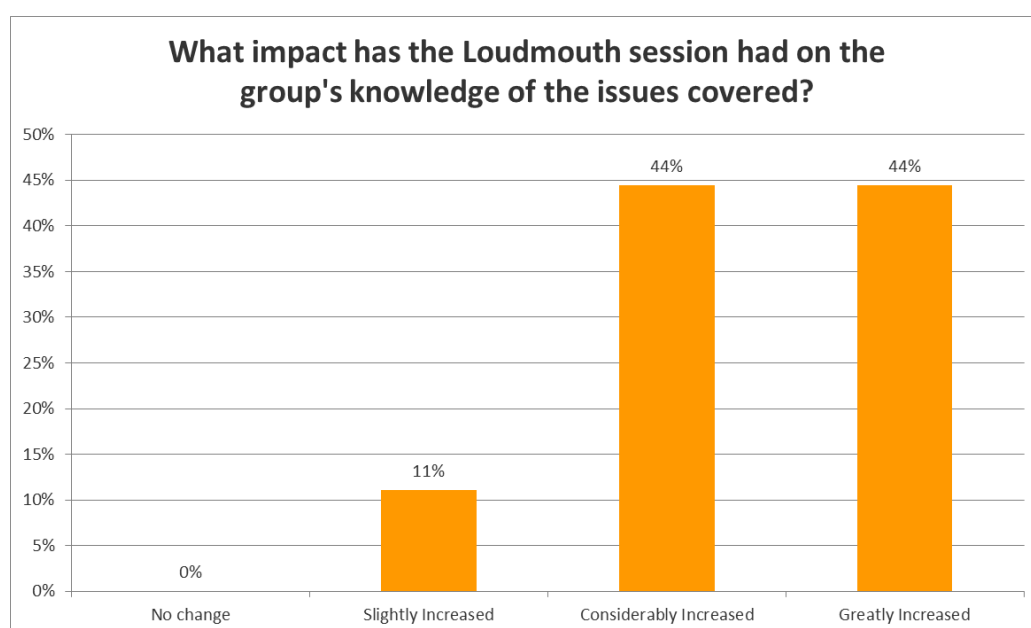
"Talks about issues that children of this age find it difficult to talk about. Safe environment."

"Children need to know how to deal with different situations – better from a different adult than teachers."

"For schools where these issues are occurring or vulnerable this can get through to children easier than just in class. The children responded differently."

"These messages are so key for children and the way in which it was delivered was engaging and appropriate for children in year 5 and 6."

"A great way to educate children about the PANTS rule in a safe, child-led way."



All staff who answered the survey recorded that the Helping Hands session had increased the group's knowledge of the issues, with 88% stating that it had been 'greatly' or 'considerably' increased:

"Greater awareness of where to get support and to be safe and alert."

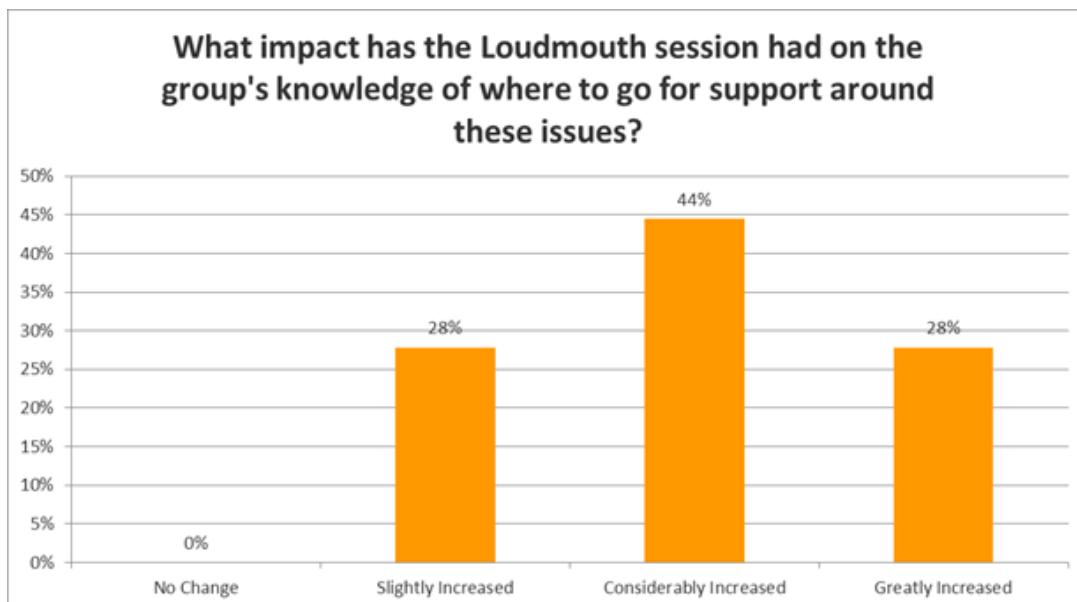
"Children understand the issues that happen but the discussion after allowed the children to learn more about to what to do in these situations."

"Children were able to give fantastic, clear explanations and have honest discussions."

"Great, child friendly and relevant scenarios. They could really identify with the characters and so the situations became more relevant to them."

"We discussed it afterwards and the children were able to relay information."

"Advice – action – strategies. What is not ok – and knowing it is not ok. The workshops were excellent and very needed after the performance."



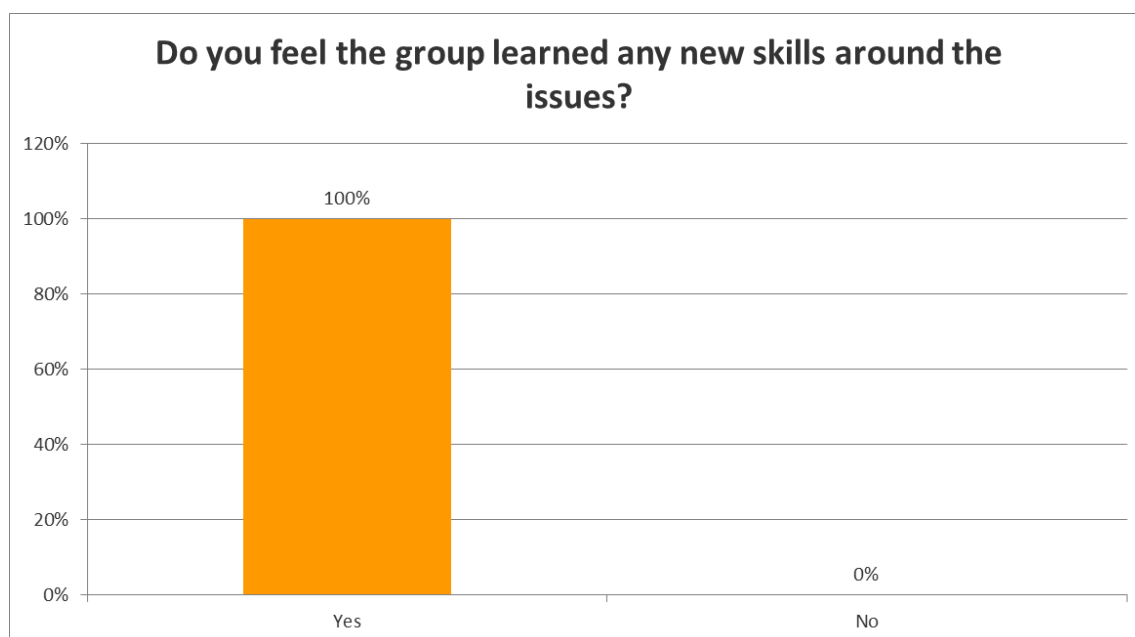
All staff felt that the session had increased the children's knowledge of where to get support on these issues of abuse and unsafe relationships, with 72% stating that it had 'considerably' or 'greatly' increased.

"Confidence to go to trusted adults or remembering the ChildLine number."

"Children were able to confidently list people/organisations for support."

"Children had to come up with their own solutions at times."

"They now know to come to look for help with Loudmouth, and they said they now remember the ChildLine number."



100% of staff stated that the Helping Hands session had taught the children new skills:

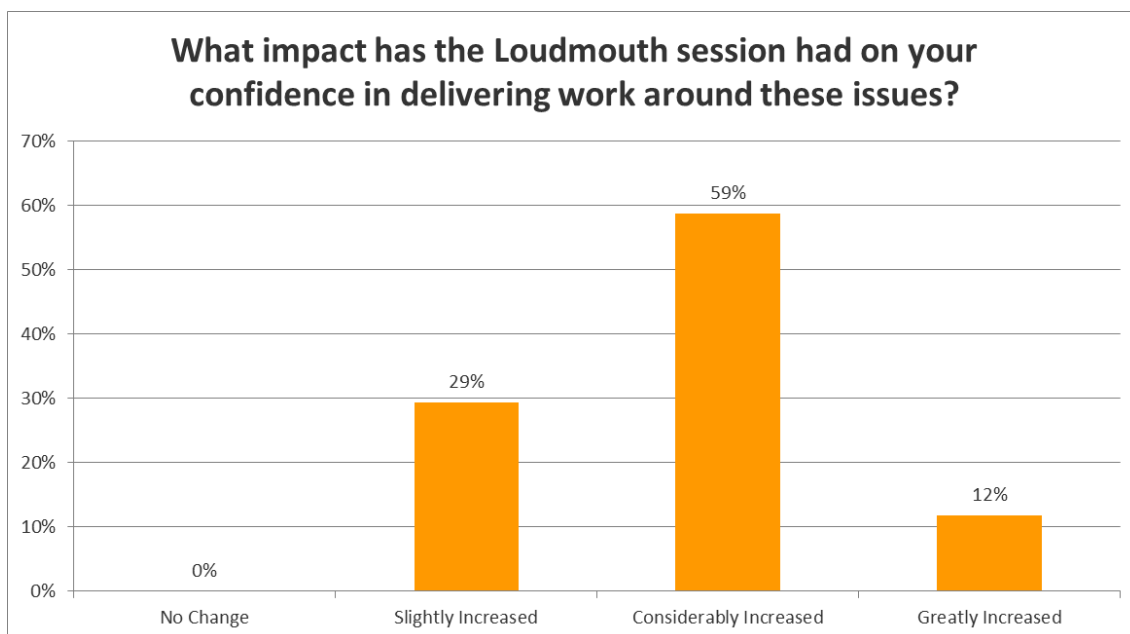
"Confidence to ask for help or knowing how to minimise risk eg. Blocking people online."

"Clear advice and ideas on practical things that they can do if they feel unsafe."

"Using their voice to empower others."

"How to act if something doesn't feel right. Trusting that feeling to act and speak out."

"To get to these answers by themselves before it gets too far."



100% of staff said that Helping Hands had increased their confidence in delivering work around the issues. 71% of staff stated that Helping Hands had 'greatly' or 'considerably' increased their confidence:

"A platform to build on topics by relating it back to the performances."

"I liked the added fun element which helped make the sessions memorable"

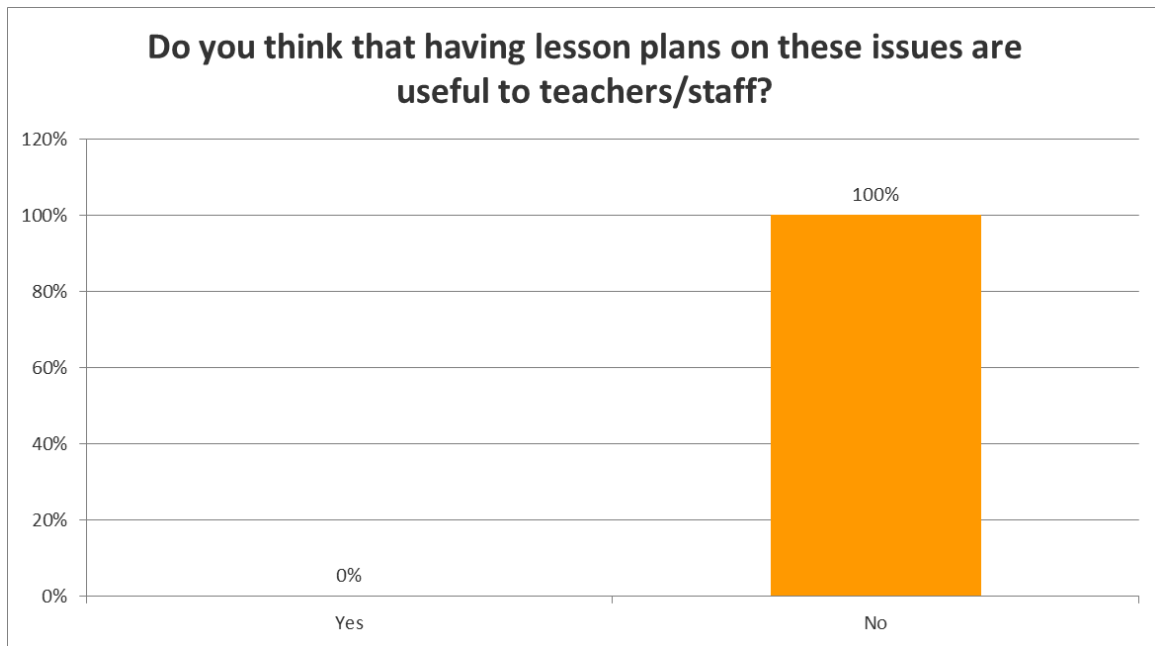
"Can use PANTS phrasing and can refer back to different scenes."

"Helped me feel more able to generate discussion surrounding these issues."

"Seeing how the children responded positively helps us to model and teach in the same way."

"I have a platform to continue discussions, using the same language."

"Nice to see how an important topic can be delivered in an interactive and engaging format."



100% of staff said they thought that having lesson plans on these issues are useful:

"These are useful for gaining confidence in talking openly about abuse or difficult situations."

"So that we can develop support and understanding further, especially if issues arise later."

"Gives us a clear understanding of what to teach and ideas to support our own planning."

"Areas that the children express worries or further issues, this gives advice to us in a way that gets through to them. Thank you for them!"

"It's helpful to know what should be taught so that nothing is left out – in addition to this, it helps to understand how much time should be given to the topic."

Helping Hands Learning Objectives

Attitudes and Values

- Children have an increased awareness of what makes a safe and healthy relationship.
- Children have an increased awareness that if people are affected by abuse that it is not their fault.
- Children have increased awareness that everyone has a right to feel safe all the time.
- Children have increased awareness of the importance of telling a trusted adult if they have any worries or concerns or don't feel safe.

Skills

- Children have an increased ability to identify signs of abuse including grooming / child sexual exploitation (CSE) or abuse (CSA).
- Children have an increased confidence in telling a trusted adult if they feel unsafe.
- Children have an increased ability to stay safe online.

Knowledge

- Children have increased knowledge of the NSPCC PANTS rule* and other ways to stay safe.
- Children have increased knowledge of relevant and appropriate services that can support children if they do not feel safe e.g. ChildLine.

** PANTS is an NSPCC campaign designed to keep children safe from sexual abuse, for more information visit [nspcc.org.uk/PANTS](https://www.nspcc.org.uk/PANTS).*

For further information about Loudmouth Education & Training;

info@loudmouth.co.uk

0121 446 4880

www.loudmouth.co.uk

