



loudmouth
education & training through theatre

**Theatre in Education Tour
to support
Child Exploitation Education
In
Rotherham
Academic Year 2018-19**

Written by Caroline Bridges, Business Growth Manager, Loudmouth Education & Training

August 2019



Introduction

This evaluation report is feeding back on a theatre in education project that took place during the academic year of 2018-19. The project was to use a Theatre in Education (TIE) programme to support Personal, Social, Health & Economic Education (PSHE), specifically child exploitation awareness, in Rotherham secondary schools.

The tour was delivered by Loudmouth Education & Training using their TIE programme Working For Marcus, designed to educate on child exploitation.

The tour was funded by Rotherham School Improvement Services (RoSIS) and we would like to thank Fiona Radford, Business Manager, RoSIS, for her support.

Established in 1994, Loudmouth Education & Training is a theatre company that supports schools and other organisations with their PSHE. 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 issues that affect children and young people. Loudmouth's education and training programmes are proven to help learners to challenge attitudes, gain new skills and increase knowledge.

*"It teaches us in a creative way, that engages us more than a presentation."
Year 9 Student*

Executive Summary

- During the academic year of 2018-19 Loudmouth Education & Training ran a total of 10 theatre in education sessions of Working For Marcus in mainstream and special secondary schools in Rotherham.
- We visited 8 schools, delivering in each mainstream school a drama performance for a whole year group, with interactive workshop element. Special schools received a 90-minute performance and workshop for a class sized group.



- The tour dates were as follows:

Date	School	Number of sessions	Year Group	Number of participants
16-May-19	Newman Special School	1	8 - 11	30
23-May-19	Milton Special School	1	8 & 9	20
13-Jun-19	Milton Special School	1	10	20
13-Jun-19	St Bernards Catholic High School	1	8 & 9	273
25-Jun-19	Maltby Hilltop Special School	1	11 +	17
25-Jun-19	St Pius X Catholic High School	1	9	130
26-Jun-19	Wales High School	1	8	313
26-Jun-19	Wales High School	1	9	303
03-Jul-19	Brinsworth Comprehensive School	1	9	250
04-Jul-19	Wingfields Academy	1	9	150
			Total:	1506

- We worked with 1,506 young people aged 12 to 19 years old.
- We provided each school with access to over 100 online lesson plans.
- A sample group of students at each school was asked to complete post-session evaluation forms, as were teaching staff who were present during the sessions.
- After participating in the Working For Marcus sessions, 83% of the young people said they felt their knowledge of exploitation/grooming was "Good" or "Excellent".
- After participating in the Working For Marcus session, 95% of pupils reported that they felt "Confident" or "Very confident" about spotting the signs of child exploitation.
- After the session the young people listed the key organisations to which we signpost them during the Working For Marcus session; Childline, Loudmouth website (which hosts a number of links to support organisations) and Rotherham Safeguarding Children's Board. The top 10 answers given by the pupils are as follows:

Childline	93%
Teachers/School	38%
Loudmouth	32%
Police	32%
Rotherham LSCB	29%
Say Something (NWG)	24%
Parents/Carers	9%
Other	9%
GP	4%
Barnardos	2%

- 100% of young people thought the Loudmouth session helps people to stay safe from sexual exploitation/grooming. Some of the reasons given are as follows:

"It tells us what to look out for - the signs of what happens if someone is grooming you."

"It gives clear ways of how it can occur. The question time at the end also gives a good insight. "

"Because it shows the possible outcomes of speaking to strangers online."

"It shows how exploitation can begin and shows how a person can become isolated."

- 58% of the students said they would act or behave differently as a result of participating in the Working For Marcus programme:

"I would be VERY careful around strangers and on social media."

"I will check who friends requests me and block if not known."

"I will keep an eye out on people who I think could be being exploited."

"I will make sure I know their background to make sure they're a safe person. Discuss with my parents about the situation."

"I will be a lot more cautious when going out."

"I wouldn't accept just anyone on Xbox."

"I will report anything I see that's wrong."

- 96% of the young people said they would recommend the programme for next year's students.
- On a scale rating of poor, below average, average, above average and excellent, 88% of staff rated the programmes as "Excellent". 13% recorded that they thought the programme was "Above average":

"Covered key aspects of PSHE in an amazing and inclusive way."
Teacher, Milton School

"Very current and appropriate to the age of the students. Interactive. Excellent Q&A hotseating session at the end."
Head of PSHE, St Pius X School

"Students kept focused throughout the excellent performances from "Caz" and "Marcus" and it highlights the different situations they may come across, e.g. Facebook, stranger danger."
Cover Supervisor, Newman Special School

- 100% of staff said they would recommend the Loudmouth programmes they saw to other schools and organisations.

- All staff who answered agreed that the programme had increased their groups' knowledge of the issues covered, with 57% stating they felt the programme had "Greatly" increased their groups' knowledge.
- 100% of staff agreed that the programme had helped their students learn new skills.
- 100% staff who answered felt that the session had increased the groups' knowledge of where to go for support around the issues the programme covered. 40% felt the programme had "Greatly" increased and 40% said it had "Considerably" increased this knowledge.
- 72% of staff who answered felt that the programme had increased their own confidence in delivering work on the issues. 29% of staff recorded that it had "Greatly" increased their confidence in this area and 14% said it had "Considerably" increased their confidence.
- 100% of staff who answered felt that lesson plans on these issues are useful. Loudmouth supplies a password to their website to all participating staff that gives staff access to all the Loudmouth lesson plans.

Conclusions and Recommendations

The tour has proved to be very successful and clearly had a positive impact on the young people and school staff. The quality of the TIE programme was commented upon with 96% of young people recommending the work for future year groups and 100% of teaching staff saying they would recommend the work to other organisations.

All of the learning objectives were met by the vast majority of the participants, who learnt key information, skills and positive attitudes to support them to have healthy and safe lives. The evaluation report shows that the TIE programme run by Loudmouth gave knowledge and confidence to participants on the issues involved and increased school staff's confidence in delivering further work on the issues.

The report also demonstrates that this approach of using TIE is a powerful way to communicate key messages about who to go to for support around the issues. The key organisations that we flag up during the sessions came out in the five top in the evaluation.

We were pleased with getting the programme into four schools that we hadn't worked in before; Brinsworth Academy and all three of the special schools.

In conclusion, the learning from the programme both for the participants and staff was very beneficial, with students learning how to spot the early signs of grooming and exploitation, and sources of help and support.

Schools received 100% funding for the sessions. RoSIS initially asked each RoSIS-subscribing school for a contribution of £350 + VAT however this condition was removed by RoSIS due to low uptake. We feel that the low interest may have been because the funding was confirmed quite late in the academic year and their budgets for 2018/19 had already been allocated. Whilst they were interested in having the programme they were unable to find the funds to pay the contribution and so once the fee was lifted, eight out of a possible ten schools booked the programme.

If repeat funding is available in 2019/20 we would still recommend asking schools for a financial contribution (if they are given sufficient notice for budgeting), as this makes the funding go further and we could potentially reach more young people. We would be happy to be consulted on the amount schools might be charged, as we have many years of experience in managing repeat tours where school payments are staircased annually.

School contributions are also advisable in terms of sustainability, as it will enable schools to start thinking about how they might pay in full for this type of work in future years, particularly with the approach of statutory RSE in September 2020.

For more information about this tour or any of Loudmouth's work
www.loudmouth.co.uk info@loudmouth.co.uk 0121 446 4880