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education & training through theatre

Evaluation of Theatre in Education Tour on Child Exploitation Awareness & Prevention and Staying Safe in Warwickshire Academic Year 2022-23

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July 2023



Introduction

This evaluation report feeds back on a theatre in education project that took place during the academic year of 2022-23. The project was to use Loudmouth Education & Training's Theatre in Education (TIE) programmes, Working for Marcus, on child exploitation and Helping Hands, on staying safe in on and offline relationships. The aim was to work with pupils in schools and non-mainstream educational venues in Warwickshire to support their Relationships, Sex and Health Education (RSHE) and safeguarding education.

The tour was funded by Warwickshire County Council and we would like to thank Taljit Johal 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, both young and old, to challenge attitudes, gain new skills and increase knowledge.



"Upbeat, positive, interesting, funny, engaging, informative, relatable, great examples about consent. So much shown in such a short time. Fantastic for all to have available at school. Brill!"

- Teacher, Curdworth Primary School

"Loudmouth sessions help children because they teach you about the PANTS rule and teach children in a fun way such as a songs and amazing performances."

- Year 6 pupil, Shrubland Street Primary School

1) Summary of Activity

- During the Autumn term of 2022 and Spring term of 2023, Loudmouth Education & Training ran 96 sessions of their theatre in education programmes, Working for Marcus (secondary age programme) on child exploitation and Helping Hands (primary age programme), on staying safe in on and offline relationships.

Helping Hands is a gentle programme for years 4-6, (8-11 year olds). The programme explores child exploitation and abuse, online safety and domestic abuse. The performance is a montage of scenes to illustrate the NSPCC PANTS rule:

P - Privates are private.

A - Always remember your body belongs to you.

N - No means no.

T - Talk about secrets that upset you.

S - Speak up, someone can help.

<https://www.loudmouth.co.uk/programmes/programme/helping-hands>

Loudmouth's Safe Team guide the year group through the rule, with drama scenes in between. Pupils talk to one character from the drama to give them advice using the PANTS rule they have learnt. In the workshop the pupils go over the PANTS rule and the feelings the characters in the dramas had when they didn't feel safe, including what physical signs their bodies were giving them. The facilitators gently explore with the children the different types of abuse shown in the play, including child exploitation (county lines and child sexual exploitation), child abuse, domestic abuse and inappropriate touch. The children learn how to create their own support network on their hands. The session ends with the children learning where to go for support if they feel unsafe.

Working for Marcus is a theatre in education programme designed for Year 8 (age 12) upwards. It uses drama and discussion to raise awareness of child exploitation including child criminal exploitation - county lines, child sexual exploitation, grooming, modern slavery and trafficking.

The programme uses two well researched dramas - one is about Mikey, who tells how he was groomed into running county lines, about the gang culture, selling drugs, violence and carrying a knife and now that he is out of it, he can see how he was targeted and groomed. The second drama follows the story of Caz, 15, who believes in her boyfriend, Marcus. It shows the process of how Marcus grooms her into CSE and how Caz comes to recognize the situation and eventually leaves. The dramas highlight how perpetrators target young people's vulnerabilities, how victims and perpetrators can be anyone e.g. gender, ethnicity, age, and the laws around coercive and controlling behaviour.

The students have the opportunity to ask Mikey and Caz questions about their experiences to help raise empathy for victims of exploitation. The workshop explores the

stories further to help the students spot the signs of grooming, see the impact of child exploitation, and know where to go for help and support if needed.

<https://www.loudmouth.co.uk/programmes/programme/working-for-marcus>

- The programmes were delivered using a range of formats depending on what the schools required. We ran 55 Year In A Day (YIAD) sessions where we perform to the whole or half a year group followed by class sized workshops over a half or full day. We ran 40 Class at a Time (CAAT) sessions where the performance and character Q&A or 'hotseat' and workshop is run with up to 40 students maximum. We ran 1 Large Group Performance and Workshop (LGPW); this is where a school or college can only give us a limited time and so we run the performance, hotseat and part of the workshop with a whole year group all together.
- The programmes were offered to all schools in Warwickshire.
- We worked with a total of 10,888 children and young people aged 8 – 18. 52 sessions of Helping Hands were delivered in 34 primary schools and 44 sessions of Working For Marcus in 23 secondary venues (including 2 special schools), a total of 96 sessions in 78 venues. There was a good spread of sessions across 6 Warwickshire boroughs: North Warwickshire, Nuneaton & Bedworth, Rugby, Stratford-On-Avon and Warwick.

Sub Area	Date	Programme	School	Venue Type	Year Group	Number of Students
North Warwickshire						
	12/10/2022	Helping Hands	Wood End Primary School	Primary School	4	23
	12/10/2022	Helping Hands	Wood End Primary School	Primary School	5	25
	20/10/2022	Helping Hands	Curdworth Primary School	Primary School	5 & 6	30
	20/10/2022	Helping Hands	Curdworth Primary School	Primary School	6	16
	09/11/2022	Helping Hands	Warton Nethersole's CE Primary School	Primary School	5	30
	09/11/2022	Helping Hands	Warton Nethersole's CE Primary School	Primary School	6	39
	14/11/2022	Helping Hands	Dordon Primary School	Primary School	5	32
	14/11/2022	Helping Hands	Dordon Primary School	Primary School	6	30
	28/11/2022	Helping Hands	Outwoods Primary School	Primary School	5 & 6	125
	18/11/2022	Working for Marcus	Kingsbury School	Secondary School	8	132
	25/11/2022	Working for Marcus	Kingsbury School	Secondary School	9	140
	02/12/2022	Working for Marcus	Kingsbury School	Secondary School	10	150
	07/12/2022	Working for Marcus	The Coleshill School	Secondary School	8	220
	08/12/2022	Working for Marcus	The Coleshill School	Secondary School	9	220
	09/12/2022	Working for Marcus	The Coleshill School	Secondary School	10	220
Nuneaton & Bedworth						
	22/09/2022	Helping Hands	Weddington Primary School	Primary School	5 & 6	155

	03/10/2022	Helping Hands	Chetwynd Junior School	Primary School	5 & 6	181
	06/10/2022	Helping Hands	Our Lady & St Josephs RC Junior School	Primary School	5 & 6	140
	04/11/2022	Helping Hands	Discovery Academy	Primary School	KS2	20
	23/11/2022	Helping Hands	Exhall Junior School	Primary School	5 & 6	89
	29/11/2022	Helping Hands	Middlemarch Primary School Coventry	Primary School	5	55
	12/12/2022	Helping Hands	St Michael's Church of England Academy	Primary School	5 & 6	120
	10/01/2023	Helping Hands	Queens CE Academy	Primary School	5 & 6	90
	23/01/2023	Helping Hands	Croft Junior School	Primary School	5	81
	03/10/2022	Working for Marcus	The George Eliot Academy	Secondary School	10	180
	06/10/2022	Working for Marcus	The George Eliot Academy	Secondary School	9	200
	07/10/2022	Working for Marcus	The George Eliot Academy	Secondary School	8	200
	10/10/2022	Working for Marcus	St Thomas More Roman Catholic School	Secondary School	8	170
	17/10/2022	Working for Marcus	St Thomas More Catholic School	Secondary School	8	170
	04/11/2022	Working for Marcus	Discovery Academy	Special school	KS3/4	20
	15/11/2022	Working for Marcus	Etone College	Secondary School	9	198
	29/11/2022	Working for Marcus	St Thomas More Roman Catholic School	Secondary School	11	170
	01/12/2022	Working for Marcus	Hartshill School	Secondary School	8	180
	20/01/2023	Working for Marcus	Nicholas Chamberlaine School	Secondary School	8	260
	24/01/2023	Working for Marcus	Nicholas Chamberlaine School	Secondary School	9	216
	26/01/2023	Working for Marcus	Nicholas Chamberlaine School	Secondary School	10	260
	30/01/2023	Working for Marcus	Arc School Ansley	Secondary School	Mixed	28
	30/01/2023	Working for Marcus	Arc School Ansley	Secondary School	Mixed	20
Rugby						
	09/09/2022	Helping Hands	Bilton CE Junior School	Primary School	5 & 6	210
	10/11/2022	Helping Hands	St Matthew's Bloxam CE Primary School	Primary School	5	31
	10/11/2022	Helping Hands	St Matthew's Bloxam CE Primary School	Primary School	6	31
	11/11/2022	Helping Hands	Abbots Farm Junior School	Primary School	5 & 6	132
	17/11/2022	Helping Hands	Riverside Academy	Primary School	6	30
	17/11/2022	Helping Hands	Riverside Academy	Primary School	5	30
	15/12/2022	Helping Hands	Eastlands Primary School	Primary School	6	30
	15/12/2022	Helping Hands	Eastlands Primary School	Primary School	5	30
	11/01/2023	Helping Hands	Cawston Grange Primary School	Primary School	5&6	128
	19/01/2023	Helping Hands	Brooke School	Primary School	7-13	8
	19/01/2023	Helping Hands	Brooke School	Primary School	7-13	8
	26/01/2023	Helping Hands	Brooke School	Primary School	7-13	8

				Secondary School		
	22/09/2022	Working for Marcus	Lawrence Sheriff School	Secondary School	9	150
	04/10/2022	Working for Marcus	Harris Academy	Secondary School	8	196
	21/10/2022	Working for Marcus	Rugby Free Secondary School	Secondary School	9	180
	03/11/2022	Working for Marcus	Rugby High School	Secondary School	10	120
	25/11/2022	Working for Marcus	Harris Academy Rugby	Secondary School	10	150
	13/01/2023	Working for Marcus	Harris Academy Rugby	Secondary School	9	160
	19/01/2023	Working for Marcus	Bilton School	Secondary School	9	226
	25/01/2023	Working for Marcus	Ashlawn School and Science College	Secondary School	8	254
	26/01/2023	Working for Marcus	Bilton School	Secondary School	8	210
	02/02/2023	Working for Marcus	Bilton School	Secondary School	10	180
Stratford-on-Avon						
				Primary School		
	15/09/2022	Helping Hands	Southam Primary School		5 & 6	100
	07/10/2022	Helping Hands	Studley St Mary's CE Academy	Primary School	5 & 6	110
	03/11/2022	Helping Hands	Stratford Upon Avon Primary School	Primary School	5	31
	03/11/2022	Helping Hands	Stratford Upon Avon Primary School	Primary School	6	32
	31/01/2023	Helping Hands	Great Alne Primary School	Primary School	5&6	22
	31/01/2023	Helping Hands	Welcombe Hills School		6-11	20
				Secondary School		
	02/12/2022	Working for Marcus	Henley In Arden School		8	200
	31/01/2023	Working for Marcus	Welcombe Hills School	Special School	8-11	20
	11/05/2023	Working for Marcus	Alcester Academy	Secondary School	9	130
Warwick						
	29/09/2022	Helping Hands	Budbrooke Primary School	Primary School	6	35
	29/09/2022	Helping Hands	Budbrooke Primary School	Primary School	5	35
	04/10/2022	Helping Hands	St Nicolas CE Primary School	Primary School	5	64
				Primary School		
	11/10/2022	Helping Hands	Our Lady and St Teresa's Catholic Primary School		4/5	52
				Primary School		
	11/10/2022	Helping Hands	Our Lady and St Teresa's Catholic Primary School		6	29
				Primary School		
	13/10/2022	Helping Hands	St John's Primary School Kenilworth		5	29
				Primary School		
	13/10/2022	Helping Hands	St John's Primary School Kenilworth		6	26
				Primary School		
	17/10/2022	Helping Hands	Shrubland Street Community Primary School		6	56
				Primary School		
	17/10/2022	Helping Hands	Shrubland Street Community Primary School		5	60
				Primary School		
	04/11/2022	Helping Hands	Kingsway Community Primary School		5	30
				Primary School		
	04/11/2022	Helping Hands	Kingsway Community Primary School		6	30
				Primary School		
	07/11/2022	Helping Hands	Coten End Primary School		5&6	192

	18/11/2022	Helping Hands	Clapham Terrace Community Primary	Primary School	6	30
	18/11/2022	Helping Hands	Clapham Terrace Community Primary	Primary School	5	30
	22/11/2022	Helping Hands	Heathcote Primary School	Primary School	6	30
	22/11/2022	Helping Hands	Heathcote Primary School	Primary School	5	30
	30/09/2022	Working for Marcus	Campion School	Secondary School	8	240
	19/01/2023	Working for Marcus	King's High School	Secondary School	8	125
	26/01/2023	Working for Marcus	King's High School	Secondary School	9	120
	30/01/2023	Working for Marcus	Myton School	Secondary School	8	283
	03/02/2023	Working for Marcus	North Leamington School	Secondary School	8	239
	13/02/2023	Working for Marcus	Myton School	Secondary School	9	281
	14/02/2023	Working for Marcus	Kineton High School	Secondary School	9	160
	16/02/2023	Working for Marcus	Kineton High School	Secondary School	10	200
	28/02/2023	Working for Marcus	North Leamington School	Secondary School	10	260
	23/03/2023	Working for Marcus	Kineton High School	Secondary School	8	180
	23/03/2023	Working for Marcus	North Leamington School	Secondary School	9	240
						10,888

- We also created a resource pack for teaching staff which contained a free, comprehensive package of supporting resources including awareness raising information for parents and guardians and a range of lesson plans on related PSHE topics.

Link to primary pack: [Click here](#)

Link to Secondary pack: [Click here](#)

3) Pupil Evaluation

A sample group of students at each school was asked to complete pre and post-session evaluation forms. We received 327 completed evaluation forms for Helping Hands.

Helping Hands

- After the Helping Hands session 83% could correctly name all 5 parts of the NSPCC PANTS rule. This was an increase from 0% before the session. 97% of pupils could name 4 or more parts of the PANTS rule.
- The most popular service that students could identify after the session was Childline with 77% of children identifying it. This was an increase from 30% before Helping Hands.

- 100% of students stated that they felt that the Helping Hands session helps people to stay safe:

"It has taught me the importance of being safe around dishonest people."

"Now I know the 'PANTS' rule. I also know the Childline number - 0800 1111."

"It shows that you have control of your body."

"It showed people different situations that they could be in and around them."

"People now know that it's wrong to touch someone inappropriately and your body belongs to you and if needed no means no."

"It teaches children how to stay safe in a fun way so that they are more likely to listen and remember what was said. It tells you about being safe online as well as in real life."

"You can find out a different ways to solve problems when you don't feel safe."

- 78% of students stated that as a result of the Helping Hands session they would act differently in the future:

"I will be more mature with dealing with people that are making me feel uncomfortable."

"I would call ChildLine if I have no one to talk to."

"I understand my body rights...no-one has the right to touch my body without permission."

"I know that when I'm feeling unsafe I should always tell someone and should never touch someone's private parts A.K.A the PANTS rule."

"I would always speak to my Mum if somebody asked me to do something that I don't agree with."

"I won't listen to strangers because they might scam you."

- 99% of all students evaluated as part of this tour said they would recommend the Helping Hands programme to the next year's students.

Working For Marcus

We received 489 completed evaluation forms for Working For Marcus.

- After participating in the Working for Marcus programme, 80% of students stated that their knowledge of sexual exploitation and grooming was 'Good' or 'Excellent'. This is a rise from 46% before the sessions.
- As a result of Working for Marcus, 95% of students stated that they felt 'Confident' or 'Very Confident' about spotting signs of sexual exploitation / grooming. This was an increase from 70% before the sessions.
- The most popular service that students could identify after the session was Childline. This was the key service highlighted in the session. Awareness of Childline rose from 71% to 96% as a result of Working for Marcus. Awareness of Something's Not Right (Warwickshire-specific website for support around child exploitation issues) increased from 0% to 60% and awareness of FaceUp2It (national support organization on CSE issues) increased from 0% to 65%. We signpost to all of the above organisations in our Working For Marcus sessions. We also hand out to all students our special Loudmouth cards, which contain information on how to access these and other services via the Loudmouth website.
- 98% of students stated that they felt that the Working for Marcus session helps people to stay safe from child exploitation/grooming:

"The acting allows you to relate to what they are saying and understand how people can be exploited."

"It opens your eyes to what you or people you know can easily get themselves into. Positions like them. Helps to see the warning signs."

"Educates people on the topics in a way that helps people remember."

"I think they do help because I didn't know much about these topics before but now I understand the signs and how others can help."

"It helps victims realise their situation."

"It educates children on the ways to spot grooming and how to deal with it."

"So people know what to do and places to go when something like this happens."

- 65% of students stated that as a result of the Working for Marcus session they would act differently in the future:

"I will help to protect others and myself from possible dangers we could encounter. See early warning signs and be proactive."

"I think I would be able to spot signs of exploitation more quickly and clearly."

"I will use websites to help if I need help."

"I'll try to stay away from people who could be perpetrators."

"Will be more aware of sudden changes in classmates I know."

"Know about say something and somethings not right. I know a lot about child exploitation."

"I will be more careful online and with new people to ensure I don't get into any dangerous situations."

"I feel confident in noticing anything wrong in relationships and help anyone that needs help and support."

- 99% of all students evaluated as part of this tour said they would recommend the programme to the next year's students.



4) Staff Evaluation

We asked staff who were present during the sessions to complete post session evaluations. We received 100 completed staff evaluation forms.

- 100% of staff rated the programme as 'above average' or 'excellent', with 89% rating it as 'excellent':

"Really engaging, relevant and educational. They will remember these lessons much more than teacher led classroom sessions."

"It was engaging, energetic - pitched well and move at a great pace for children. My class really enjoyed the workshop too (the smaller set up is really accessible.)"

"Giving real life situations that could actually happen and giving them time to think about what happened and what is wrong and right and what they can do if this was to happen."

"Incredibly important messages vital to keeping children safe shared in an engaging and relatable way."

"Children really engaged, participated well and the production team were really professional and approachable."

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



- 96% of staff who answered stated that the programme had 'High' or 'Considerable' impact on their group:

"Feedback so far has been great and the pupils say they have learnt things."

"Some of the quieter children of the class were giving answers and joining in discussion. It gave them opportunity to discuss subjects they do not have much chance to talk about in a busy school day."

"It got them thinking about different scenarios where by they may not be safe. Helped them to feel comfortable about talking openly about specific subjects."

"Pupils are now very aware of how to respond if they ever are in those situations and have access to a variety of sources that can help them, Childline's number in particular."

"We continued with discussions when we returned to class. Lots of talk from the students regarding gaming, tik tok and the PANTS rule."

"They remembered the session well and being based on real stories made the session impactful."



- 83% of staff who saw the programme recorded that the session had had 'High' or 'Considerable' impact on them as staff:

"Gives teachers certain phrases and terminology examples to use to support in class conversations."

"Has highlighted how pupils are much more engaged with a workshop style session in relation to keeping safe."

"I was a bit apprehensive about the issues to be addressed but felt reassured that they were introduced and discussed in an age appropriate and sensitive way."

"It gives staff tools needed to spot the signs and symptoms of child exploitation".

"Confidence to speak to students about topics covered."

"We've looked at relationships in our PSHE sessions and the PANTS rule- but your performance has reinforced the need to revisit, revisit and revisit the important messages of staying safe and our personal network of trusted adults."

"Session had made me think about how I could/should be more creative when exploring safe relationships. It was really useful to see how some particular pupils responded. Session useful to assess pupils understanding/awareness (through listening and responses)."

"Loved the PANTS acronym! We will now display on our working wall and keep recapping in our online safety sessions."

- Staff were asked to complete the following sentence: I feel this Loudmouth session will add value to the school's Relationships / RSE and Health Education by.....Here's some of their responses:

"Highlighting the topics of CCE/CSE in an innovative way that promotes discussion and highlights safeguarding support."

"Reinforcing the key messages taught within our PSHE lessons in an entertaining and memorable way. New content for us, varied scenarios considered as grooming."

"Presenting situations that young people face in drama - it is easier for the children to see/understand what to do."

"Bringing together key content themes and safety issues in a fun, challenging informative way that can be consolidated in following PSHE lessons. Bringing it alive and off the page."

"Opening doors for teachers to continue these discussions further and is it as a reference point in the future."

"Offering another medium through which children learn. Promoting safe behaviours and encouraging children to reach out if necessary. Providing a hook for us to then have further discussions."

"Encouraging children to be more confident about taking about difficult topics of conversations and understanding their rights."

"Giving the children a chance to apply knowledge to real life away from familiar adults- more open, free to ask questions."

"Reinforcing themes and ideas taught in school. It also adds by giving a range of 'real-world' examples."

Conclusions and Recommendations

The tour has proved to be very successful. The quality of the TIE programme and delivery were commented upon with 99% of students recommending the work for future year groups and 100% of teaching staff saying they would recommend the work to other organisations. It was a huge tour, reaching nearly 11,000 children and young people in the county of Warwickshire in a range of educational settings both mainstream and non mainstream. When Loudmouth approached the schools with the offer of these programmes, we were inundated with requests for dates and the funding was easily spent.

When we were collating the data for this report, we were really pleased with the impact of both of the programmes. The evaluation forms showed that the Working For Marcus programme had clearly had a huge impact on the learners and their staff. The learning objectives of the programme had clearly been met. As a result of the programme, there have been increases in knowledge of the facts around child exploitation and grooming and also where to go for help and support around the issues. The children participating in the Helping Hands programme stated how they had learnt during the session all the 5 elements of the PANTS rule which taught them different ways to stay safe on and off line.

Staff noted the learning that took place during the session and also commented on how useful it had been to see other ways to teach about the topic. They were really impressed with how well the students engaged with the material and the Loudmouth actor/facilitators, commenting how the use of drama and workshops delivered by an outside agency brought the issues to life and encouraged even the quieter students to participate openly in discussions.

Loudmouth staff really enjoyed working in the schools we are very grateful for their support. We would like to thank Taljit Johal, Learning Practitioner at Warwickshire County Council for her support with this tour. Our staff found the schools and pupils a pleasure to work with.

We are delighted that Warwickshire County Council secured repeat funding for us to work in these schools the following financial year (2023/24) and this work has already begun. The primary schools are once again being offered Helping Hands and secondary schools have been given a choice of either Working For Marcus or Calling It Out, on sexual harassment, sexual assault and misogyny. We are very keen to carry on this effective and impactful working relationship with Warwickshire County Council and its Districts in future years.

For info on commissioning Loudmouth: <https://www.loudmouth.co.uk/programmes/commissioners>