



loudmouth
education & training through theatre

Evaluation of Theatre in Education Tour

Working For Marcus on Child Sexual Exploitation Awareness

in Rotherham Secondary Schools

Academic Year 2016-2017

Written by Caroline Bridges, Business Growth Manager,
Loudmouth Education & Training,
June 2017



Contents

Introduction	3
Executive Summary	4
Conclusions and Recommendations	6
Summary of Activity	7
Quantitative and Qualitative Data & Graphs: Student Evaluations	9
Quantitative Data & Graphs: Staff Evaluations	16
Qualitative Feedback: Staff Evaluations	19

Appendices

Learning Objectives	21
Student Evaluation Form – Pre session	22
Student Evaluation Form – Post session	23
Staff Evaluation Form – Post session	25

Introduction

This evaluation report is feeding back on a theatre in education project that took place during the academic year of 2016 -17. The project was to use Loudmouth Education & Training's Theatre in Education (TIE) programme, Working for Marcus, on Child Sexual Exploitation (CSE) in secondary schools in the Rotherham area.



Working for Marcus is a safe and carefully structured child sexual exploitation prevention programme. It helps learners to understand how to spot the signs of grooming and abuse of power and control in relationships. The programme explores online safety, consent and where to go for support.

The performance and workshop follows a teenage character, Caz, as she is groomed by her 'boyfriend' Marcus.

This was the second year that funding for the Working for Marcus programme was offered to these schools.

The tour was funded by Rotherham Metropolitan Borough Council (MBC) and Rotherham Clinical Commissioning Group (CCG). We would like to thank Kay Denton, Healthy Schools Consultant from the Healthy Schools Team, Rotherham MBC, for her support.

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 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.

"Clearly showed the typical signs of exploitation so they are easy to understand and spot."

Year 9 Pupil

Executive Summary

- During the academic year of 2016 - 2017 Loudmouth Education & Training delivered their interactive TIE programme, Working For Marcus, on CSE in mainstream secondary schools in the Rotherham area.
- Loudmouth ran a total of 12 sessions of Working for Marcus, in a choice of two formats depending on the schools' requirements.
- We visited 11 different mainstream secondary schools, of which 2 had not used the programme before.
- We worked with 2,395 young people aged 13 to 16 years old.
- After participating in the Working for Marcus programme, 89% of students stated that they knew 'Quite a lot' or 'Loads' about sexual exploitation and grooming. This is a rise from 32% before the sessions.
- All staff stated that after participating in the Working for Marcus programme their groups' knowledge of the issue had increased.
- As a result of the session, 94% of students were able to identify a series of scenarios where clear consent was NOT given. This was an increase from 80% before the sessions.
- 96% of students recorded that after participating in the Working for Marcus programme they felt 'Very confident' or 'Confident' about spotting the signs of sexual exploitation and grooming, a rise from 60% before the sessions.
- 100% of staff recorded that as a result of participating in the Working for Marcus programme, their groups had learned new skills around the issue.
- 99% of students stated that the Loudmouth session was 'Useful' or 'Very useful' in helping people to understand about sexual exploitation/grooming. The students noted that Working For Marcus taught them about grooming in a memorable and interesting way, that they learnt about the dangers of CSE and where to go for support.
- They also noted that they learnt about spotting the signs of grooming in order to help prevent CSE and where to go for support.
- 91% of students stated that as a result of participating in the Working For Marcus programme they would think or act differently. The main ways they stated were to be more careful online especially in terms of who they talk to and to be able to identify the signs of grooming.
- ChildLine, which was the main service signposted to the students in the sessions was given as the top answer by the group after the session by an increase of 10% of students.
- All staff who responded recorded that Working for Marcus had increased their group's knowledge of services around CSE.
- 59% of staff stated that being involved in Working For Marcus had increased their own confidence in teaching the issues covered.

- All staff who responded said that having lesson plans on these issues are useful to teachers/staff.
- 99% of all students evaluated as part of this tour said they would recommend the programme to the next year's students. All staff stated that they would recommend the programme to other schools and organisations.
- 100% of staff rated the sessions as 'Excellent'.



Conclusions and Recommendations

The tour has once again proved to be very successful and clearly had a positive impact on the students and staff. The quality of the TIE programmes was commented upon with over of 99% students recommending the work for future year groups and 100% of teaching staff rating the programme as 'Excellent'.

The report shows that all of the learning objectives were met by the vast majority of the participating students (see Appendix), with the students learning key information and skills to support them to spot the signs and prevent CSE. The evaluation report shows that the TIE programme run by Loudmouth greatly increased the knowledge and confidence of the students on the issue and hugely increased school staff's confidence in delivering further work on the issue.

Staff evaluations showed some very positive comments around how valuable and engaging they felt the workshops were and how well they had been run.

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 relationships. ChildLine is the main service signposted to the students in all our sessions. The evaluation shows that after Loudmouth sessions students rated ChildLine as the top place to go for support. We also promoted other national and local support services e.g. Barnardo's and NWG/Say Something.

We offered a choice of two formats, which worked well with the schools being able to use the format that worked best for them.

We were pleased with getting the programmes into 2 secondary schools that we hadn't worked in the year before.

One of the schools that had initially booked a session had to cancel at short notice for logistical issues and so one of the other participating schools (Wales High) booked an additional session for a different year group.

At some schools we were part of a drop down day on a safeguarding theme. This seemed to work very well and something we would be keen to be involved in in the future.

In conclusion, the learning from the programme, both for the students and staff, was very beneficial. We will continue to work with Rotherham Healthy Schools to drive home the importance of the subject and the huge impact that quality work in this area can have on young people.

Summary of Activity

The tour took place in the academic year 2016 -17. Loudmouth ran a total of 12 sessions of Working for Marcus on CSE in secondary schools in Rotherham. We visited 11 different mainstream secondary schools, of which 2 were schools that hadn't booked us in before.



We worked with 2,395 young people aged 13 to 16 years old.

We ran the sessions using a choice of two formats depending on what the schools required.

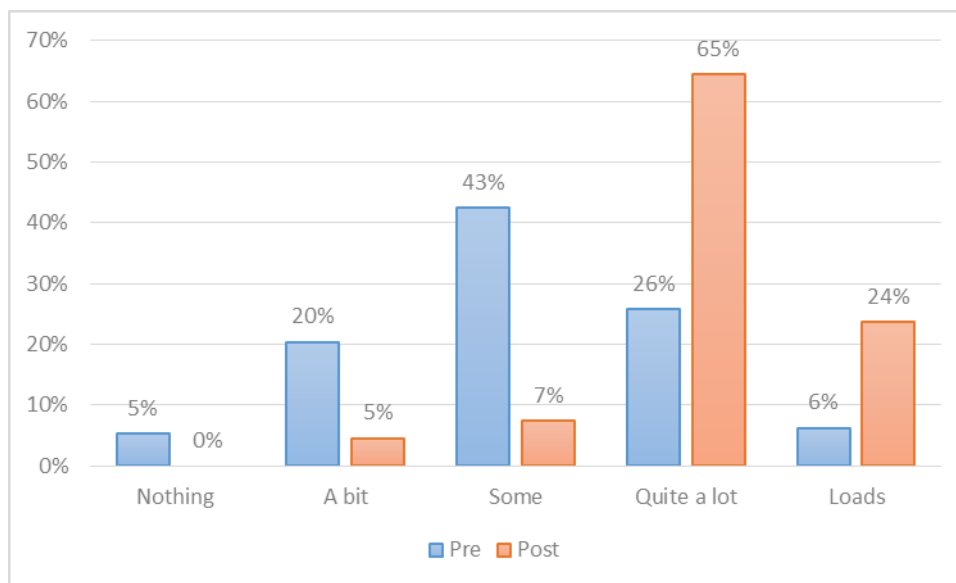
We ran six Year In A Day (YIAD) sessions where we perform to the whole or half a year group followed by class sized workshops over a half or full day. We ran 6 Large Group Performance & Workshops (LGPW); this is where a school can only give us a limited time and so we run the performance and part of the workshop with a whole year group all together.

Venue	Number of sessions	Format	Date	Number of Participants
Wath Comprehensive School	1	YIAD	22/9/16	300
Dinnington Comprehensive School	1	YIAD	13/10/16	190
Wales High School	1	YIAD	21/10/16	250
Rawmarsh School	1	LGPW	10/3/17	165
Maltby Academy	1	LGPW	10/3/17	190
Clifton School	1	LGPW	24/3/17	160
Wickersley School	1	LGPW	24/3/17	300
St Pius X Catholic High School	1	LGPW	29/3/17	130
St Bernards Catholic High School	1	LGPW	29/3/17	140
Thrybergh Academy	1	YIAD	31/3/17	110
Wales High School	1	YIAD	31/3/17	250
Oakwood High School	1	YIAD	3/5/17	210
				2,395

Quantitative and Qualitative Data & Graphs: Student Evaluation Forms

We asked participating students to complete pre (before) and post (after) session evaluation forms at all schools that had the Year in a Day format. We collected forms from at least 15 students at each of these schools.

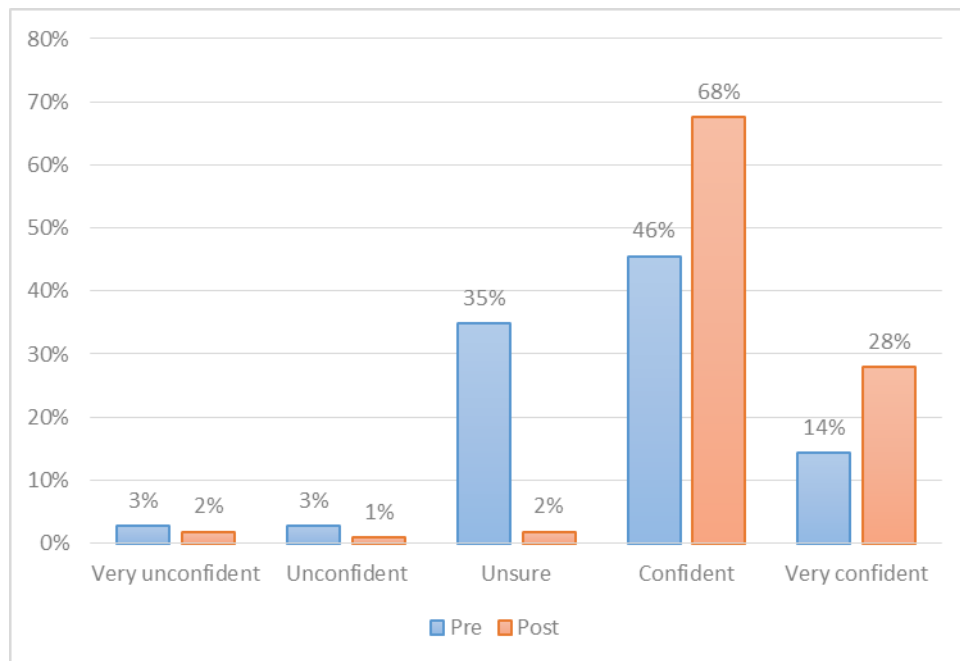
1. How much do you think you know about sexual exploitation/grooming?



Before and after the session, students were asked how much they felt they knew about sexual exploitation/grooming. Before the session, 5% of students stated they knew nothing, this decreased to 0% after the session. Before the session, 32% of students said they knew 'Quite a lot' or 'Loads' about the issue, which rose to 89% after the session.

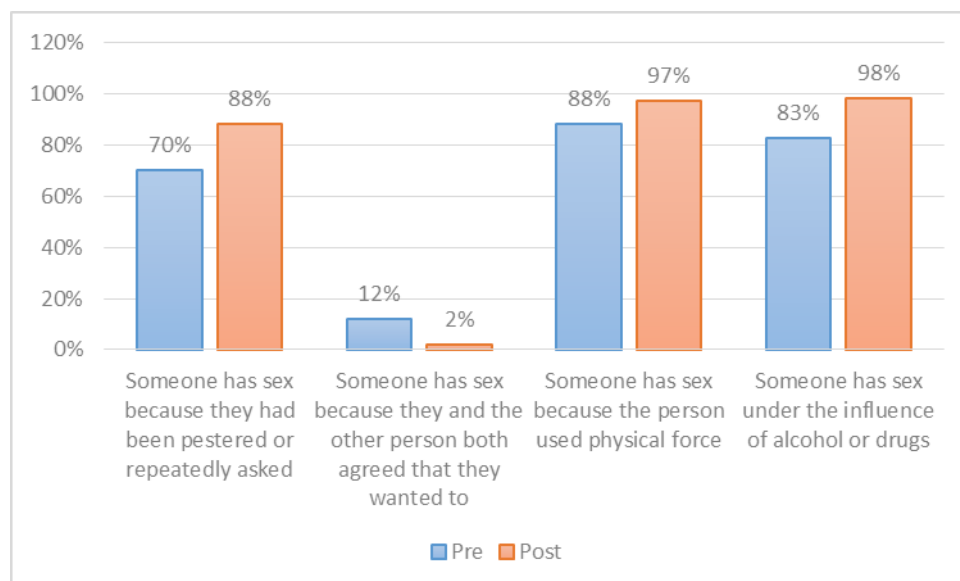


2. How confident do you feel about spotting signs of sexual exploitation/grooming?



96% of students recorded that after participating in the Working for Marcus programme they felt 'Very confident' or 'Confident' about spotting the signs of sexual exploitation and grooming, a rise from 60% before the sessions.

3. Which of these situations show that sexual consent was NOT given?



Before and after the session, students were asked to state if they felt a number of presented scenarios showed that sexual consent was NOT given. After the session there was an increase in

the number of students who answered correctly, on average a 14% increase in response to the first scenario, 'Someone has sex because they had been pestered or repeatedly askedz.'

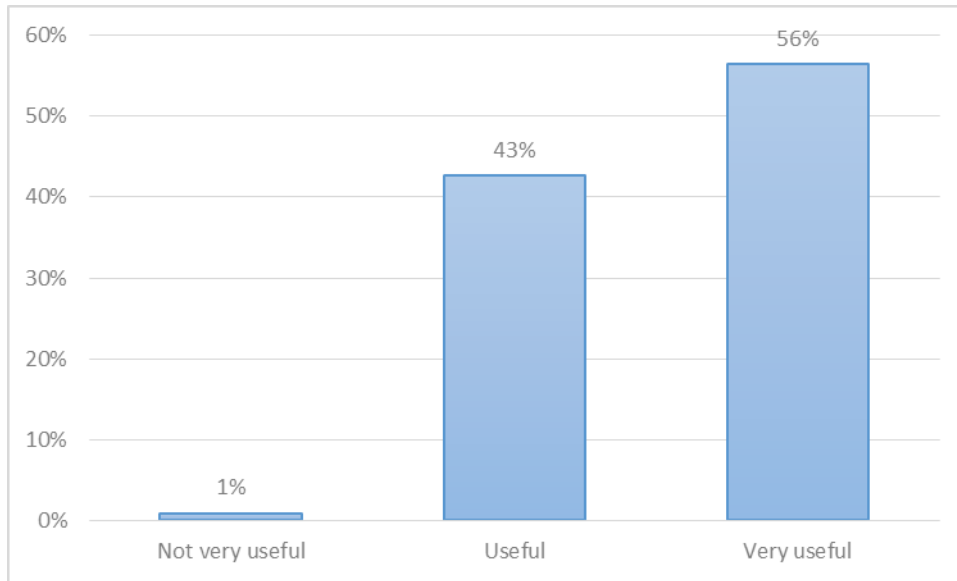
4. Before the Working for Marcus sessions the students were asked to write down the names of three services that can offer help or support to young people around sexual exploitation, and again after they had participated in the session:

Pre session	%	Post session	%
ChildLine	85%	ChildLine	95%
Police	39%	Barnardos	65%
Teachers/School	39%	Loudmouth	35%
Safe@Last	13%	NWG/Say Something	34%
Parents	11%	Teachers/School	26%
Loudmouth	7%	Police	16%
Family	6%	Safe@Last	13%
Barnardos	6%	Family	5%
NWG/Say Something	1%	Doctor	3%
		Friends	1%

It was good to see that there was a big leap in the number of young people who, after the session, were able to name Barnardo's. NWG/Say Something (Sexual Exploitation Helpline) was the 4th top answer given. Along with ChildLine, (which the majority of young people already knew about) these are the main support organisations we signpost the young people to within the Working for Marcus sessions. After the session, 35% of young people mentioned Loudmouth. This may be because we hand out Loudmouth cards at the end of the session which include our website address details. Our website has a handy links page for young people and includes links to all signposting organisations featured in the session.

We always encourage students to talk to school staff.

5. How useful do you think the Loudmouth session was in helping people to understand about sexual exploitation/grooming?



99% of students stated that the Loudmouth session was 'Useful' or 'Very useful' in helping people to understand about sexual exploitation/grooming. The students noted that Working For Marcus taught them about grooming in a memorable and interesting way, that they learnt about the dangers of CSE and where to go for support.

Here are some of the responses to why the students felt the session helped:

"It gave us a good example of how people can be groomed and also getting to speak to a victim."

"Highlights various points and stages of grooming and CSE."

"Clearly showed the typical signs of exploitation so they are easy to understand and spot."

"It represents something that can happen to anyone."

"It can stop people from getting groomed before it starts."

"The drama helps you be able to spot things that aren't right for yourself, rather than just being told."

"You got to see what actually happens, you hear about it but never actually see it."

"It taught people about what grooming is so if it is happening to them they could come forward."

"We see and understand sexual exploitation and can spot the signs."

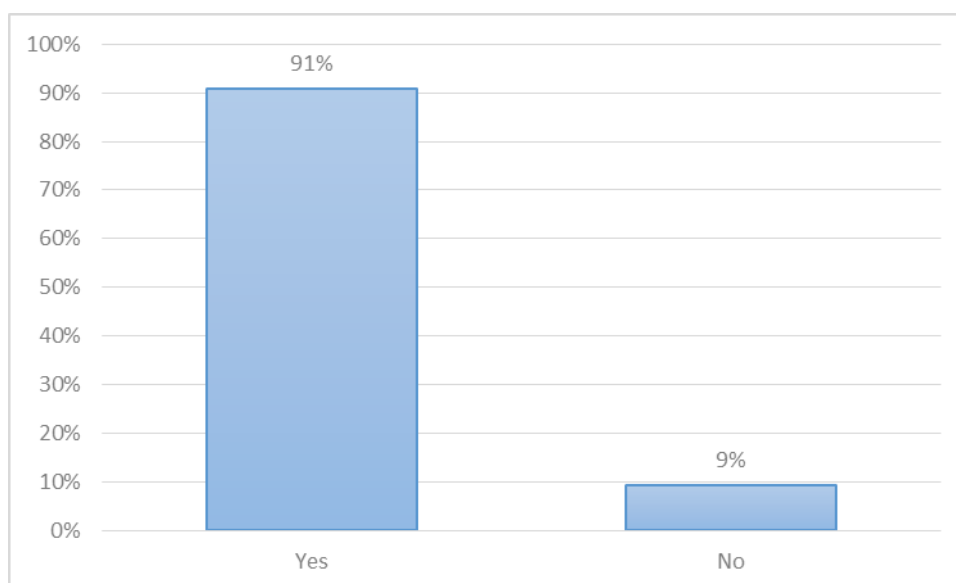
"Instead of talking about grooming, you can actually see it."

"I have learnt some more information that I didn't know when I walked in."

"Shows us how it happens and got to see drama and see what they do and say to a victim."



6. Do you think that seeing the Working For Marcus session will help you to think or act differently in the future?



91% of students stated that as a result of participating in the Working For Marcus programme they would think or act differently. The main ways they stated were to be more careful online especially in terms of who they talk to and to be more aware of the signs of grooming.

The students were asked to fill in the following statement – “As a result of seeing Working For Marcus, I...”

Here are some of their answers:

“Will take more care and in general be more careful with future relationships.”

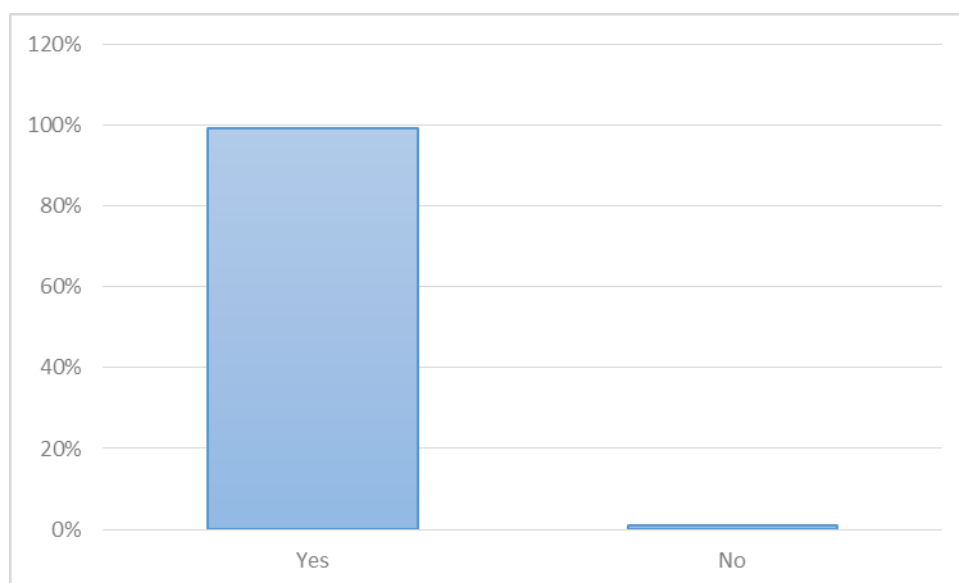
“Will ensure I never let anyone be controlling over me and also be careful of who I add on Facebook and never add strangers.”

“Am more confident in spotting signs and therefore may be able to act if any signs of exploitation are spotted, in my or someone else's relationship.”

“Would give advice and tell people about it.”

“Will be able to identify situations like the one in Working for Marcus.”

7. Would you recommend the Working For Marcus Session for next year's students?



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



Quantitative Data & Graphs: Staff Evaluation Forms

All staff members present at the sessions were asked to complete an evaluation form. The results are as follows:

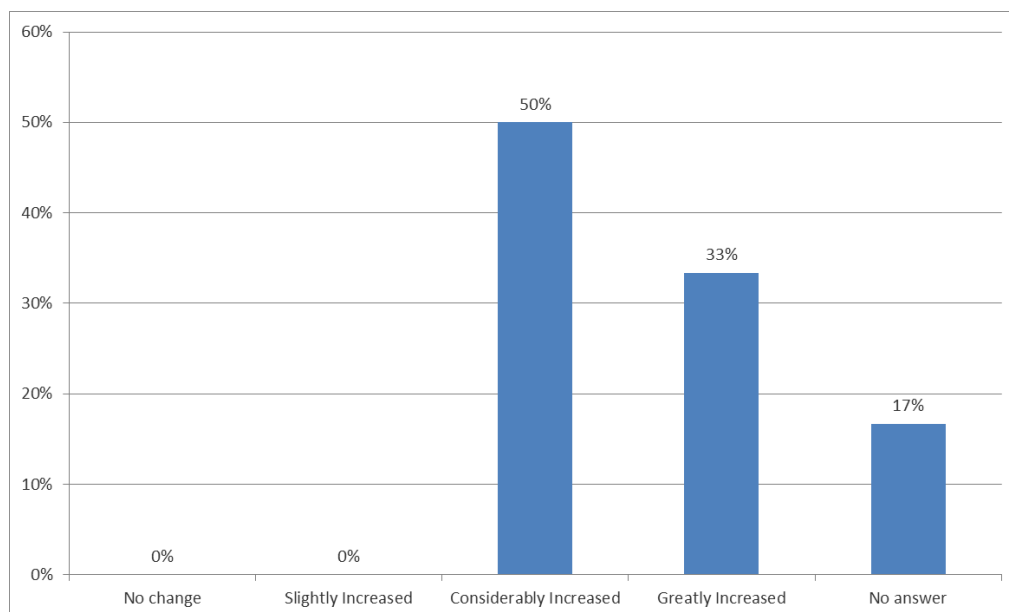
1. How would you rate the Loudmouth session overall?

After seeing the Loudmouth session, 100% of staff rated Working For Marcus as 'Excellent'.

2. Would you recommend this Loudmouth programme to other schools or organisations?

100% of staff stated they would recommend Working For Marcus to other schools or organisations.

3. What impact has the Loudmouth session had on the group's knowledge of the issues covered?

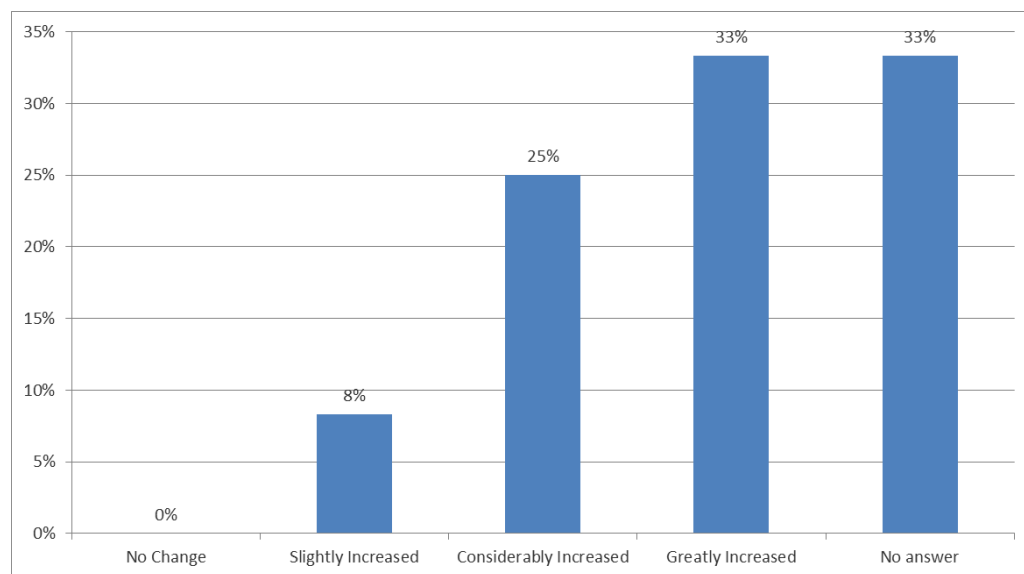


100% of staff who responded recorded that Working for Marcus had 'Considerably' or 'Greatly' increased their groups' knowledge of services around CSE.

4. Do you feel the group learned any new skills around the issues?

100% of staff who answered recorded that as a result of participating in the Working for Marcus programme, their groups had learned new skills around the issue.

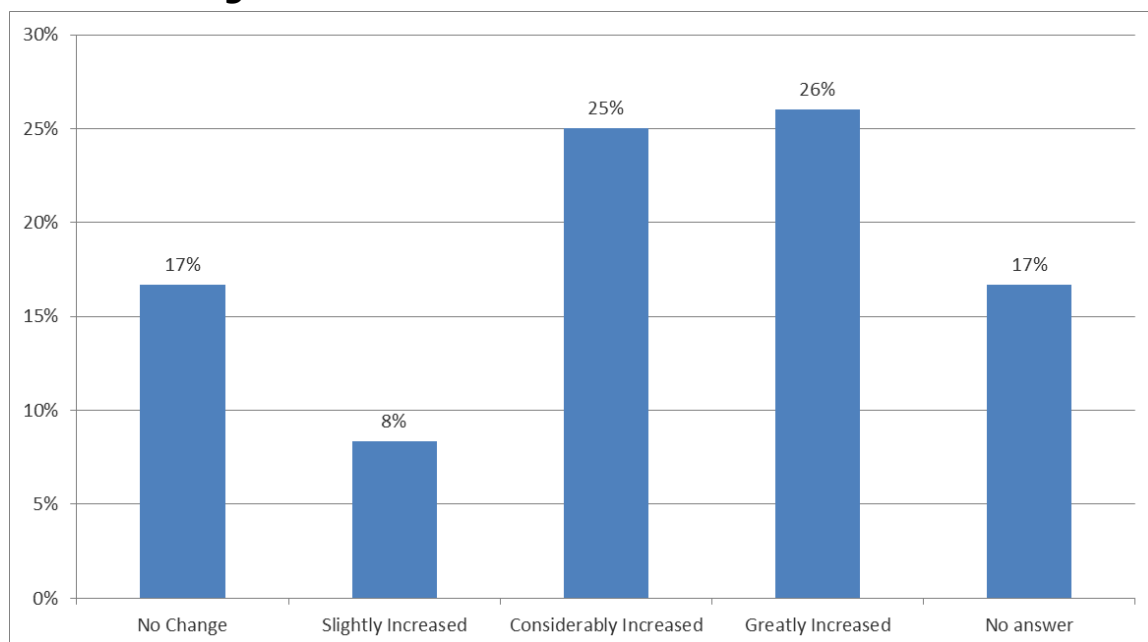
5. What impact has the Loudmouth session had on the group's knowledge of where to go for support around these issues?



All staff who responded stated that the Loudmouth session had increased the groups' knowledge of where to go for support around these issues. 58% of all staff stated it had 'Considerably' or 'Greatly' increased.

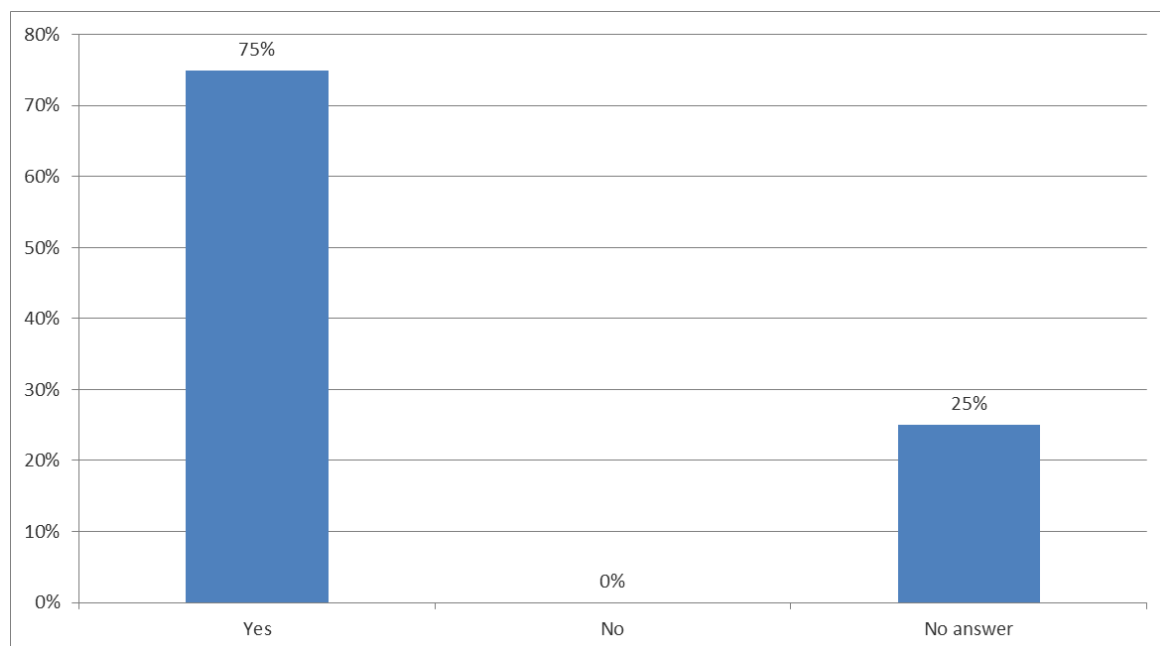


6. What impact has the Loudmouth session had on your confidence in delivering work around these issues?



59% of staff stated that being involved in Working For Marcus had increased their own confidence in teaching the issues covered, with 51% stating that it had 'Considerably' or 'Greatly' increased their confidence. It is interesting that 17% of staff did not answer this question.

7. Do you think that having lesson plans on these issues are useful to teachers/staff?



All staff who responded stated that having lesson plans on these issues are useful to teachers/staff.

Qualitative Feedback: Staff Evaluations

The staff comments about the session Working For Marcus were very positive. They commented on the high quality of the content, relevance, teaching methods used and the facilitation of the programme.

Here are a few examples of what staff wrote about the Working For Marcus programme:

"Professional and accessible, despite the challenging material."

Headteacher, Oakwood High School

"This is a very engaging piece, covered with appropriate language and pitched perfectly. The issues were handled sensitively, and with great clarity. The in-role Q&A sighted a mature response from the pupils, who felt valued for their contributions."

Safeguarding Teacher, Oakwood High School

"Makes understanding 'The Grooming Line' so much easier."

Head of PSHE, Clifton Community School

"Relevant material on a level that students can relate to."

Safeguarding, Maltby Academy

"Excellent production, perfectly pitched. Brought home serious issues that could and possibly will impact our students' lives."

Curriculum Leader RE, St Bernard's School

"The play increased student knowledge of who they could find themselves in this situation."

Curriculum Leader RE, St Bernard's School

"Very good. Supporting what we do in school and I think that learners have been made more aware of how real events are."

Dinnington High School

"The message is hard hitting and this type of subject is sometimes difficult to teach or convey how serious it is in a classroom environment."

PSHE Subject Leader, Wath Comprehensive School

"Students have had PSHE lessons on consent and relationships that are controlling, but this shows the application of keywords and show how it could happen."

PSHE Subject Leader, Wath Comprehensive School

"The production this morning was great. The actors worked well together and were convincing. The students stayed attentive and the sessions afterwards were informative and well planned."

RSS Departmental Support Assistant, Wath Comprehensive School

"The sessions can be tailored to all needs. They show real situations and just how easy it is for young people to become involved with CSE."

RSS Departmental Support Assistant, Wath Comprehensive School

"I think that the sessions are honest and give young people further knowledge on these issues. It is sometimes better for young people to hear about these issues from outside of school."

RSS Departmental Support Assistant, Wath Comprehensive School

"I feel that students will now have further knowledge of where to access support. We mention certain support groups in school but students were given more detailed information."

RSS Departmental Support Assistant, Wath Comprehensive School

"After listening to the workshops, I feel much more confident in discussing the stages of grooming as it has updated my knowledge. I am also a foster carer so I will be able to go away and speak to my foster child about this issue."

RSS Departmental Support Assistant, Wath Comprehensive School

Working for Marcus Learning Objectives

Attitudes and Values

- Young people have an increased awareness of what makes a safe and unsafe relationship.
- Young people have an increased awareness of grooming/ child sexual exploitation and abuse of power and control by individuals, groups and gangs.
- Young people have increased empathy for victims of child sexual exploitation.
- Young people have increased awareness of how easy it can be to get drawn into child sexual exploitation and how hard it can be to get out.

Skills

- Young people have an increased ability to spot the signs of grooming and child sexual exploitation or abuse by individuals, groups and gangs.
 - Young people have an increased confidence in seeking help and support if they or anyone they know is affected by child sexual exploitation.
 - Young people have an increased ability to maintain their own personal safety and stay safe online.
-
- Knowledge
 - Young people have increased knowledge of the physical and emotional implications of child sexual exploitation.
 - Young people have increased knowledge of relevant and appropriate services that can offer help or support to young people around sexual exploitation, e.g. Say Something, Barnardo's.



ROTHERHAM TOUR PRE SESSION EVALUATION

School/Centre			
Date		Year Group / Age	
Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>		

1. How much do you think you know about sexual exploitation/grooming? (Please only tick ONE answer)				
Nothing <input type="checkbox"/>	A bit <input type="checkbox"/>	Some <input type="checkbox"/>	Quite a lot <input type="checkbox"/>	Loads <input type="checkbox"/>

2. How confident do you feel about spotting signs of sexual exploitation/grooming? (Please only tick ONE answer)				
Very unconfident <input type="checkbox"/>	Unconfident <input type="checkbox"/>	Unsure <input type="checkbox"/>	Confident <input type="checkbox"/>	Very confident <input type="checkbox"/>

3. Which of these situations show that sexual consent was NOT given? (Please tick all that apply)	
Someone has sex because they had been pestered or repeatedly asked	<input type="checkbox"/>
Someone has sex because they and the other person both agreed that they wanted to	<input type="checkbox"/>
Someone has sex because the other person used physical force	<input type="checkbox"/>
Someone has sex because they are under the influence of alcohol or drugs	<input type="checkbox"/>

4. Can you name 3 services that can offer help or support to young people around sexual exploitation?
1.
2.
3.

Thank you!



ROTHERHAM TOUR POST SESSION EVALUATION



School/Centre			
Date		Year Group / Age	
Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>		

1. Now that you have seen 'Working for Marcus', how much do you think you know about sexual exploitation/grooming? (Please only tick ONE answer)				
Nothing <input type="checkbox"/>	A bit <input type="checkbox"/>	Some <input type="checkbox"/>	Quite a lot <input type="checkbox"/>	Loads <input type="checkbox"/>

2. Now that you have seen 'Working for Marcus', how confident do you feel about spotting signs of sexual exploitation/grooming? (Please only tick ONE answer)				
Very unconfident <input type="checkbox"/>	Unconfident <input type="checkbox"/>	Unsure <input type="checkbox"/>	Confident <input type="checkbox"/>	Very confident <input type="checkbox"/>

3. Which of these situations show that sexual consent was NOT given? (Please tick all that apply)	
Someone has sex because they had been pestered or repeatedly asked	<input type="checkbox"/>
Someone has sex because they and the other person both agreed that they wanted to	<input type="checkbox"/>
Someone has sex because the other person used physical force	<input type="checkbox"/>
Someone has sex because they are under the influence of alcohol or drugs	<input type="checkbox"/>

4. Can you name 3 services that can offer help or support to young people around sexual exploitation?	
1.	
2.	
3.	

5. How useful do you think the Loudmouth session today was in helping people to understand about sexual exploitation / grooming? (Please only tick ONE answer)		
Not very useful <input type="checkbox"/>	Useful <input type="checkbox"/>	Very useful <input type="checkbox"/>
Why?		

6. Do you think that seeing the 'Working for Marcus' session will help you to think or act differently in the future?	
Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes, then please complete the following statement - As a result of seeing the 'Working for Marcus' session I...	

7. Would you recommend the 'Working for Marcus' session for next year's pupils?	
Yes <input type="checkbox"/>	No <input type="checkbox"/>

Staff Evaluation Form



loudmouth
education & training through theatre

1. How would you rate the Loudmouth session overall?

2.

Poor <input type="checkbox"/>	Below Average <input type="checkbox"/>	Average <input type="checkbox"/>	Above Average <input type="checkbox"/>	Excellent <input type="checkbox"/>
Why?				

3. Would you recommend this Loudmouth programme to other schools or organisations?

Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Why?		

4. What impact has the Loudmouth session had on the group's **knowledge** of the issues covered?

No change <input type="checkbox"/>	Slightly increased <input type="checkbox"/>	Considerably increased <input type="checkbox"/>	Greatly increased <input type="checkbox"/>
Why?			

5. Do you feel the group learned any new **skills** around the issues?

Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes, what skills do you think they have learned?	

6. What impact has the Loudmouth session had on the group's **knowledge** of where to go for support around these issues?

No change <input type="checkbox"/>	Slightly increased <input type="checkbox"/>	Considerably increased <input type="checkbox"/>	Greatly increased <input type="checkbox"/>
Why?			

7. What impact has the Loudmouth session had on **your confidence** in delivering work around these issues?

No change <input type="checkbox"/>	Slightly increased <input type="checkbox"/>	Considerably increased <input type="checkbox"/>	Greatly increased <input type="checkbox"/>
Why?			

You may have already seen the lesson plans that accompany this programme. If you haven't then you can access them on the loudmouth website. These are a range of lesson plans and activities on a range of issues and all are **free** to teachers in the schools who book our work. Go to www.loudmouth.co.uk and go to the member's area. Use the username 'onlinesupport@loudmouth.co.uk' and password 'loudmouth'.

8. Do you think that having lesson plans on these issues are useful for teachers / staff?

Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Why?		

9. Any other comments?

We would like to use this feedback to improve the programmes and to use in publicity material. Please tick here if you DO NOT want us to use your comments in our publicity.

☐

For more information about this tour or any of Loudmouth's work:

www.loudmouth.co.uk info@loudmouth.co.uk 0121 446 4880