

Hedgehogs Pilot Programme Evaluation Report

“Empowering children and families against sexual abuse”



**Author: Hannah Whitehead
The Lucy Faithfull Foundation**

Contents

Acknowledgements	2
Development of the Hedgehogs programme	3
Background research	4
Aims and objectives	6
UK organisations involved in the programme	7
Schools involved in the programme	8
Programme design	9
Programme delivery	13
Evaluation tools	14
Evaluation findings	15
Did the programme meet the key objectives?	15
Overall programme effectiveness	33
Programme continuation and sustainability – factors for consideration	37
How did the programme fit in with the current curriculum?	37
Do schools already deliver aspects of the programme?	38
What impact did the programme have on school practices?	39
Could learning from the programme be sustained?	39
Could the programme be delivered internally?	40
Other factors to consider if the programme is continued	41
Conclusions	44
References	47
Appendices	49

Acknowledgements

I would like to thank Specchio Magico for inviting the UK to help with this worthwhile pilot. I am grateful for Southwark Council involving the Lucy Faithfull Foundation in the pilot and for their support before, during, and after delivery of the programme. I would like to thank Helen Blackburn & Associates for their support and input. I would also like to thank staff from the three Southwark schools who participated in the pilot, for rearranging their timetables, for giving up their time to accommodate the facilitator, and for providing valuable feedback about the programme. I am very grateful to Teresa Hughes for facilitating the Hedgehogs lessons. Finally, I would like to thank Donald Findlater, Teresa Hughes, Jacky Findlater, Deborah Denis, Sharon Dewar and Sion Humphreys, for their support and input in producing this report.

Hannah Whitehead
Assistant Psychologist
The Lucy Faithfull Foundation

Development of the Hedgehogs programme

The Hedgehogs ('Porcospini') programme is a pilot education initiative aimed at preventing child sexual abuse. The programme was given the name 'Porcospini' or, translated into English, 'Hedgehogs' because of its metaphorical appropriateness to the subject at hand. The German philosopher Arthur Schopenhauer presented the analogy 'the hedgehog's dilemma', regarding the challenges of human intimacy. He described how hedgehogs need to stay close to each other during cold weather in order to share body heat, but that they cannot get too close as they risk hurting one another with their sharp quills. This translates to the complex relationship between adults and children; how it is essential to stay close without suppressing freedom, to share affection but at the same time respect each other's needs.

The lead partner in the pilot is Specchio Magico, an Italian-based organisation that promotes and delivers interventions to young people. Its work involves tackling abuse and violence against young people, and includes implementation of a programme at a national level in Italy, exploring how teachers and parents can help children to prevent sexual abuse. Specchio Magico has run a programme for four years that conducts awareness campaigns against child abuse in schools, reaching thousands of students and parents, and helping to open up dialogue within families regarding the subject matter. The Italian organisation is keen to further develop its intervention framework and is currently working on the E.U. funding programme DAPHNE III¹, which is funding the Hedgehogs programme. The DAPHNE III programme aims to contribute to the protection of children, young people and women against all forms of violence and attain a high level of health protection, well-being and social cohesion. Its specific objective is to contribute to the prevention of, and the fight against, all forms of violence, including sexual exploitation and human trafficking. It aims to take preventive measures and provide support and protection for victims and groups at risk. Specchio Magico's vision is the creation and development of a European good practice model for primary prevention in the field of child sexual abuse. It invited the United Kingdom to be part of the pilot, along with the Netherlands, Slovakia and Spain.

The idea of involving several European countries was that a range of knowledge and experience could be drawn upon in designing and delivering a training intervention to children in schools. Each country involved has already approached the issue of child sexual abuse from various angles and so it was hoped they could bring this breadth of knowledge and experience to the programme. The Netherlands' partner organisation has extensive experience of working with women and parents. The Spanish and Slovakian partners have carried out substantial work in schools and with adolescents. The UK partner has considerable expertise in developing sex and relationship education and safeguarding initiatives.

Each country's experience of the Hedgehogs pilot will feed into an evaluation of the programme at a European level and the subsequent development of a European model of primary prevention of child sexual abuse. This report is an evaluation of the programme's design and implementation in the UK.

¹ European Commission http://ec.europa.eu/justice/grants/programmes/daphne/index_en.htm

Background research

Research suggests that approximately one in six young adults in the UK experienced sexual abuse as a child². Research conducted across Europe suggests this figure could be as much as one in five³. Current research suggests that at approximately one in nine young adults in the UK experienced contact sexual abuse as a child. This figure is as much as one in four when non-contact sexual abuse is also taken into account⁴. Of the 23,097 child sexual abuse victims reported to police in England and Wales in 2010-11, the majority (64%, 14,819) were aged between 11 and 17 years old. Over a fifth (22%, 4,973) had not yet started secondary school⁵. In the US, 64% of victims are aged less than 12 years old⁶, with children reported to be most vulnerable to sexual abuse when aged between 7 and 13 years old⁷.

Research consistently demonstrates that in the majority of cases children are sexually abused by people they know; familiar and trusted adults⁸. For example, 80% of phone calls to the National Association for People Abused in Childhood are from victims whose abusers were known to them. That abusers tend to be known to victims contributes towards the low reporting rate of child sexual abuse. Discrepancies are evident between the number of cases of child sexual abuse reported to authorities and cases identified through research. Adults and children are more likely to disclose during research, as their anonymity and confidentiality are preserved. It is estimated that three quarters of children who are sexually abused do not tell anybody at the time⁹. Those who do disclose tend to tell a friend rather than a family member, and even more rarely tell a professional¹⁰.

This 'hidden' figure reflects key elements associated with child sexual abuse; secrecy, shame, guilt, fear and often a feeling of complicity. When an adult abuses a child, the likelihood of complicity is increased and the level of secrecy exacerbated by the natural advantage of authority the adult holds in the asymmetrical relationship. The complicity and secrecy surrounding the abuse reduces the likelihood of the victim reporting it. A child may feel unable to report the abuse for many other reasons. These include the shame and guilt felt by the child and the fear of not being believed or taken seriously. Victims of sexual abuse that also involves emotional maltreatment are particularly vulnerable to being made to feel that they deserved, or were somehow responsible for, the abuse. Furthermore, only a small percentage (6%) of adults in an NSPCC study perceived the unwanted sexual activity in which they had been involved in childhood to have been sexual abuse¹¹, which can help explain why some abuse is not reported.

Short and long term effects of abuse are evident, impacting on the child's general development and emotional health¹². The abuse itself can cause direct physical harm to the child, and the stress of the abuse can cause impairment of the child's physical, cognitive

² Cawson, Wattam, Brooker, & Kelly (2000).

³ Council of Europe (2010).

⁴ Radford et al. (2011).

⁵ NSPCC (2012) http://www.nspcc.org.uk/news-and-views/media-centre/press-releases/2012/12-04-10-sixty-child-offences-a-day/sex-offences_wdn88682.html

⁶ US Department of Health and Human Services (1998).

⁷ Finkelhor (1994).

⁸ Grubin (1998).

⁹ Cawson et al. (2000).

¹⁰ Ibid.

¹¹ Ibid.

¹² Wolfe & McGree (1991).

and behavioural development, impacting negatively on academic achievement. Mental health problems continuing into adulthood, such as anxiety, depression, post-traumatic stress disorder (PTSD), and issues of substance misuse and self-harm have been linked back to sexual abuse in childhood. Abuse can also lead to risky or harmful sexual behaviour, poor parenting, delinquency and crime¹³. The short and longer term effects of child sexual abuse have a significant economic impact, in the burden placed on health care services¹⁴.

Finkelhor (1984) suggested that in order for sexual abuse to occur, four preconditions must be met. The abuser must, 1) be motivated to commit the abuse, 2) overcome internal inhibitors, 3) overcome external inhibitors, and 4) overcome the resistance of the child. Some child sexual abuse prevention programmes work with the abusers to address their motivation for offending and to build up their internal inhibitors. Other work aims to increase external inhibitors by raising awareness of child sexual abuse amongst key adults such as teachers and parents. Other programmes train children in the use of appropriate tools that can improve their capacity to resist abuse¹⁵. The Hedgehogs programme tackles primarily the fourth precondition of the model, by working with children to maximise their resistance to abuse, but also addresses the third precondition by working with parents and teachers to raise awareness and boost these external inhibitors. It is also anticipated that the programme will have a preventive impact in the areas of preconditions one and two, in reducing the likelihood that children will go on to commit sexual abuse themselves.

The Hedgehogs programme tangibly supports the Department for Education's National Action Plan for Tackling Child Sexual Exploitation. The plan recognises the need to intervene at an early stage to increase young people's awareness of the risks, enhance their resilience in case they find themselves in risky situations, and ensure they know who to turn to for advice and support. It also emphasises the role of schools in identifying signs of abuse, in addition to delivering 'age-appropriate information' to children¹⁶.

An evaluation of a number of child abuse prevention programmes, many of which were delivered in the US, concluded that substantial knowledge and skills gains can be achieved through such interventions¹⁷. A separate study, based on 825 college students, found that women who had taken part in a prevention programme at school were approximately half as likely to have been abused in childhood, when compared with women who had not participated¹⁸. Child abuse prevention programmes have shown evidence of children improving their knowledge and understanding of safety-related concepts and skills; and parents and teachers demonstrating enhanced knowledge about child protection, including appropriate procedures. The evaluation highlighted the importance of a multi-systemic approach to prevention that targets not only children, but also key adults; particularly parents and teachers.¹⁹

The need to address the issue of child sexual abuse further by educating the potential victims themselves follows years of research. The Hedgehogs programme represents an exceptional opportunity for a range of experienced professionals from across Europe to

¹³ NSPCC http://www.nspcc.org.uk/Inform/resourcesforprofessionals/sexualabuse/therapeutic-services-evidence-pdf_wdf88612.pdf

¹⁴ Ibid.

¹⁵ Tutty (1991).

¹⁶ Department for Education (2012).

¹⁷ MacIntyre & Carr (2000).

¹⁸ Gibson & Leitenberg (2000).

¹⁹ MacIntyre & Carr (2000).

combine their knowledge and experience to develop an intervention that helps children protect themselves from abuse.

Aims and objectives

The Hedgehogs programme was designed to address the elements of complicity and secrecy, crucial in the drive to prevent abuse from occurring in the first place; and to combat the shame, guilt, and fear of disclosing, as children must feel able to tell a trusted adult, to know that they will be listened to and can be protected. The programme identified the potential for the age group most vulnerable to becoming victim to sexual abuse as capable of protecting themselves to some degree. It identified the value of working *directly* with the potential victim group, equipping them with the tools necessary for them to remain safe from sexual abuse.

The overarching aims of the programme were to:

- 1) Raise awareness about child sexual abuse among families and teachers
- 2) Teach child sexual abuse prevention rules and principles to school children
- 3) Decrease child sexual abuse incidence and prevalence rates among this target population

The above aims were expected to be met through the communication of accurate information and tools not only to children, but also to parents and teachers. This communication aimed to encourage the adults to actively support an increased dialogue between themselves and the children about issues including good and bad touch, consent, sex education and child sexual abuse.

The key objectives of the programme were to²⁰:

- 1) Build children's confidence in asking questions and seeking information
- 2) Enhance children's knowledge and understanding about their bodies
- 3) Equip children with the tools necessary to enable them to understand when a situation is potentially risky and what actions to take to protect themselves
- 4) Help children to develop critical awareness and build confidence so they feel able to trust appropriate adults and approach them to talk to and ask for help
- 5) Raise awareness about the programme and provide relevant information to adults (parents, carers and teaching staff) to enable them to support children's learning

The pilot recognised the importance of each child having a trusted adult they feel they can approach with questions, or to report a situation that gives them cause to feel uncomfortable, and to know that they will be taken seriously.

²⁰ See Appendix A for original wording (translation from Italian) of the key objectives.

UK organisations involved in the programme



The UK partner to Specchio Magico was **Southwark Council**, London; it has a strong history of developing, implementing and coordinating key initiatives regarding sex and relationship education and safeguarding, and has gained considerable expertise in this area.

Associated activities include targeted sex and relationship education support, for example access to specialist contraception services; high quality personal, social and health, education, sex and relationship education, including body awareness and personal safety; training for teaching staff and parents on sex and relationship education and domestic violence training for teachers and support staff, along with the provision of domestic violence resources to secondary schools. Southwark has prioritised the development of sex and relationship education as part of the strategy to protect children and young people and to reduce teenage pregnancy.

Southwark Council approached the Lucy Faithfull Foundation and Helen Blackburn & Associates, to assist in the development of the lesson materials and delivery of the lessons.

The Lucy Faithfull Foundation is the only UK-wide child protection charity dedicated solely to reducing the risk of children being sexually abused. The charity has developed a substantial expert knowledge base regarding the topic of child sexual abuse, through its work with adult male and female sexual abusers, young people with inappropriate sexual behaviours, victims of sexual abuse, and other family members.



Some of the charity's work involves delivering Internet Safety Seminars to children aged 9 to 11 years old, raising awareness around inappropriate (sexual) content and contacts children may encounter online (including cyber-bullying) and providing advice and strategies on how children can keep themselves safe online. 90 minute Parents Protect! child sexual abuse prevention awareness seminars are also delivered to parents and carers through community and children's centres; developed by the Lucy Faithfull Foundation on request of the Home Office and currently funded by the Department for Education.

Helen Blackburn of **Helen Blackburn & Associates** is an advisor and consultant in education with a focus on social and emotional learning. The four current main aspects of her work are: school improvement - raising attainment, behaviour policy and inclusion - with school leadership and staff; specialist work with classes and students to improve social and emotional skills to impact on achievement; group facilitation and coaching of staff; and programme management for school consortia.

Her background is as a teacher and senior leader in London schools for more than 20 years. She also has significant training and academic background in School Leadership, Coaching and Consultancy, Emotional Aspects in the Teaching and Learning Relationship, Process Consultancy, and Psychosocial Studies and Education.

Schools involved in the programme

Helen Blackburn & Associates, via the Local Authority, contacted all primary schools in the Southwark borough in September 2011 to inform them about the programme and to establish interest in having the programme delivered in their schools. Ten of the 74 schools displayed an interest, and after receiving further details about the programme six were still interested. Following a meeting between Helen Blackburn and each Head teacher, four remained interested in participating in the pilot. One school pulled out at the last minute, so the programme went ahead with delivery at three schools. All three are mixed, local authority maintained schools catering for 3-11 year olds.

Southwark

Southwark, situated in inner London, has a diverse population, with approximately half from black and minority ethnic (BME) backgrounds, including a high proportion of African and Afro-Caribbean families. The schools in Southwark therefore serve a population that is culturally and ethnically diverse. Indeed, over 100 languages are spoken in Southwark's schools and around 43% of the children speak English as an additional language.



“Southwark faces many of the challenges which come with being an inner city area. There are areas of wealth but there are also many areas of deprivation. Particular issues in Southwark include relatively low incomes, high levels of unemployment, poor health, crime, and particular issues around young people such as high levels of teenage pregnancy.”
(Southwark Council)

Programme design

Age group selection

Specchio Magico specified that children aged 9 to 11 years old would be the focus of the pilot; the Italian organisation had already run the programme successfully with children within that age bracket and as a consequence enabled them to obtain the funding for this pilot.

Lesson plan design

Based upon a range of aims and objectives, with a framework of recommended exercises provided by Specchio Magico, the Lucy Faithfull Foundation and Helen Blackburn & Associates worked in partnership with Southwark Council to ensure the exercises were presented in a UK context. A lesson plan was created for each of the five lessons. The lessons focused on enhancing the children's awareness and understanding of how they can protect themselves from sexual abuse; encouraging them to consider issues of respecting others and themselves, positive and negative touch, body awareness and sharing concerns with a trusted adult.

When planning the lessons, consideration was given to the age group the lessons would be delivered to, ensuring the use of age-appropriate language, material and activities, to maximise the chances of learning. Appropriate adaptations were also made to take into account pupils presenting special educational needs and/or disabilities. For example, the lesson plan requests that school staff think carefully about whether some children would need to work in more specialised groups where the language content is reduced.

Although a contentious subject to broach with children, the content of the sessions also took into consideration the research that demonstrates the majority of children to be sexually abused by people they know. A summary of the structure of each lesson is below in Figure 2. The lesson plans were provided to teaching staff involved with the programme before the first lesson, so they were aware of the content due to be covered. Teaching staff also had the opportunity to be fully briefed about the structure and content at a meeting with the facilitator, prior to commencement of the programme.

Teaching staff were also made aware of their roles in the programme. Head teachers and Deputy Head teachers were already aware of their responsibility to communicate with parents and carers, Governors and Diocese as necessary, to raise awareness about the programme and alleviate any anxieties held. This would include inviting parents and carers to attend a pre- and post-programme meeting. Head teachers were also responsible for rearranging other regular lessons so that the Hedgehogs lessons could be fitted in. Teaching staff attending the Hedgehogs lessons had the role of helping the programme facilitator with some activities and helping to keep the children engaged. Staff also tended to provide additional time after each Hedgehogs lesson to enable the children to complete their workbooks and reflect on what they had been taught. Availability of teaching staff between lessons and following completion of the programme was also identified as important, so they could answer children's questions and respond to their concerns, as well as completing additional one-to-one work with children identified as requiring further attention. Appendix B highlights the expected involvement of specific teaching roles.

A key component of the programme was the Confidence Box (Figure 1); its purpose to encourage children to open up and ask questions, with the option of remaining anonymous. Each class had a Confidence Box that was available throughout the week, into which the children could place questions they had written for the facilitator. The box was opened by the facilitator at the beginning of each Hedgehogs lesson, and she would answer the questions. The children were asked to mark their questions as either 'public' (so it could be read out in front of the group in the next lesson) or 'private' (it would be dealt with by the facilitator one-to-one with the child).



Figure 1. A Confidence Box.

Figure 2. Lesson structure and outline

Lesson 1 – ‘We are *Beautiful and Different*’

Objectives – that the children will:

- Demonstrate understanding of what the programme is about, practicalities and ground rules
- Understand the aims of the programme
- Show that they are able to join a group
- Demonstrate the ability to record and say out loud nice comments about other children
- Show that they are able to receive nice comments

‘Are we the same or are we different?’ activity. Children walk around to music and when the music stops they make groups with other children who have the same physical characteristic shouted out by the facilitator.



The Confidence Box is introduced; children practice writing messages and decide where the box will live.

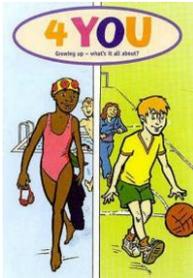


The game of Queens and Kings: each child takes it in turns to sit on a ‘throne’ and receive nice comments written by other children in their group. The game provides the opportunity for children to practice being nice to others and receive nice comments. It reinforces the message from the other activity that each of us is special and different.

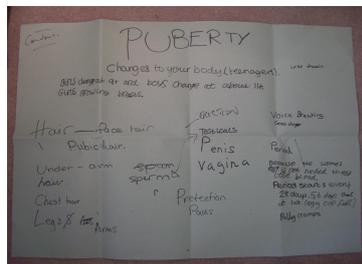
Lesson 2 – ‘Our Bodies are Beautiful Because...’

Objectives – that the children will:

- Demonstrate that they understand the changes of the body in the various stages of development
- Show that they learned the differences between the male and female body



Flipchart activity to find out what children already know about puberty, sources of their knowledge, and to clarify their understanding. Use of the Family Planning Association booklet ‘4You: growing up’ developed for Key Stage 2 and meets curriculum guidance. The booklet is used in the lesson to aid understanding around puberty and growing up, male and female body changes, periods, wet dreams, feelings, keeping safe, and sources of further information and advice. A copy of the booklet and an associated quiz book is given to each child and asked to take them home to work through with their parents/carer.



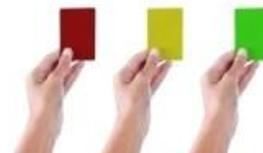
Some schools decide to bring their own Sex Education lessons forward to coincide with Session 2, so they can complement each other.

Lesson 3 - The Friendly Touch

Objectives – that the children have developed and practiced:

- The skill of listening to and respecting ‘no’
- Understanding the differences between the ‘positive touch’ and the ‘negative touch’
- The skill of saying ‘no’
- Understanding that each touch can be pleasant or unpleasant depending on ‘who I receive it from, how I receive it, the intention, the moment and the context in which I am...’

The activity ‘Traffic Lights’ aims to teach children the difference between positive and negative touch. The children move around the room; when the facilitator shouts out a touch action (stroke on the arm, handshake, slap on the bottom, pat on the shoulder, hold hands, double kiss) the children perform the action with the child closest to them. The children indicate how each action made them feel, using red, amber and green cards.



‘Ladies and Knights (I Choose Yes! I Choose No!)’ activity enables children to learn that they have the ability and power to say ‘No’ or ‘Yes’ to touch actions.

Children indicate with their coloured cards how they feel about a number of scenarios, for example:

‘Your doctor asks you to undress’

‘A car stops and the driver asks you directions to a road you know. They ask you to go with him/her in their car to show them where it is’

‘The park keeper urges you to go into his house’

Lesson 4 - Learning to Avoid Danger

Objectives – that the children:

- Start to recognise uncomfortable situations
- Have learned some strategies for self-protection
- Explore the importance of being able to trust appropriate adults

In the activity 'Stories Heard Here and There' children work in groups on various scenarios. Each child is asked to consider what the child would be thinking, how he/she would be feeling, what would make him/her think the situation is strange, and what he/she could do next. Examples of scenarios are as follows:

'Tilly is 9 years old and asks her mum for permission to get an ice-cream with the uncle she loves very much. In the car the uncle caresses her thighs and promises her a bigger ice-cream if she keeps this a secret.'

'Adam's babysitter usually takes him to the park during the afternoon. While Adam is playing, he falls into a big puddle and gets dirty. To avoid catching a chill, the babysitter takes him back home, undresses Adam and runs him a hot bath. She washes Adam even though the babysitter doesn't normally bath him.'



The three rules of self-protection:

- 1) Does my body say yes or no?
- 2) Does a trusted adult know where I am?
- 3) If I need to, am I able to ask a trusted adult for help?

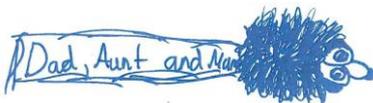


Lesson 5 - Saying No, Trusting Someone and Getting Help

Objectives – that each child:

- Is able to identify adults in whom to confide and ask for help
- Understands that confiding is important even if it is embarrassing or difficult
- Is able to say no when they are in a strange situation
- Knows the difference between a good secret/surprise and a bad secret

Activity asking children what they think the following mean: good secret/surprise, bad secret, confide.



Each child is given a toy Hedgehog, and they write on it the name of a trusted adult they will confide in if a situation does not feel right.

Activity 'saying no, getting away and getting help'. The children work through several scenarios in pairs, then present and discuss with the whole class. The scenarios range from being dangerous to being safe, and some scenarios are ambiguous. The children say whether they think the situation is dangerous and why, how they would say no or remove themselves from the situation, and in whom they would confide. Examples of scenarios are as follows:

'A boy calls you from a balcony of the building where you live and invites you to go and play with his new video games. What do you do?'

'One day the brother of a friend of Betty touches her breast while they are alone in the lift. He threatens to beat her if she tells someone. What do you suggest to her?'

'Mohammed is chatting online even though his parents have forbidden it. He meets online a child of his age who wants to know where he lives, what school he attends, where he goes swimming...What do you suggest to him?'

Programme delivery

Delivery of the lessons took place between February and May 2012. A facilitator from the Lucy Faithfull Foundation delivered the lessons, first to all Year 6 children (aged 10 to 11 years old) in all three schools. It was then delivered to all Year 5 pupils (aged 9 to 10 years old) in the same schools. The lessons were delivered to classes consisting of 28 children on average, ranging from 19 to 38 children (see Table 1); a total of 165 children.

The lessons ran on a weekly basis (see Table 2), each lasting two and a half to three hours. At the end of each lesson children would generally have time to reflect and record in their workbooks what they had learned.

Table 1. Range of year group sizes receiving the Hedgehogs lessons

School	Year group	Group size
School 1	6	36
School 1	5	38
School 2	6	19
School 2	5	26
School 3	6	26
School 3	5	20

Table 2. Timetable of lesson delivery

School	Year group	Dates lessons were delivered
School 1	6	22/02/12, 29/02/12, 07/03/12, 14/03/12, 21/03/12
School 1	5	27/04/12, 04/05/12, 11/05/12, 18/05/12, 25/05/12
School 2	6	23/02/12, 01/03/12, 08/03/12, 15/03/12, 22/03/12
School 2	5	25/04/12, 02/05/12, 09/05/12, 16/05/12, 23/05/12
School 3	6	21/02/12, 28/02/12, 06/03/12, 13/03/12, 20/03/12
School 3	5	24/04/12, 01/05/12, 08/05/12, 15/05/12, 22/05/12

Evaluation tools

A number of evaluation tools were designed and developed by the Lucy Faithfull Foundation to capture the effectiveness of the pilot. Table 3 below outlines these tools. Evidence of whether objectives were met was gathered via completion of questionnaires (completed by the children, teaching staff, facilitator, and parents/carers), and feedback from meetings (with teaching staff and parents/carers). Questionnaires were altered for the second half of the programme (Year 5 groups) to enhance outcome evaluation. Teaching staff were also provided with an Incident Log Sheet to record anything that occurred during the week outside the Hedgehogs lessons, but believed to be as a result of the programme. This Log Sheet was designed to ensure that any additional effects of the programme (i.e. that were not displayed during the lessons) were captured. Evidence specifically of the children's learning was also obtained from materials from the lessons (e.g. flipcharts, post-it notes), children's workbooks, and questions children had placed in the Confidence Box. Copies of all questionnaire templates, the Incident Log Sheet, and questions asked at parent and carer meetings can be found in Appendix C.

Table 3. Outline of evaluation tools used to assess the effectiveness of Hedgehogs

Programme stage	Teaching staff	Facilitator	Children	Parents/carers
Lesson 1	Questionnaire	Questionnaire	Work book	-
Lesson 2	Questionnaire Incident Log Sheet	Questionnaire	Work book Confidence box Flip charts	-
Lesson 3	Questionnaire Incident Log Sheet	Questionnaire	Work book Confidence box	-
Lesson 4	Questionnaire Incident Log Sheet	Questionnaire	Work book Confidence box Post-it notes	-
Lesson 5	Questionnaire Incident Log Sheet	Questionnaire	Work book Confidence box Flip charts	-
End of programme	Questionnaire Meeting	-	Questionnaire	Questionnaire Meeting

Evaluation findings

Did the programme meet the key objectives?

Objective 1: Build children's confidence in asking questions and seeking information

Feedback from the programme indicates achievement of Objective 1. The Confidence Box appeared to play a key part in the programme in helping to build children's confidence in asking questions. Teaching staff and children in both year groups were keen for the Confidence Box to stay after the programme had finished, indicating how useful and effective all involved found it. Staff reported that it "*created some curiosity in the children*" and although in one school some Year 6 children found it difficult to compose messages in the first lesson, children from this group proceeded to use the Confidence Box throughout the programme. Another school commented that, "*Each child has benefited from having the opportunity of using the confidence box, and it has led to a general discussion that has expanded to many different areas of discussion*". It took longer for the Year 5 children to start using the box in comparison with the older year group, and their use of it was not consistent; this may be a reflection of the age difference, as the younger children's reflective skills are perhaps not as well-developed and building their confidence may take longer. However, the facilitator also observed that Year 5 children appeared to have fewer inhibitions, therefore tended to ask the facilitator questions directly rather than through the Confidence Box.

Evidence of children's confidence in asking questions particularly started to arise during lesson 2, '*Our bodies are beautiful because...*', where puberty was discussed. The general feedback from teaching staff and the facilitator was that children were a little shy and giggly at first, but further into the lesson displayed more maturity and were able to ask a lot of questions. The children appeared more relaxed and grew in confidence as the programme continued; this was evident across all schools. By lessons 4 and 5, children from both year groups continued to ask a lot of questions, and many participated freely in in-depth and honest discussions about situations they were unsure or worried about.

"Children have challenged and asked questions, and been able to voice their own individual opinions"
(teacher, Year 6)

"Children...felt much more comfortable and confident to speak out both individually and when working as a group"
(teacher, Year 6)

It was not only during the lessons that children were seen to become more inquisitive, but between lessons during school time and also at home. This generally started after lesson 2, where children tended to ask teaching staff a lot of questions based around sex education. This filtered into home life, as several parents talked about how their children had become more inquisitive as a result of the programme. Children returned home from school asking questions about subjects such as periods, masturbation, and wet dreams. Although a few parents said they had encouraged their children to ask questions of this sort prior to the programme, many felt the lessons had increased their children's confidence in asking questions and feeling comfortable talking about what was perhaps previously viewed as an uncomfortable subject. Figure 3 presents some of this feedback from parents and carers regarding the observed increase in their children's communication.

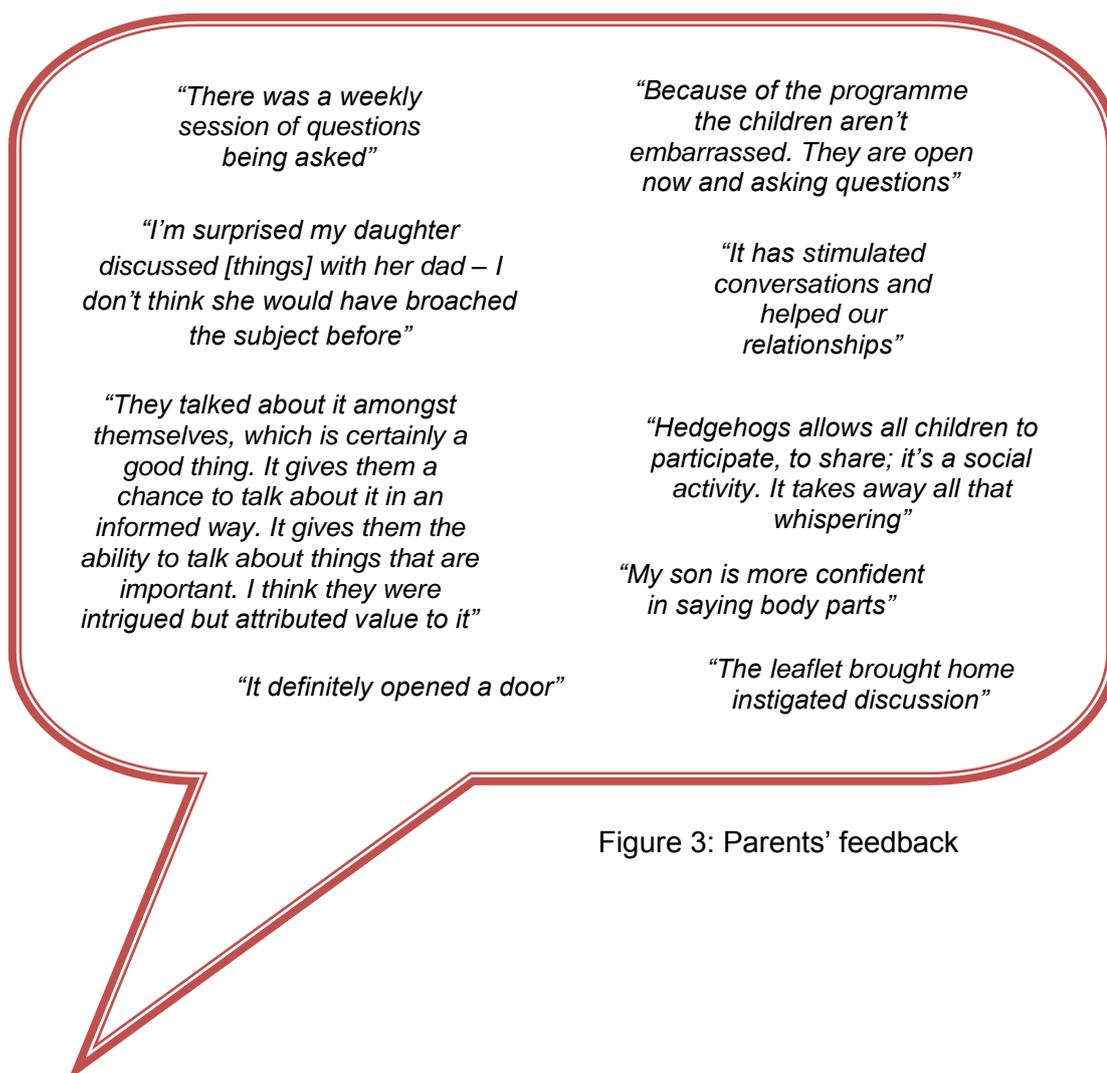


Figure 3: Parents' feedback

One parent felt that her Year 5 son was *"a bit too young"* for some of the questions he asked her, but she still answered them. It is unknown how many other parents and carers held this view, as not all provided feedback; more information on parents' views is provided later in the report under Objective 5.

During the post-programme meetings with parents and carers it transpired that some had not seen the '4You: Growing up – what's it all about?' booklet, meaning that either their children had not taken it home, or they had not shown the booklet to their parents. Of the four children in one school whose parents did not see the booklet, three were boys; it was suggested that perhaps boys were more embarrassed to bring the leaflet home.

Objective 1²¹ therefore appears to have been achieved, with children becoming more inquisitive both in school and at home. The facilitator was seen to be key in achieving this objective, creating a safe environment in which the children felt they could ask questions and talk about this subject matter with adults in a way that may not have previously been encouraged. Achievement of this objective was important in working towards Objective 4²² in particular, where children are encouraged to identify an appropriate adult that they feel

²¹ To 'build children's confidence in asking questions and seeking information'.

²² To 'help the children to develop critical awareness and build confidence so they feel able to trust appropriate adults and approach them to talk to and ask for help'.

they can approach and talk to. Objective 5²³ also links in very closely; if adults feel comfortable and knowledgeable enough to answer questions, it will become increasingly likely that children will ask them.

Objective 2: Enhance children’s knowledge and understanding about their bodies

Findings indicate some achievement of Objective 2. The second lesson was essential in enhancing children’s knowledge and understanding about their bodies. Teaching staff from all three schools expressed their surprise at the range of understanding and prior knowledge children generally held about puberty (see Figures 4a and 4b). It was observed however that children in both year groups knew a lot of words but not what they actually meant; “Many ‘think’ they know but when asked for an explanation it is completely wrong” (facilitator). The depth of understanding of the younger age group was generally not as good as that displayed by Year 6 children. The lesson was therefore a rare opportunity to correct misconceptions.

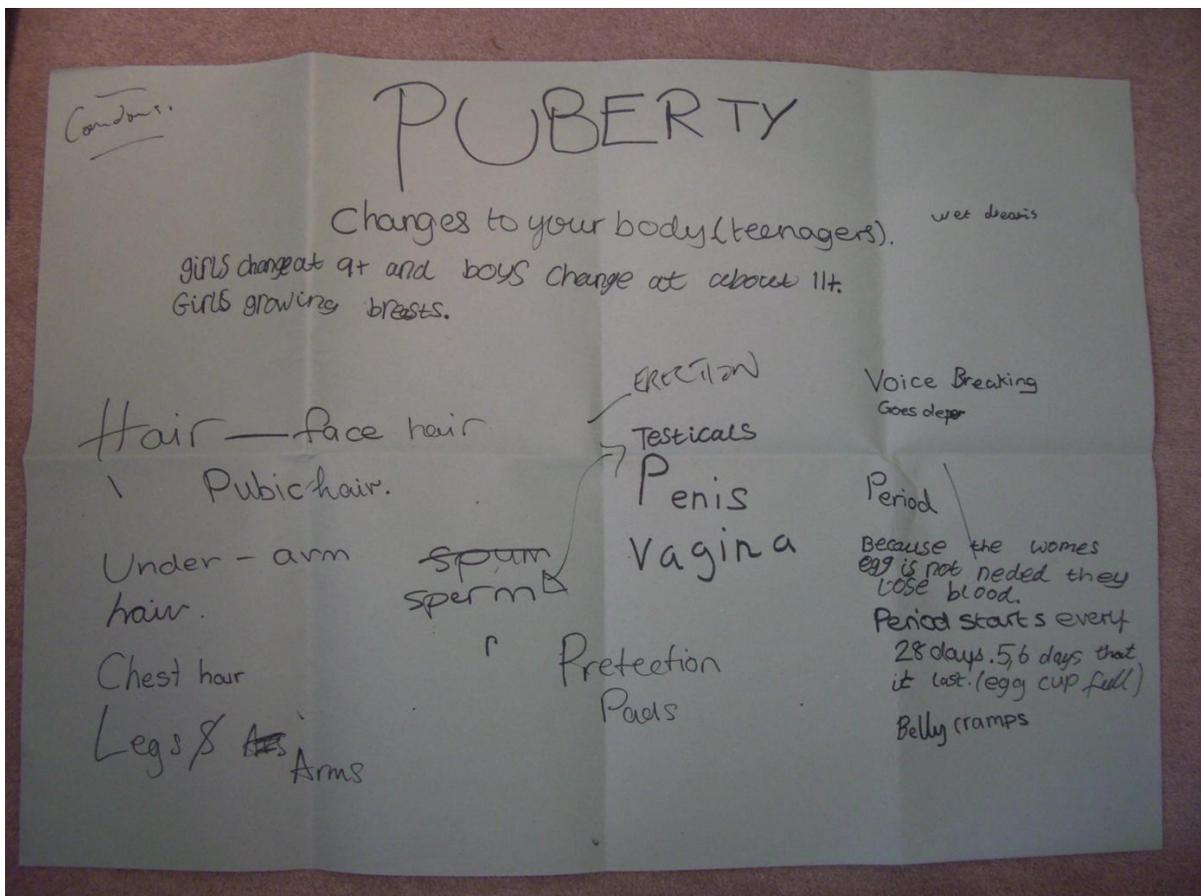


Figure 4a. Flipchart from school displaying children’s existing knowledge about puberty

²³ To ‘raise awareness about the programme and provide relevant information to adults (parents, carers and teaching staff) to enable them to support children’s learning’.

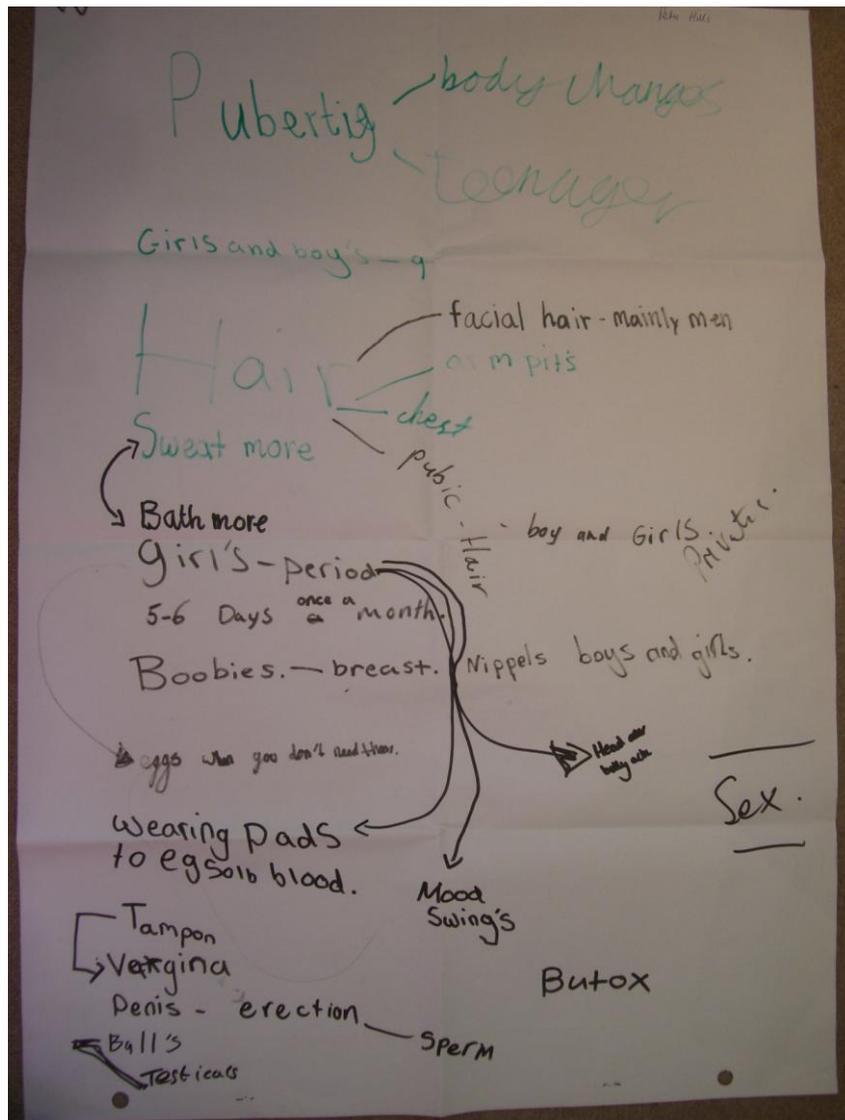


Figure 4b. Flipchart from school displaying children's existing knowledge about puberty

Arising from this lesson in all schools was a lack of knowledge and understanding about the words 'rape' and 'gay'; the facilitator subsequently spent time addressing and correcting these inaccurate beliefs. For example, in one school the facilitator described the children displaying an interest in the word 'rape', yet when asked about it they did not understand what it meant. A lot of giggling and laughing came from the children when using the word and the facilitator felt it necessary to address the issue to make sure they understood the appropriateness of using the word in the correct context. The facilitator also had to address a similar lack of knowledge during lesson 3 in one school (see Case Study 1).

CASE STUDY 1 – EVIDENCE OF LEARNING

During the delivery of lesson 3 to Year 5 children in one school, when the facilitator was teaching the difference between ‘positive touch’ and ‘negative touch’, the children from South America stated that kissing on both cheeks was not a problem as they did this anyway as part of their culture. After the break, these children told the facilitator and teaching staff that they had been teased in the playground during the break about being ‘gay’ for kissing on both cheeks. The facilitator addressed this with the children in the Hedgehogs lesson; the children who had carried out the teasing then understood why certain cultures kiss on both cheeks, and they could not even understand why they had teased the South American children about this. The children were apologetic, as they recognised that what they had done was not very nice.

This case study demonstrates how understanding developed through the programme and the type of incidents that can arise from lessons. It was advantageous to be able to deal with the incident straightaway when the children returned to the Hedgehogs lesson because it was relevant to the programme, and helped to put in context the difference between ‘positive’ and ‘negative’ touch. It also demonstrated that the children being teased felt confident enough to report it to adults.

Teaching staff from both year groups displayed surprise at the number of places children had acquired their information from and the types of films and television programs they had watched (see Figures 5 and 6), and how some views, such as stereotypical views of the meaning of the word ‘gay’, appeared to have been influenced by these sources. The impact that children’s access to such a range of information sources can have is something parents and carers need to be aware of, so they can restrict and monitor this access.

Parents	Teachers	Friends	Family members	School	Pub
	Hospitals/doctors/nurses		Books/dictionaries	Newspapers	Therapist
Adult magazines		Music	Phone	Soho	Science Museum
Park	Games (PS3, X-box 360, God of War 3, 18 games)			Friend's diary	
	TV/movies/videos – Muary, Jerry Springer, Holby City, the Sex Education Show, Sexetra, Look Who's Talking, Embarrassing Bodies, Adverts, the News, Family Guy, Eastenders, cartoons				
Posters	Radio	Internet/computers - Pop-ups, YouTube, links, Google			

Figure 5. Sources of children’s knowledge about puberty and sex

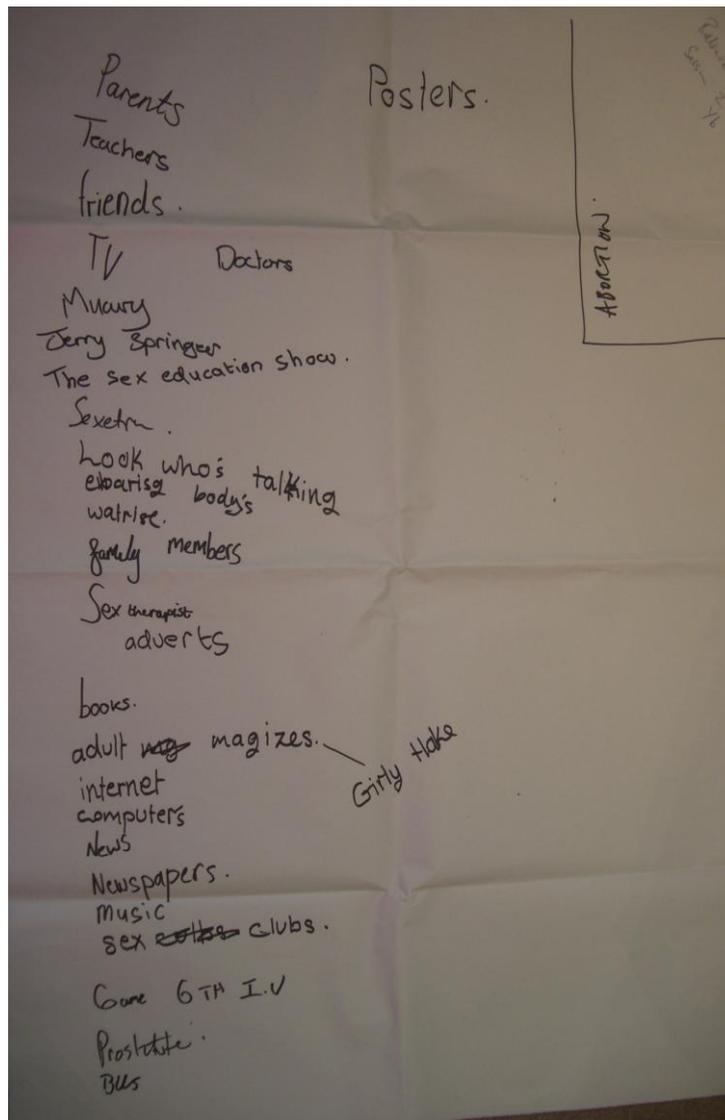


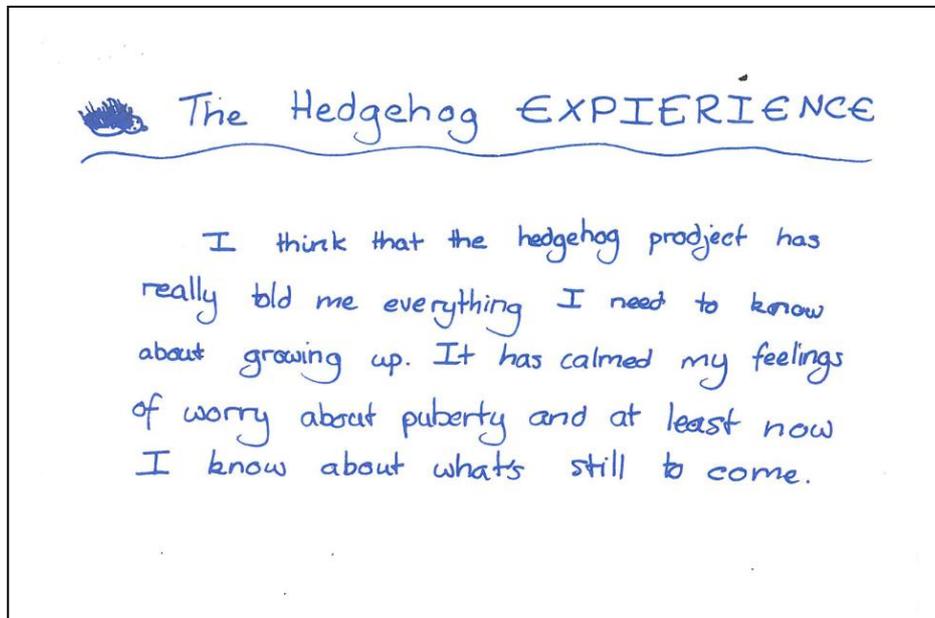
Figure 6. Flipchart displaying sources of children's knowledge

A key point arising from lesson 2 was that the lesson itself was not long enough. Teaching staff commented that there was a wealth of information for the children to process and that it would be necessary to explore it further. In one school there was a wide range of knowledge within the year group, making it difficult for the facilitator to correct assumptions of those with more knowledge at the same time as explaining basic concepts to those with minimal knowledge. Two of the schools decided to bring their own sex education classes forward, and the remaining school commented that it would cover sex education in the following term. One school also planned to take forward the issue of gender and sexuality and address it further in future lessons.

Before the programme started there had been concerns that lesson 2 would be too soon for the children to open up about puberty, however the facilitator was surprised at how well the children responded to this lesson. Children bonded with the facilitator much quicker than expected, making delivery of lesson 2 easier because children were generally already confident enough to discuss the topic. Understanding appeared to improve, and the lesson seemed to impact on some children's behaviour both inside and outside the classroom. For

example, teaching staff in one school commented that Year 5 pupils were “*gaining respect for each other and others in regard to differences*”.

Teaching staff agreed/strongly agreed that the Year 5 children had demonstrated that they understood the changes of the body in the various stages of development; yet the facilitator was ‘undecided’ about children’s understanding in one school. Teaching staff were in strong agreement that children had shown that they learned the differences between the male and female body; the facilitator agreed children had displayed this learning, however was reluctant to strongly agree. The Year 5 children each completed an evaluation form at the end of the final lesson. Despite many children stating that they did not enjoy lesson 2, several of these also said they thought that it was necessary. Furthermore, when children were asked what they had learnt during the whole Hedgehogs programme and why other children might want to do the programme, 49% mentioned puberty, sex and/or the differences between the male and female body. When asked whether other children should do the programme, reasons given by those stating ‘Yes’ included: “*It is better off learning about it now than whenever, because something can happen to you like your period and you probably don’t know what it is*” (Year 5 pupil). Children’s entries into their workbooks demonstrated that some learning had taken place; examples of this can be seen below in Figure 7.



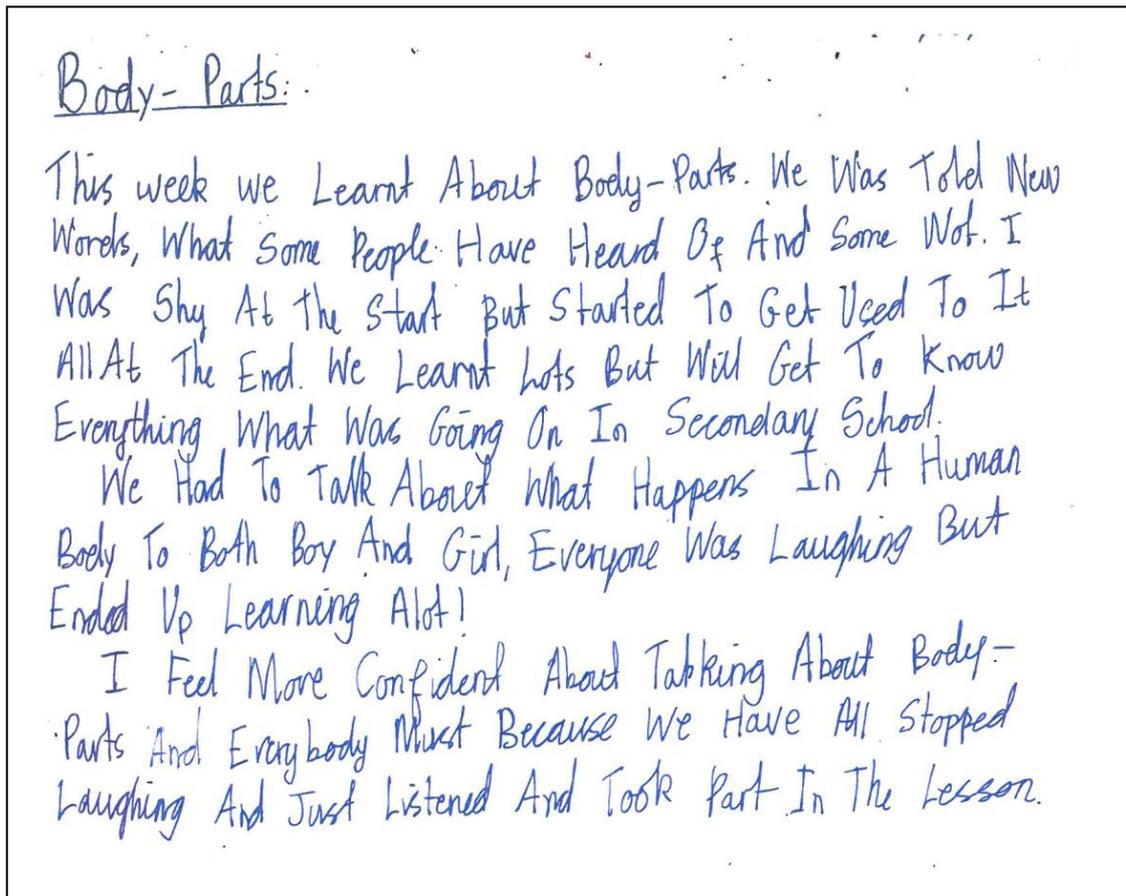


Figure 7. Examples of children’s workbook entries

Lesson 3 built upon the previous lesson, aiming to enhance understanding about their bodies in terms of ‘positive touch’ and ‘negative touch’. Children were generally excitable and uncomfortable at first with the various ‘touching’ actions, but after a while they calmed down and felt more comfortable with appropriate forms of contact. This was the case for both year groups, however the younger group did not seem to grasp concepts as much or as quickly as the Year 6 children. Evidence of learning was demonstrated when teaching staff observed Year 6 pupils being “*more aware of touching in the playground playing tag*”. However, in the majority of groups, the facilitator was unsure at the end of lesson 3 whether children fully understood the difference between ‘positive touch’ and ‘negative touch’. This lesson would therefore benefit from more time. The school where children appeared from evaluation forms to have grasped concepts to a greater degree, was the school where teaching staff were engaged with the programme for a greater amount of time.

It is difficult to measure the enhancement of knowledge without conducting a pre- and post-programme test of children’s knowledge; this would be recommended for the future should the programme continue, so that demonstration of learning can be more robust. The evidence collected indicates achievement of this objective, demonstrated by children asking questions and having gained more respect for each other following lesson 3. The surprise displayed by teaching staff at the words children already knew relating to puberty, yet the lack of knowledge and understanding regarding what the words mean, suggests a need for this topic to be covered at these ages. Allowances need to be made for the Year 5 pupils as they took a little longer to grasp concepts. The feedback received at this stage (lesson 3) in the programme suggested that the younger age group may not benefit as much as the Year 6 children. However, feedback also indicated that the younger children’s understanding did

improve with a greater amount of teaching staff engagement, both during and outside the lessons.

Objective 3: Equip children with the tools necessary to enable them to understand when a situation is potentially risky and what actions to take to protect themselves

Evidence indicates that the programme achieved this objective with a large number of children. Part of the reason for enhancing children's awareness and understanding of their bodies was so that they could identify the difference between 'positive touch' and 'negative touch'. Understanding this difference would enable children to understand how they might feel in certain risky situations that may involve, or have potential to involve, negative touch. In lesson 3 the children were taught how to say 'no' if they were uncomfortable with a certain touch. Pairing together the understanding of when a situation is potentially risky and knowledge that they have the ability to say 'no' (and developing the confidence to do this), is a key part of the Hedgehogs programme's objectives. The next step taught children to then tell a trusted adult if a situation made them feel uncomfortable, which is addressed below under Objective 4. The children worked through a large number of scenarios in lessons 3, 4 and 5, with the complexity of situations increasing towards the end of the programme to enable steady learning.

Children from both year groups displayed a range of understanding in lesson 3. When presented with the park keeper scenario three children in one school said they felt this was risky but would go off with the stranger with a view to later escaping or fending him off. The facilitator was therefore unsure whether each Year 5 child would be able to say no if they were in a similar situation that they felt was risky. Teaching staff from this school were also concerned that the children still needed a lot of input and exploration of how to react in situations. The rest of the programme built upon lesson 3, so there were numerous opportunities for children to develop their understanding regarding situations in which they may say no, and at the end of lesson 4 teaching staff from the same school stated, "*The children seem to be making connections about what is ok/not ok...they spoke a lot about feeling what was appropriate or not*". By the end of the programme, staff commented, "*They are also now much more aware about strange situations which could occur and who to talk to or how to deal with situations which are unfamiliar to them*".

A key part of the programme that appeared to enhance learning was the numerous scenarios that children worked through, and the interactive nature of these lessons, whereby all children were encouraged to participate. Staff felt that one of the most effective parts of the programme was the use of scenarios to embed learning.

"I think children are starting to realise that not every situation that makes them feel uncomfortable is wrong - they also are learning what to do and who to approach if they do feel something is wrong" (teacher, Year 6).

Year 6 children appeared to grasp concepts more quickly; they were described by teaching staff as having a higher starting point in terms of knowledge, whereas the younger children needed all the background information before starting to understand and answer questions appropriately. Teaching staff also observed that the Year 6 children seemed much more open to discussing topics with each other, which would arguably further enhance knowledge gain and maintain learning.

A few scenarios were more difficult to grasp than others. When presented with a scenario about a priest, a few children had trouble understanding that this could happen; for example, saying, "*He believes in God so why would he do that?*". Questions like this demonstrate the necessity of a tactful approach by the facilitator, in helping children to

understand that although not every adult is a risk, simply because somebody wears a uniform or is in a position of power, does not mean children should ignore the ‘bad feeling in their belly’ if they experience it.

Evidence of learning transpired in one school, where a girl taking part in the Hedgehogs programme identified that a situation was making her feel uncomfortable. This is detailed below in Case Study 2.

CASE STUDY 2 – EVIDENCE OF LEARNING

After lesson 3, one of the girls said that she had an idea for a school project, and asked if she could work on it after school hours at the school, until her mother arrived home from work at 4pm. Prior to asking the school, the girl had been going home with a friend rather than going straight home. It was identified that her mother had a new partner who was at home when she returned from school each day, and the girl was feeling uncomfortable going home without her mother being present. The girl had identified when she felt uncomfortable and had taken action, which she was praised for. The situation was continually monitored by the school.

Further demonstration of learning occurred when children wrote and drew in their workbooks; both year groups showed understanding of how to act in a risky situation, for example by drawing a cartoon sketch (see Figures 8a and 8b). There was still however some lack of understanding amongst a few children at the end of the programme with regards to identifying risky situations; for example, one boy thought it “*ok for a woman to look or touch because they fancy him*” and one girl was “*too trusting*” (teacher, Year 6). In cases like this, teaching staff need to focus on these individuals on a one-to-one basis, and discuss with parents or carers, to ensure issues are addressed.

Evidence indicates that this objective was achieved with a large number of children. However, some scenarios evoked challenging questions from the children, and answering these required a tactful approach by the facilitator. Additional work was also required by the schools to focus on individuals who did not fully comprehend by the end of the programme. One school did not achieve this objective with their Year 5 group as well as the other schools did; the lack of engagement of staff during the lessons appeared to have an impact on the children’s desire to learn, thus limiting the amount of possible knowledge gain. For example, teaching staff were present in lessons, yet simply observed, and their body language generally did not indicate they were interested in the lessons. They did not interact with the pupils during the lessons, and, when children were talking or fidgeting, teaching staff did not encourage them to pay attention to the facilitator.

PROTECT YOURSELF

STEP 1.



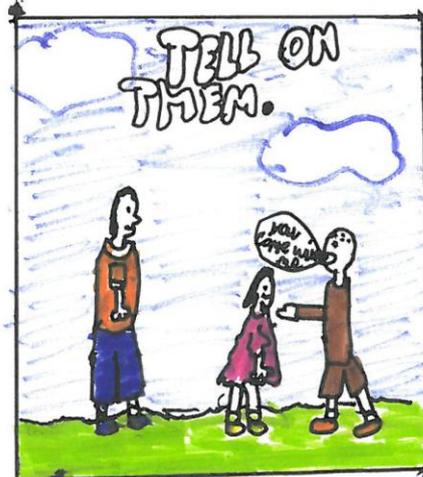
This explains that if someone asks you to do something you're not comfortable with, say NO.

STEP 2.



If they follow you, run to someone you know can help.

STEP 3.



then explain what has happened even if they threaten to hurt you if you tell.

Figure 8a. Example of a child's workbook entry

Protect Your Self

• Step 1



do not go without permission from your parents

• Step 2

IF your force
do something
say NO.

tell some one
you can trust
like your family

• Step 3



3

Figure 8b. Example of a child's workbook entry

Objective 4: Help children to develop critical awareness and build confidence so they feel able to trust appropriate adults and approach them to talk to and ask for help

On the whole, the programme appeared to have achieved this objective. The programme aimed to teach children how to appraise situations and people in order to come to judgements about whether or not they may be risky. The programme wanted to help children to develop this critical awareness so that they could approach adults they have judged to be trustworthy, if they wanted to talk or ask for help. There is some crossover with the first part of Objective 4, 'help the children to develop critical awareness', and part of Objective 3, 'understanding when a situation is potentially risky'; as the first part of Objective 4 has already been covered in the above section, only the second part of the objective will be evaluated here.

The scenarios all encouraged the children to talk to an appropriate adult if something happened that they were unsure about, whether to ask permission to play computer games with a peer or to ask for help if an adult says or does something to cause discomfort. Learning from the programme was put into practice by children from two of the schools, illustrated by the case studies below.

CASE STUDY 3 – EVIDENCE OF LEARNING

A message put into the Confidence Box marked as 'private' by a Year 5 pupil read:

'How do you know who you can trust?'

The message was written following lesson 3, so still quite early on in the programme, reflecting how quickly children's confidence was growing in bringing up issues. Lesson 4 began with the facilitator addressing the above question with the whole group. This instigated a discussion when a number of children voiced their concerns about being hassled by and/or uncomfortable with 'gangs' where they live.

"The conversation lasted approx 30 minutes with all listening and respecting each others' thoughts/worries/feelings. Discussed with staff afterwards where they will speak to parents" (facilitator)

"Discussion involved a lot of children's concerns over feeling safe and reporting back to a trusted adult. Children were encouraged to organise with someone a plan of actions as an alternative if a situation arose relating to safety" (teacher)

The following lesson involved another discussion about gangs, and the facilitator gave the children some advice around identifying strategies to avoid going near the gangs when unaccompanied by an adult.

It became clear that at this young age children face big decisions regarding matters such as gangs. For example, if a child is being harassed by gangs there is the risk they will feel pressured to join a gang. Targeting this age group before it is too late is essential; ensuring children know that they do not have to deal with such situations alone, and that there are options available to them other than joining a gang.

CASE STUDY 4 – EVIDENCE OF LEARNING

A few days after receiving lesson 4 of the Hedgehogs programme, two Year 6 children were travelling home on the bus. They noticed that outside a child from Year 2 was standing at the bus stop with an adult female they did not recognise. The children on the bus were not happy with the situation and were concerned for the younger child.



The bus pulled away from the bus stop, and after discussing with each other their concerns for the younger child, they got off the bus at the next stop. They ran back to the other bus stop and confronted the woman, saying the younger boy was a friend of theirs and that they would take him to his mum, to which the woman said “No”. The children were not happy with her reaction, so they ran off to find an adult they trusted, to request help. They found a teacher across the road, and the situation was then dealt with by adults. It turned out that the woman with the Year 2 child was indeed a stranger and the Year 6 children had judged the situation appropriately. They were praised not only for their judgement but also for their actions.

Although it is difficult to measure whether all children who attended Hedgehogs lessons would feel confident enough to approach a trusted adult for help in a real-life situation, the case studies go some way to reflect that, and there was evidence to suggest a large number of the children felt increased confidence in talking to teaching staff and their parents and carers, as detailed under Objective 1 (page 22). Teaching staff commented, “*Since the programme they have been better at expressing and communicating concerns and problems*”.

Some reason for concern was the discovery that some children’s home circumstances appeared to prevent them from feeling able to identify an appropriate adult they could confide in. Two Year 5 children in one school said they would not tell a parent or carer if something happened; reasons for this were fear of parents’ reactions towards the ‘perpetrator’ and not wanting to upset them. Teaching staff worked with these children between Hedgehogs lessons to ensure they could identify an appropriate adult they trusted and could confide in.

At the end of the programme, each child was given a toy hedgehog to take home. On the white strip of material attached to the hedgehog each child wrote down at least one adult they would talk to if they felt uncomfortable about a situation. The facilitator and teaching staff observed every child do this. In their evaluation forms, Year 5 children were asked whether there was an appropriate adult they could talk to ‘if something happens that does not feel right’; of the 82 children, 78 (95%) circled ‘Yes’, one circled ‘No’ and three did not respond.

On the whole Objective 4 was achieved; however concerns still existed at the end of the programme about the four children feeling unable to identify a trusted adult; something that schools were responsible for following up. This demonstrates how crucial staff commitment to the programme is in ensuring maximum effectiveness of the programme.

Objective 5: Raise awareness about the programme and provide relevant information to adults (parents, carers and teaching staff) to enable them to support children’s learning

The programme achieved this objective with the majority of teaching staff and some parents and carers. It was recognised how important it was for the parents, carers and teachers of the children to understand the programme and what it was trying to achieve, and to equip them with enough knowledge to enable them to provide the appropriate support to the children to maximise learning. For this reason, briefing meetings of teaching staff were held before commencement of the programme, so they understood the programme objectives and their roles within this. Meetings before and after the programme were also arranged with the parents and carers of children in each school, providing the opportunity for the adults to learn about the programme and ask questions to alleviate any anxieties they may have had. Table 4 details the briefing and debriefing meetings held.

Table 4. Timetable of meetings held with teachers and parents/carers

School	Meeting type	Date	Number of attendees
All 3 schools	Pre-programme briefing of teachers	20/01/12	5
School 1	Pre-programme meeting with parents	25/01/12	2
School 1	Post-programme meeting with parents	25/05/12	0
School 2	Pre-programme meeting with parents	26/01/12	15
School 2	Post-programme meeting with parents	23/05/12	16
School 3	Pre-programme meeting with parents	31/01/12	15
School 3	Post-programme meeting with parents	11/06/12	14

Parents and carers

Was enough done to raise awareness about the programme?

Each school sent a letter to the parents and carers of the children, informing them about the programme and inviting them to attend a meeting to find out more; attendance numbers can be found in Table 4 above. At one school, attendance at both meetings was disappointing; it was unclear from the information provided, how much communication this school had with parents and carers about the meeting. Based on information received, parents and carers were given the option to withdraw their children from the Hedgehogs lessons, but none took this opportunity, and no parents requested withdrawal of their children from the programme after it had started. The parents of two Muslim girls in one school agreed for their daughters to attend the lessons and listen, but not to participate due to their faith. This indicates that parents and carers were aware of the programme and happy for their children to attend.

Was enough done to provide relevant information so parents and carers could support children’s learning?

The schools were asked to invite parents and carers to a second meeting after delivery of the programme, so they could provide feedback on the effect they thought the programme had on their children, if any. The meeting was also an opportunity for the facilitator to provide feedback to the parents about what learning the children had demonstrated, how the children reacted to the programme, areas in which the children did not progress as well, and recommendations around what the parents could do to facilitate their children’s learning. Attendance numbers for these post-programme meetings can be found in Table 4 above. Feedback from parents and carers at the post-programme meeting and completed questionnaires informed whether this objective was met.

Of the 15 parents and carers who completed questionnaires at the end of the programme, 12 felt they had received enough information about the programme before it started. Of the three who did not, two had not attended the pre-programme meeting, therefore had not taken the opportunity to learn about the programme. The other parent had attended the pre-programme meeting, but mentioned that his daughter's mother had in fact discussed the programme with her, suggesting that perhaps enough information had been provided to the mother, although this was unclear from his response. One of the two who did not attend the pre-programme meeting suggested that any information that could explain the programme more would have been beneficial. In one post-programme meeting it was mentioned that a minority of the parents had had negative views about the programme, however they were not present at the meeting and it is unclear whether they had attended the initial meeting.

Other parents and carers felt they did not require further information to help them answer their children's questions. Some parents and carers (e.g. those who did not attend the pre- and post-programme meetings) may not be so well prepared and open to discussing such issues with their children, so it is important that some information is available to them. However, to provide too much information about the programme would risk heightening anxieties. A balance would need to be achieved in relation to the amount of information provided to parents and carers, and the means in which it is conveyed, since not all parents and carers would have the necessary literacy skills to read and comprehend the information.

On average, parents who completed the end of programme questionnaire thought that the programme was 'helpful' or 'very helpful' in preparing their children to keep safe. The parent of a Year 5 child rated the programme as 'not at all helpful', stating "*This programme is not suitable to children at this age. The more they know, the more curious they are and become exposed*". This parent did not attend the pre-programme meeting and it is unknown whether they were present at the post-programme meeting; regardless, this reflects that perhaps a minority of parents were still not entirely comfortable with the programme, suggesting that more work would be required to alleviate anxieties. Opportunities to provide parents and carers with information about the programme were provided, but some did not attend the meetings. The schools varied in the amount of communication they had with parents and carers about the meetings, which was reflected in the number who attended.

A small number of parents did not see the Family Planning Association booklet from lesson 2 that the children had been told to take home. Other parents whose children showed them this booklet said it had instigated discussion and further questions. Those parents who did not see the booklet would therefore have missed out on a) understanding what their child was learning, and b) the opportunity to further enhance their child's ability to communicate with them about this and other subjects.

In terms of their own learning, one of the parents at a post-programme meeting said, "*It made me more comfortable with it, because of the information you gave us*" and another admitted that they themselves had learnt things from the booklet. Teaching staff at one school felt that the Hedgehogs programme "*has helped to get parents more involved in being part of this area of the curriculum*".

Generally, parents and carers who attended a post-programme meeting and/or completed evaluation questionnaires felt they had been provided with enough information to enable them to support their children's learning. They reported being able to answer children's questions and a few said they learned things about puberty too. However, only a small proportion (approximately 18%) of parents and carers attended meetings and an even

smaller proportion provided feedback via the questionnaire, so views are not known of those who did not provide feedback. Recommendations for the future would include:

- Setting a minimum standard for schools to work to in the communication of information to parents and carers;
- Ensuring some information is available to parents and carers should they be unable to attend meetings; and
- Delivering Parents Protect! child sexual abuse prevention awareness seminars with parents and carers of children involved in the programme, tailored to also provide relevant information about the programme and delivered after completion of the programme to enhance knowledge and capabilities to support and protect their children.

Teaching staff

Was enough done to raise awareness about the programme?

All teaching staff due to be involved in the programme were invited to a briefing meeting. Not all were able to attend due to school commitments; therefore additional meetings were offered and took place for these staff. The briefing was held before delivery of the lessons with Year 6 children. Evidence of lack of awareness of teaching staff was present in a Year 5 group, believed to be due to a change in staffing. To counteract this, an additional briefing meeting should perhaps have been delivered prior to delivery to Year 5 groups for whom different teaching staff are responsible.

It is unknown how much awareness other staff in the schools had about the programme; however, teaching staff from one school said they had communicated with other members of staff not involved in the programme, to raise awareness around the programme and to enable them to also deal with issues concerning the children.

Was enough done to provide relevant information so teaching staff could support the children's learning?

The briefing held prior to commencement of the programme informed teaching staff what the programme would cover, provided a copy of the lesson plan, and advised them of their expected roles during the programme, both during and outside the lessons. Teaching staff provided feedback via evaluation forms for each lesson and at the end of the programme, and at a post-programme meeting, allowing them to express how they felt the programme went. Teaching staff from only two schools attended the post-programme meeting, resulting in a lost opportunity to receive detailed feedback from the third school. Teaching staff from this school also did not return their evaluation forms for the Year 5 programme, meaning feedback from this particular school is significantly limited for this age group. Where possible in this evaluation, feedback from the facilitator has been utilised to evaluate this school's experience of the programme.

An unexpected finding was how much staff themselves benefited from the programme; for example a member of staff commented, *"The programme was very informative and I feel that all the children as well as the staff benefited from it"*. Staff provided a wealth of positive feedback regarding their own learning. They described the programme as having given them a tool, and in doing so 'bridged the gap' between the school's child protection designated person and the rest of the staff. Knowledge gained from the programme empowered staff to discuss this topic area and others with the children. They reported an increased confidence in dealing with child protection issues themselves, whereas before the programme they stated they tended to go straight to the Head teacher or Deputy Head teacher with a concern.

A significant contributing factor towards teaching staff's knowledge gain and subsequent confidence can be attributed to the facilitator. Her approachability meant that staff felt they

could be honest if they did not understand something, and her involvement of staff in the programme made staff members want to support her, which would arguably further aid their own learning about child protection issues. Significant achievement of this objective was therefore demonstrated with regards to teaching staff involved in the programme. Although this objective refers to whether enough information was provided to teaching staff, an important factor also appeared to be whether individual members of staff were proactive in taking the opportunity to learn more, in order to support the children.

Governors and Diocese

Although not specifically referred to in Objective 5, other adults with a vested interest in the Hedgehogs programme were school Governors and the local Diocese, therefore it is important that they are considered in terms of evaluation of the programme. If Governors and/or the Diocese had significant enough concerns about the programme that could not be alleviated, the programme may not have gone ahead. For the schools that participated in the pilot, no significant problems with Governors or Diocese were reported. One school pulled out of the pilot at the last minute, citing the reason that the school had decided, in discussion with the Governors, that the programme was not appropriate. One of their classes had a large number of children with special educational needs, but it is unknown whether this was the reason. It is also unknown whether the other schools that decided not to take part did so because they faced resistance, or because of other factors.

Overall programme effectiveness

"I would be happy to endorse this programme further and am very keen to help with its continuation and development whenever possible. It has been a very worthwhile and well run programme. Thank you." (acting Head teacher)

The Hedgehogs programme was delivered to 165 children, who over the course of five weeks were equipped with knowledge and tools that have the potential to help them keep safe both in the short and longer term. Teaching staff recognised that the programme was "equipping the children with important life skills" and feedback from the children, teaching staff, parents and programme facilitator indicated that this was successful with a large number of children. Quotes taken from feedback received from children and teaching staff are below, demonstrating how they felt at the end of the programme.

FEEDBACK FROM THE CHILDREN

'Should other children take part in the Hedgehogs programme?' Yes, because...

"It helps children to understand about how you change when you grow up"

"Because they need to know stuff we learnt"

"It teaches how to deal with problems"

"If they're in a bad situation they can say 'No!'"

"For people to protect their bodies and tell an adult when something goes wrong"

"Like us other children need to know how to protect themselves"

"So they can stay away from danger"

"Children need to know how to protect their body"

"It helps in life and tells us what to do in different scenarios"

"I was shocked about how many of children in my class did not know about these things that we did in Hedghogs"

"They need to know more about their bodies. And what situations they can find themselves in"

"To learn how to take care and know when someone touches you inappropriately you can tell someone older"

"Then they know what is safe and what is not safe"

No, because...

"It might be inappropriate for other children, but it helps them learn!"

"I don't know"

"A bit when they are older or because they won't listen"

"Some people don't want to learn about it"

FEEDBACK FROM THE TEACHERS

"Very pleased with the Hedgehogs programme"

"Overall very pleased with the programme"

"The programme has been invaluable to the school"

"It should be continued as I feel that if this helps even one child then it has been successful"

"Really valuable and a real shame if it disappeared"

"The programme was well delivered, both pupils and staff gained from it"

Two of the three overarching aims of the programme appear to have been met; 'Raise awareness about child sexual abuse among families and teachers' and 'Teach child sexual abuse prevention rules and principles to school children'. The final aim 'Decrease child sexual abuse incidence and prevalence rate among this target population' cannot be measured, at least not at this stage; it is difficult to attribute changes in incidence and prevalence rates to specific initiatives. From the evaluation material used, it has been possible to conclude that overall the five objectives were achieved. In order to obtain a more succinct and objective demonstration of learning and achievement of objectives in future programmes, tools such as pre- and post-programme knowledge tests of the children would need to be considered.

The engagement of the teaching staff appeared to have a significant impact on the effectiveness of the programme. Engagement and participation of children in both year groups tended to be good; however, one Year 5 group was not generally as engaged as the others. No teacher was present in some of their lessons, and although several teaching assistants were present, they simply observed, and their body language generally did not indicate they were interested in the lessons. They did not engage with or discipline the children; the facilitator subsequently found it difficult to hold the children's attention and keep them focused. The impact of this is reflected in feedback given by one of the children in this class, who commented:

"What I didn't like about the sessions is that during the sessions some people were talking during the lesson and that's not fair on the people who want to learn"

At times the children from all the schools and both year groups would become excited by some activities, meaning that help from teaching staff to calm the children down and keep their concentration was crucial in enabling the facilitator to focus on delivery. The facilitator felt that with this Year 5 group, "*Children's responses to scenarios were ok*" in comparison with other schools where teacher engagement occurred and the facilitator was "*Happy they have learned a lot by the scenario answers*" and "*Children answered scenarios well*". In the school with the low level of teaching staff engagement, it was potentially problematic that not all teaching staff were briefed about the programme. The high level of staff engagement in another school, where there was plenty of briefing time before lessons and staff were involved in the lessons, was noticeable in the progress demonstrated by the children. It helped the facilitator deal with questions and she felt confident staff would be able to handle sensitive issues between lessons and after completion of the programme. It would therefore be strongly recommended that, should the programme be delivered again, time is set aside before each lesson so all teaching staff involved are aware of their roles and their contribution to the impact of the programme.

The importance that the right person is selected to deliver the programme was also evident in enhancing programme effectiveness. The same facilitator delivered all lessons to all schools, which ensured continuity and enabled trust to be built with the children. The

approach taken by the facilitator was significant in enabling and enhancing children's learning about this subject. The facilitator, employed by the Lucy Faithfull Foundation, had a policing and child protection background and substantial experience delivering Internet Safety workshops to children, all of which she drew upon when delivering the programme and dealing with issues arising from lessons. Teaching staff consistently rated her delivery of the lessons as 4-5 out of 5, and some of their feedback is seen in Figure 9.

It is also important that the same facilitator delivers all five lessons. Although children bonded quickly with the facilitator and so the same may be true if another facilitator stepped in, this could be unsettling for the children. As the facilitator delivered all five lessons she got to know the children and their circumstances, which enabled her to progress learning, as well as identify potential child protection concerns and work with the children and staff around these. She was also able to build relationships with the teaching staff; it was important to gain these adults' trust and confidence in the facilitator.

The generally positive feedback received, along with the few concerns raised and lessons learned from running the programme can be used to ensure that, should the programme be delivered again, it is as effective as possible.

“The trainer made sessions enjoyable and gave the children time, encouragement and valued their opinions and understanding to gain more knowledge”

“Tricky comments addressed professionally giving children responses they fully understand”

“Children felt in a secure place to be able to talk about issues”

“Made the children feel at ease and encouraged them to talk”

“Dealt with silliness appropriately and seriously. Children responded well”

“Good uses of learning styles to engage the children”

“She is always able to make the reading contents relevant to the children (experiences and age)”

“Excellent delivery of sessions, pitched at the children's understanding and child friendly approach”

“Professional when dealing with children's questions so children behaved more maturely”

Very professional and friendly, trainer worked very well with both children and school staff. Sessions planned well and implemented. Sessions time went quickly, children were fully engaged and interactions positive and beneficial”

“An excellent session, skilfully delivered again very good, sensitive handling of pupil feedback and contribution. Good vocabulary focus and definitions at a level appropriate for the age and cohort”

Figure 9. Teaching staff feedback about the facilitator

Programme continuation and sustainability – factors for consideration

The positive feedback detailed above in the Findings section indicates that this programme could benefit primary schools in a number of ways. When asked whether they would be happy to be involved in the Hedgehogs programme again, all teaching staff who provided feedback answered ‘Yes’. The large majority of the children also, when asked whether they thought other children should do the programme, said ‘Yes’.

Positive feedback and achievement of objectives is important when deciding whether to continue a programme, however other justifications need to be met when making this decision, particularly considering the context the programme is designed for (i.e. educational). Consideration would be required regarding whether the programme content supports or enhances the teaching curriculum, whether primary schools already cover aspects of the programme content, the impact of the programme on schools’ practices, and what might be necessary to sustain the children’s learning about the topic area.

How did the programme fit in with the current curriculum?

Programme design and delivery evidenced links with several aspects of the school curriculum. These links helped one school to justify participation in the pilot. Teaching staff described the programme as an important part of the children’s learning and were in agreement that *“It is such an important aspect of learning that should be part of the curriculum and delivered in all schools”*. This section explores the links between the programme and primary school curriculum.

A member of teaching staff described how during lessons children identified links with curriculum areas, for example Religious Education, where the rite of passage of puberty is discussed in relation to most cultures and religions. Another described how the Hedgehogs programme helped in Science lessons when comparing fertilisation in a plant and human. The programme and curriculum seemed to be mutually complementary of each other, as certain parts of the curriculum helped children to understand aspects of the Hedgehogs lessons.

“Good use of the science curriculum outcomes as a way into this tricky topic”

Table 5 shows how the Hedgehogs programme linked in with seven of the 14 primary school curriculum subjects. In addition to the curriculum subjects listed in the table, other learning areas that primary schools are required to cover linked with the programme. Literacy is a strand that runs through the teaching of all curriculum subjects. Teaching staff made several references to how the Hedgehogs programme supported components of literacy, namely speaking and listening, reading and writing. Although not referred to explicitly in the curriculum framework, Ofsted²⁴ looks for evidence of SMSC (spiritual/moral/social/cultural) issues being covered by primary schools and the Hedgehogs programme linked in with at least three of these areas. Ofsted also assesses how safe children feel in their school, and the Hedgehogs programme is significant in increasing children’s understanding and perceptions of safety.

²⁴ Office for Standards in Education: a government body set up in 1993 to inspect and assess the educational standards of schools and colleges in England and Wales.

Table 5. The current primary school curriculum and links with the Hedgehogs programme

Primary curriculum subject	Does Hedgehogs contribute?	How does Hedgehogs contribute?
Religious education	✓	Puberty
History		
Geography		
Citizenship	✓	Scenarios
Personal, social and health education (PSHE)	✓	Scenarios covered all aspects
Science	✓	Puberty
Physical education (PE)		
Music		
Modern foreign languages		
Maths		
ICT	✓	Internet scenarios
English	✓	All aspects
Design and technology		
Art and design	✓	Drawings in workbooks

On occasion, teaching staff would incorporate part of the curriculum, such as Maths, into a Hedgehogs lesson. This highlights the risk that schools would divert from the core programme content, if they delivered lessons internally. This is discussed later in the report under ‘Could the programme be delivered internally?’ (page 47).

Do schools already deliver aspects of the programme?

The schools already touch upon some aspects covered by the programme in existing lessons, although their approaches are generally very different. The programme tended to complement rather than duplicate existing practices. Sex education/body changes lessons currently exist, but tend to be more science and text book based (i.e. using only scientific words for body parts) than the approach taken by the Hedgehogs programme. Staff felt happy that the programme’s way of broaching the subject helped to ‘get the ball rolling’, opening up vocabulary and, in addition, helped teaching staff to understand slang words used by children. Other subjects covered by the schools included ‘respect for differences’, ‘being safe in your surroundings’, and ‘ensuring children know they can talk to an adult’. A Learning Mentor mentioned running ad-hoc work with the children following incidents such as the Madeleine McCann case, to alleviate anxieties whilst increasing awareness of risks. Teaching staff stated that they tend to teach more about *behaviour*, such as road safety and encouraging children to talk to their parents or carers, than taboo subjects such as sexual abuse.

It therefore appears that although some aspects of the Hedgehogs programme are addressed by schools, albeit from a different angle, without the programme there would be large gaps in learning. For example, one school reported that Citizenship lessons do not cover scenarios that educate about the risk of sexual abuse. Teaching staff felt that the teaching of safeguarding skills to children was a key aspect of the programme that schools either covered only a small aspect of or did not touch upon at all. In addition, the Hedgehogs programme had an impact on children’s behaviour, including more respect for

each other and increased help-seeking from an adult, which other school initiatives may not induce.

What impact did the programme have on school practices?

Not only did the programme help staff to communicate with pupils about matters related to the programme, but it also opened up communication channels in general. For example, a Year 6 teacher said the programme changed her relationship with the children for the better. Teaching staff at one school in particular observed that the programme “*Made relationships between staff and pupils more open and able to talk about issues which promotes learning and removing barriers to learning*”. The programme therefore has potential to have a positive impact on children’s openness to learn in other lessons. Teaching staff also reported gaining more respect from the children; these staff members believed this was because they were also involved in the lessons and the children could see teaching staff taking the children’s concerns seriously and working together to resolve these. In order for these effects to be realised though, a certain level of commitment from the school would be required.

The programme involved more than delivery of the five lessons; there was groundwork involved which teaching staff needed to be a part of. Should schools become involved with the programme in the future, they would need to consider whether they are able to dedicate the appropriate amount of time to it. The more time they are able to spend, the more effective the outcomes are likely to be.

Could learning from the programme be sustained?

Although the Hedgehogs programme has been received positively, it is unlikely the longer term effects will be known. A child from Year 5 asked “*Why is Hedgehogs only 5 weeks long?*”, and in fact, the programme does not need to end after delivery of the fifth lesson. One way of minimising the likelihood of loss of learning is to focus on achieving sustainability, meaning the schools continue the good practice learned from the programme. Essential for this, as already highlighted, is that all members of staff in the school understand the programme and its objectives, and their roles in maintaining the children’s learning.

A means of raising awareness amongst staff would need to be established through a training day. The safe environment created by the programme would ideally also be established throughout the school, and maintained. This safe environment, with staff members understanding how to react and deal with a range of situations, would enable children to feel comfortable talking to any member of staff about sensitive matters.

Some schools employ a Learning Mentor, who is there for the children to approach with any questions or issues related or unrelated to lessons. Learning Mentors have the advantage of not being in a teaching role, therefore have enough distance from the children for them to feel comfortable talking to the adult, ensuring sensitive issues are addressed. Schools with a Learning Mentor in place would arguably find it easier to sustain learning from the programme, as these schools would have more time and resources than other schools to follow up issues resulting directly or indirectly from lessons.

An area of the programme that could be improved, and subsequently increase the likelihood of sustainability, was evident at the end of the final lesson, when teaching staff from one school felt the programme ended somewhat abruptly. It was suggested that

instead children could be signposted to relevant organisations such as Childline, and that an area in the classroom could be dedicated to the Hedgehogs programme (that would include the Confidence Box), to act as a reminder and enable children to continually hold the knowledge that they can approach adults with questions and concerns; therefore enabling learning from the programme to be continued. With teachers having been present in the Hedgehogs lessons, it was also hoped that the children may now feel more able to open up to these teachers once the programme had ended.

As mentioned earlier, teaching staff said they had communicated with other members of staff not involved in the programme, to raise awareness around the programme and to enable them to also deal with issues concerning the children. Some steps have therefore already been made towards sustaining learning from the programme. However, ideally a framework would be created and made available to schools so that they know what they can do to ensure this. This framework would include a suggestion for schools to run several follow-up lessons with the children as a means of embedding children's (and staff's) learning.

Another strand of sustainability refers to the implementation of the programme across other primary schools. A framework would need to be developed to inform schools of the time, resources, and actions necessary for them to achieve maximum effectiveness.

Key risks to both strands of sustainability include limited funding and changes in staff and leadership. Funding and leadership affect whether a decision would be made to bring in an external facilitator to deliver the lessons. Staff changes could result in dilution of the knowledge and experience gained from the Hedgehogs programme, with the risk that the programme's objectives will not be met. Sustainability is also restricted as children will inevitably move on to secondary school, reflecting how important it would be for the primary schools to focus as much as they can on embedding learning from the programme before the children leave primary school at the end of Year 6.

Could the programme be delivered internally?

If the programme were to be continued, schools would likely explore the viability that they could deliver the programme themselves rather than bringing in an external facilitator, for financial reasons. The view of teaching staff at the schools was that the programme would be better taught by an external facilitator, stating it would be "*difficult to provide the same programme as effectively 'in-house'*". They gave several reasons why; one being that the programme would not have the same impact if the teachers taught it themselves. They felt it would be difficult to teach it out of context, so would require someone who could draw from their own experience to add this context. Teaching staff believed that the scenarios taught in the lessons would also have more impact on the children if they came from an external facilitator.

Teaching staff also felt that if they taught the programme themselves their position as an existing teacher would affect the children's learning. For example, "*The children opened up to [the facilitator] and I don't think that they would have got as involved with staff as they were with [the facilitator]*". It was also felt that internal delivery had potential to undermine the teacher's position of authority and impact on their everyday teaching of the children. Particular concern was expressed with regards to lesson 2, where it was felt children may find it funny if teaching staff were to use 'non-scientific' sexual words. Teaching staff also did not feel confident enough to deliver the programme. Knowledge of the subject area was deemed crucial; "*It's not that we are faulty – we cannot teach what we don't know*". This

links to the above point that children responded better when the facilitator drew upon her experiences in the police and child protection when delivering the lessons.

Teaching staff believed that because an external facilitator experienced in the area of child protection delivered the programme, the parents and carers accepted this. It was felt that if the teachers taught it themselves, there may be an increased chance of 'backlash' and complaints coming from parents.

The programme was described by teaching staff as needing time and dedication. One school in particular voiced their concern that if the programme was delivered internally, the wider pressures of school life could have an impact on how the teacher delivered the lessons. For example, pressures to incorporate Maths into every lesson could divert attention from the core lesson plan. Other priorities could also potentially prevent delivery of some or all of the five lessons. Evidence that this can happen was seen in an evaluation of a school-based violence prevention programme delivered in Canada; only 89% of the lessons were completed, with reasons including lack of time and other school activities interfering with the timetable²⁵. Staff feared the transference of knowledge could also become diluted; even more so if a trained teacher could not deliver a lesson and an untrained teacher stepped in. As a result the programme's effectiveness and standards could be compromised.

Finally, members of staff believed that the children will associate the facilitator with the programme, acting as a reminder of what they have learned; whereas if a teacher taught the programme that association would not necessarily be present, as that same teacher would teach the children a variety of lessons.

Sion Humphreys, Policy Advisor for the National Association of Headteachers, highlights the value of involving external organisations in such programmes;

"Schools have long recognised the need and value of working in partnership with external organisations. This is particularly important in areas of provision where expertise does not necessarily lie with teachers. Working with such bodies not only enriches learning but offers a powerful opportunity for teachers to broaden their knowledge and understanding. This has been particularly important in schools' teaching of PSHE. It is a source of concern and regret that partnership working is becoming increasingly difficult as a consequence of the current marginalisation of PSHE (at a time when the need for it is more acute than ever) and the funding pressures that many third sector organisations are facing. The impact of the Hedgehogs pilot is clear evidence of the value of carefully planned collaboration."

Other factors to consider if the programme is continued

Several factors arose from conducting the pilot that would require some consideration should the programme be implemented in the future, which are detailed below.

Incorporate additional aspects

Suggestions were made to incorporate additional related aspects into the programme to bolster its effectiveness, which included incorporating content about Internet Safety and 'Sexting' to the children. In addition, consideration should be given to enhancing parents' learning - through provision of Internet Safety sessions and Parents Protect! seminars - and improving attendance at meetings.

²⁵ Crooks, Scott, Ellis, & Wolfe (2011).

Wider remit of subjects discussed

Arising from this pilot was the realisation of the wide range of topic areas that may crop up in lessons, including domestic violence, knives, prostitution, and gangs. Other issues arose regarding the level of specific children's knowledge about sperm, rape, and prostitution, all of which the facilitator raised with teaching staff. The facilitator was called upon to help deal with a few incidents involving children from the programme; for example, a teacher asked her to meet with a Year 5 boy's parents to discuss why he knew and wanted to ask so much about rape. The facilitator spoke to the boy's mother with the teacher present and identified that the boy was likely to be learning from a group of 13 year olds he had been playing with. It was decided that the mother would address this with her son. Future facilitators and teaching staff involved with the programme would need to be aware of the range of subject areas they may need to deal with.

Appropriate target age group?

A key finding from the programme was how much sexual material children of this young age group had already been exposed to, from a range of sources. This finding echoes concerns expressed in Reg Bailey's publication, 'Letting Children be Children: the Report of an Independent Review of the Commercialisation and Sexualisation of Childhood', published in June 2011, which called on broadcasters and businesses to help protect young people from this sexualised 'wallpaper'.

Despite initial reservations held by teaching staff regarding the younger age group receiving the programme, that it might 'steal children's innocence', staff reported that it was in fact on the whole more thought provoking for the Year 5 children. At the beginning of delivery of the programme to the younger age group, the facilitator felt that, because of their differing responses, they were very young for the programme; however, as time progressed, her view changed to that of recognition of their vulnerability, providing more reason for this age group to be targeted. Findings from the evaluation of this pilot indicate that Year 5 children did benefit from the programme; they are vulnerable enough at this age to require input, yet are also generally advanced enough in their critical and reflective thinking to understand the subject matter. Schools would need to dedicate additional time with this age group, with teaching staff allowing sufficient time for reflection after each Hedgehogs lesson, running follow-up lessons, and providing one-to-one support as necessary, to enhance understanding.

Judging by the feedback received, it is unlikely the programme would be as effective if delivered to groups consisting of children from both Year 5 and 6, as the gaps between levels of knowledge and understanding would be larger and require a lot more attention.

Class size

The year group sizes ranged significantly, from 19 to 38 children. Although engagement from some teaching staff helped the facilitator to focus on delivery, the larger group sizes were noticeable as they impacted on the facilitator's ability to engage and teach.

Varying composition of schools could affect delivery and learning

Schools vary in their composition of different religions and cultures, proportion of children with special educational needs and disabilities, and gender ratio, all of which could impact on programme delivery and how children respond. For example, as mentioned two Muslim girls were permitted by their parents to attend the lessons but only to listen, not participate, due to their faith. Although these girls appeared to gain from the programme, if a school were to consist of a large majority of Muslim children, reconsideration would potentially need to be made regarding methods of lesson delivery; the lessons are interactive and could lose their effectiveness if a large proportion of children could not participate.

Programme name

Several adults involved in the programme felt that 'Hedgehogs' may not be an appropriate enough name for this programme, primarily because children had difficulty grasping the connection between the Hedgehogs story and the programme. It was felt that if the name is changed, it should not be overt in its reference to the subject area covered. One member of teaching staff found it useful having a name unrelated to the topic, as it could be used as a 'codename' when discussing issues with parents and other teachers. Teaching staff also felt it was effective for the children to be able to associate the programme name with the programme; for example, when they now see a hedgehog it may trigger their memory of what they learned during the programme.

It is important that the above factors are considered if the programme is delivered again. Taking these into account, along with the other findings in this report, has potential to significantly improve the effectiveness of the programme.

Conclusions

The feedback received from the Hedgehogs programme was generally very encouraging and goes some way to demonstrating the positive impact it had on children's learning, awareness, and relationships with adults. The programme was part of a European pilot, therefore further learning is still to be gained from the other four countries that participated, and decisions are to be made regarding development of a European model of primary prevention of child sexual abuse. In the meantime, what has so far been learned from the UK pilot can inform local and national decisions regarding the potential impact of the programme on children's safety.

Desired effects of the programme would include increased reporting rates of child sexual abuse, with children able to identify situations as uncomfortable or abusive, and feeling confident enough to tell an adult. Better still would be the prevention of abuse from occurring in the first place. Now that these 165 children have been equipped with knowledge and tools to protect themselves, and with their parents', carers' and teaching staff's enhanced knowledge of the subject area and increased willingness to talk to the children about this, these children should be safer. Should the programme be delivered nationally, or indeed internationally, across all primary schools, the potential impact on children's safety and the reduction of child sexual abuse could be substantial.

The potential impact is, however, difficult to predict, and the evaluation here a) is not robust enough to be able to demonstrate tangible results, and b) has not measured any longer term effects of the programme. With respect to future evaluations, some areas would require attention, for example a pre- and post-programme test of children's knowledge to ensure a more robust demonstration of learning, particularly regarding Objectives 2, 3, and 4. Previous school-based prevention programmes have conducted post-programme tests at least a week following completion, measuring children's application of skills learned from the programmes. If enhancement of knowledge and application of skills learned is then evident, there would be potential for schools to use this information to help with Ofsted assessments.

Research has previously found that child abuse prevention programmes can lead to significant gains in safety knowledge and skills, in children, parents and teachers²⁶. Multi-systemic programmes, such as Hedgehogs, that target not only children but also key adults in children's lives tend to be the most effective. Individual differences and home circumstances of children are likely to affect how well learning is maintained; however, research has concluded that the likelihood of maintenance of learning is increased with rehearsal of behaviour, repeated presentations, standardised materials, trained instructors and the involvement of parents²⁷.

The costs of the pilot were covered by the funding programme DAPHNE III. However if further programmes were to be delivered, schools or other bodies would need to fund these themselves. Schools would likely explore the viability of delivering the programme themselves, for financial reasons, however feedback from the evaluation was strongly in favour of external delivery of lessons. Furthermore, the Department for Education's National Action Plan for Tackling Child Sexual Exploitation (2012) recognised that this type of education will not necessarily always be delivered by the teachers themselves; that "the voluntary sector has a key role in providing children with information about related risks and

²⁶ MacIntyre & Carr (2000).

²⁷ Ibid.

how to keep themselves safe” (p.12), and that such organisations have experience of going into schools and undertaking preventative work.

Recommendations made in this report for improvements aim to ensure increased achievement of the programme’s objectives, should it be implemented in the future. These recommendations are summarised below:

- Ensure all teaching staff involved understand the programme’s objectives and their roles in achieving these, through a pre-programme briefing meeting and time set aside before each lesson.
- Allow additional time during or after the puberty lesson for the facilitator or teaching staff to spend enabling children to process the information, and addressing and correcting inaccurate beliefs that tend to arise in this lesson.
- Consider the maximum number of children to have in one group, as the larger groups had a noticeable impact on the facilitator’s ability to engage and teach.
- Schools to consider bringing their own sex education classes forward to occur soon after the Hedgehogs’ puberty lesson, to answer children’s questions and enhance learning.
- Allow additional time for the younger age group to complete some tasks, as they generally did not seem to grasp concepts as much or as quickly as the Year 6 children. Teaching staff engagement, both during and outside the lessons, can improve the younger children’s understanding.
- Teaching staff will need to spend time one-to-one with individual children who do not understand some aspects of the programme, to ensure understanding is enabled. If an issue arises in relation to a specific child, teaching staff may also need to communicate with the child’s parent or carer.
- Develop a minimum level of communication required of schools in terms of contacting parents and carers about the programme and related meetings.
- Facilitators external to the school should ideally deliver the lessons to achieve greater effectiveness.
- Develop a training agenda for facilitator(s), which would include selection of the right type of person to deliver the lessons; someone with a sound child protection knowledge who children can bond quickly with, and who can take a tactful approach in dealing with children’s questions and issues.
- Ensure the same person delivers all five lessons in a school to achieve continuity.
- Develop a framework that schools would follow to ensure embedding of learning and sustainability of the effects of the programme. This would include delivery of follow-up lessons to further embed learning, and raising awareness amongst other members of staff not involved in the programme to create a safe environment for the children and to enable staff to also deal with issues concerning the children.
- Develop a framework for other schools to follow who are considering running the programme, so they understand what time, resources, and actions, are necessary to achieve maximum effectiveness.
- Instead of ending the programme abruptly at the end of lesson 5, children could be signposted to relevant organisations such as Childline, and an area in the classroom dedicated to the Hedgehogs programme, that would include the Confidence Box.
- Schools to keep people with a vested interest in the school, such as Governors and the local Diocese, informed of the programme.
- Make information available to parents and carers unable to attend the pre-programme meeting to alleviate anxieties, using means that do not exclude those lacking literacy skills.
- Incorporate additional related aspects into the programme to bolster its effectiveness, including:
 - Delivering content about Internet Safety and ‘Sexting’ to the children;

- Facilitating Internet Safety sessions for the parents and carers of children involved in the programme;
 - Delivering Parents Protect! child sexual abuse prevention awareness seminars with parents and carers, tailored to also provide relevant information about the programme, and delivered after completion of the programme to enhance knowledge and capabilities to support and protect their children.
- Ensure parents and carers are made aware of the impact that children's access to such a range of information sources can have on their understanding and beliefs.
 - Develop evaluation tools to enable tangible demonstration of the children's learning (e.g. pre- and post-programme test of children's knowledge).
 - Consider whether the name 'Hedgehogs' is appropriate for this programme.

All of the above can ensure improvement of an already well-received programme with the potential to contribute to the prevention of child sexual abuse.

References

- Bailey, R. (2011). *Letting children be children: report of an independent review of the commercialisation and sexualisation of childhood*. London: HMSO.
- Briggs, F., & Hawkins, R. M. (1997). Follow-up data on the effectiveness of New Zealand's national school-based child protection program. *Child Abuse and Neglect*, 18 (8), 635-643.
- Cawson, P., Wattam, C., Brooker, S., & Kelly, G. (2000). *Child maltreatment in the UK*. London: NSPCC.
- Council of Europe (2010). *Council of Europe campaign to stop sexual violence against children*. www.coe.int/oneinfive
- Crooks, C. V., Scott, K., Ellis, W., & Wolfe, D. A. (2011). Impact of a universal school-based violence prevention program on violent delinquency: distinctive benefits for youth with maltreatment histories. *Child Abuse and Neglect*, 35 (6), 393-400.
- Department for Education (2012). *National action plan for tackling child sexual exploitation*. <http://www.education.gov.uk/childrenandyoungpeople/safeguardingchildren/a00200288/tackling-child-sexual-exploitation>
- Finkelhor, D., & Dzuiba-Leatherman, J. (1995). Victimization prevention programs: a national survey of children's exposure and reactions. *Child Abuse and Neglect*, 19 (2), 129-140.
- Finkelhor, D. (1994). Current information on the scope and nature of child sexual abuse. *The Future of Children*, 4 (2), 31-53.
- Gibson, L. E., & Leitenberg, H. (2000). Child sexual abuse prevention programs: do they decrease the occurrence of child sexual abuse? *Child Abuse & Neglect*, 24 (9), 1115-1125.
- Grubin, D. (1998). *Sex offending against children: understanding the risk (PDF)*. London: Home Office.
- Kenny, M. C., & Wurtele, S. K. (2010). Child sexual abuse prevention: choosing, implementing, and evaluating a personal safety program for young children. In K. L. Kaufman (Ed.), *The prevention of sexual violence: a practitioner's sourcebook* (pp. 303-317). Massachusetts: NEARI.
- MacIntyre, D., & Carr, A. (2000). Prevention of child sexual abuse: implications of programme evaluation research. *Child Abuse Review*, 9 (3), 183-199.
- Radford, L., Corral, S., Bradley, C., Fisher, H., Bassett, C., Howat, N., & Collishaw, S. (2011). *Child abuse and neglect in the UK today*. London: NSPCC.
- Tutty, L. (1991). Child sexual abuse: a range of prevention options. *Journal of Child and Youth Care, Special Issue*, 23-41.

US Department of Health and Human Services (1998). *Child maltreatment 1996: reports from the States to the national child abuse and neglect data system*. Washington, DC: US Government Printing Office.

Wolfe, D. A., & McGree, R. (1991). Assessment of emotional status among maltreated children. In R. H. Jr. Starr, & D. A. Wolfe, (Eds.), *The effects of child abuse and neglect*. New York, NY: The Guilford Press.

Wurtele, S. K., & Kenny, M. C. (2010). Primary prevention of child sexual abuse: Child- and parent-focused approaches. In K. L. Kaufman (Ed.), *The prevention of sexual violence: a practitioner's sourcebook* (pp. 107-119). Massachusetts: NEARI.

Appendices

APPENDIX A – ORIGINAL WORDING OF KEY OBJECTIVES

With adults such as parents, carers and school staff:

- Promote relevant information, help their interpretation, facilitate networks and raise awareness in order for them to support children in the primary prevention of sexual abuse.

With children:

- Teach children to feel comfortable about asking questions and finding more information.
- Foster children's deeper awareness of their bodies and emotions.
- Give children tools so that they can perceive and read potentially risky situations in relationship with others and to react usefully to these situations.
- Develop confidence and critical awareness in children so that they can trust appropriate adults, by asking for help and reporting their experiences.

APPENDIX B – ROLES OF TEACHING STAFF IN THE PROGRAMME

<i>In general</i>	<i>H/D H</i>	<i>T</i>	<i>TA</i>	<i>LM</i>	<i>During the lessons</i>	<i>H/DH</i>	<i>T</i>	<i>TA</i>	<i>LM</i>
Rearranging lessons for the 5 weeks	X	X			Observing	X	X	X	X
Organising additional Hedgehogs time	X			X*	Ensuring children pay attention	X	X	X	X
Informing parents about Hedgehogs	X	X			Helping children with exercises	X	X	X	X
Inviting parents to the meetings	X	X			Noting issues to follow up later	X	X	X	X
Letting other staff/Governors know what Hedgehogs is	X	X			Helping some children understand each session	X	X	X	X
Justifying the programme to staff/Governors/parents	X	X							
Dealing with parents' concerns	X	X		X*					
Answering children's questions arising from sessions	X	X	X	X					
Support for the children re any issues arising from sessions	X	X	X	X					
Talking to the facilitator about any concerns regarding children	X	X	X	X					
Looking after the Confidence Box		X							

*One school did this

H/DH – Head/Deputy Head

T – Teacher

TA – Teaching Assistant

LM – Learning Mentor

APPENDIX C - EVALUATION TOOLS

EVALUATION TOOLS FOR YEAR 6

Hedgehogs Programme Evaluation - Teaching staff (One to be completed weekly)

School name:

Completed by:

Position:

Week: (please circle) 1 2 3 4 5

1) Please note anything from the previous week's session that has occurred during the week? Has the trainer been informed Yes No

2) Any particular observations of this session?

3) Overall impression of children's engagement & participation?

1) Your impression of the children's understanding the session?

5) Any concerns about the session? If 'yes' discussed with the trainer?

6) Please note any concerns about any particular children

7) Do you have any professional observations about the style and/or delivery by the lead trainer?

Hedgehogs Programme Evaluation – Self-Assessment & Review

Week

Date

School name

Year 6

LFF Trainer

School teachers/assistants in class?

Aims and objectives covered?

Any problems identified?

How will the problem be rectified?

Any notable incidents/comments from the children?

Any notable incidents/comments from the teaching staff?

EVALUATION TOOLS FOR YEAR 5

Hedgehogs Information Sheet – to be completed at start of programme

Please complete the below details, which will help with evaluation of the programme.

School name and location: _____

Name of teacher: _____

Date of first session: _____

Class size: _____ [Number male: _____ Number female: _____]

Age group: _____

How many teachers will be present at sessions? _____

Number of children whose parents refused participation before programme started: _____

Incident Log Sheet – for teacher’s use between Hedgehog sessions

School name: _____

Date of incident	What happened	What action was taken	What was the outcome

Teacher – Session 1

Teacher name: _____

School name: _____

Date of session: _____

Please rate the below statements with regards to the session, by circling the appropriate answer. Answers to questions requiring descriptive responses can be continued on an additional sheet if necessary.

1) The children demonstrated understanding of what the programme is about, practicalities and ground rules.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

2) The children understood the aims of the programme.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

3) The children showed that they were able to join a group.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

4) The children demonstrated the ability to record and say out loud nice comments about other children.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

5) The children showed that they are able to receive nice comments.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

6) The children engaged and participated in the session.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

Any additional comments:

7) Please rate the trainer's delivery of the session.

1	2	3	4	5
Very poor	Poor	Average	Good	Very good

Any additional comments:

8) Please write below any additional observations you made of the session.

Thank you for your time

Teacher – Session 2

Teacher name: _____

School name: _____

Date of session: _____

Please rate the below statements with regards to the session, by circling the appropriate answer. Answers to questions requiring descriptive responses can be continued on an additional sheet if necessary.

1) The children demonstrated that they understand the changes of the body in the various stages of development.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

2) The children showed that they learned the differences between the male and female body.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

3) The children engaged and participated in the session.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

Any additional comments:

4) Please rate the trainer's delivery of the session.

1	2	3	4	5
Very poor	Poor	Average	Good	Very good

Any additional comments:

5) Did anything occur during the week as a result of last week's session?

Yes / No

If yes, please attach the incident log sheet to this evaluation sheet

6) Did anything of note arise from opening the confidence box in this session?

Yes / No

If yes, please provide details below:

7) Please write below any additional observations you made of the session.

Thank you for your time

Teacher – Session 3

Teacher name: _____

School name: _____

Date of session: _____

Please rate the below statements with regards to the session, by circling the appropriate answer. Answers to questions requiring descriptive responses can be continued on an additional sheet if necessary.

The children have developed and practiced the following:

1) The skill of listening to and respecting 'no'.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

2) Understanding the differences between the 'positive touch' and the 'negative touch'.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

3) The skill of saying 'no'.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

4) Understanding that each touch can be pleasant or unpleasant depending on 'who I receive it from, how I receive it, the intention, the moment and the context in which I am...'

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

5) The children engaged and participated in the session.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

Any additional comments:

6) Please rate the trainer's delivery of the session.

1	2	3	4	5
Very poor	Poor	Average	Good	Very good

Any additional comments:

7) Did anything occur during the week as a result of last week's session?

Yes / No

If yes, please attach the incident log sheet to this evaluation sheet

8) Did anything of note arise from opening the confidence box in this session?

Yes / No

If yes, please provide details below:

9) Please write below any additional observations you made of the session.

Thank you for your time

Teacher – Session 4

Teacher name: _____

School name: _____

Date of session: _____

Please rate the below statements with regards to the session, by circling the appropriate answer. Answers to questions requiring descriptive responses can be continued on an additional sheet if necessary.

1) The children start to recognise uncomfortable situations.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

2) The children have learned some strategies for self-protection.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

3) The children explored the importance of being able to trust appropriate adults.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

4) The children engaged and participated in the session.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

Any additional comments:

5) Please rate the trainer's delivery of the session.

1	2	3	4	5
Very poor	Poor	Average	Good	Very good

Any additional comments:

6) Did anything occur during the week as a result of last week's session?

Yes / No

If yes, please attach the incident log sheet to this evaluation sheet

7) Did anything of note arise from opening the confidence box in this session?

Yes / No

If yes, please provide details below:

8) Please write below any additional observations you made of the session.

Thank you for your time

Teacher – Session 5

Teacher name: _____

School name: _____

Date of session: _____

Please rate the below statements with regards to the session, by circling the appropriate answer. Answers to questions requiring descriptive responses can be continued on an additional sheet if necessary.

1) Each child is able to identify adults in which to confide and ask for help.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

2) Each child understands that confiding is important even if it is embarrassing or difficult.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

3) Each child is able to say no when they are in a strange situation.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

4) Each child knows the difference between a good secret/surprise and a bad secret.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

5) The children engaged and participated in the session.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

Any additional comments:

6) Please rate the trainer's delivery of the session.

1	2	3	4	5
Very poor	Poor	Average	Good	Very good

Any additional comments:

7) Did anything occur during the week as a result of last week's session?

Yes / No

If yes, please attach the incident log sheet to this evaluation sheet

8) Did anything of note arise from opening the confidence box in this session?

Yes / No

If yes, please provide details below:

9) Please write below any additional observations you made of the session.

Thank you for your time

Teacher – End of programme

Teacher name: _____

School name: _____

Date of final session: _____

Please rate the below statement with regards to the whole programme, by circling the appropriate answer. Answers to questions requiring descriptive responses can be continued on an additional sheet if necessary.

1) Overall, how useful do you think the Hedgehogs programme was in preparing the children to keep safe from sexual abuse?

1	2	3	4	5
Not at all useful	Of little use	Moderately useful	Useful	Very useful

2) How useful do you feel the programme was in increasing *your own knowledge* about how to help children keep safe from sexual abuse?

1	2	3	4	5
Not at all useful	Of little use	Moderately useful	Useful	Very useful

3) What do you feel were the most effective parts of the programme, and why?

4) What do you feel were the least effective parts of the programme, and why?

5) Did the children want the Confidence Box to stay?

Yes / No

If no, what reasons were given?

6) Has there been evidence from the *children's behaviour towards each other and towards members of staff*, of any effects arising from participating in the programme (e.g. increased confidence and respect for each other, more mature language/responses)?

Yes / No

If yes, please provide detail below:

7) Since the programme started, have there been any noticeable changes in the type and/or number of incidents (e.g. bullying) reported by children who participated in the programme?

Yes / No

If yes, please provide detail below:

8) During the programme did any children disclose incidents of sexual abuse?

Yes / No

If yes, please provide brief information below:

9) Did any parents decide to remove their child from the programme once it had started?

Yes / No

If yes, at what point in the programme did this happen and what reasons were given?

10) Did the Hedgehogs programme influence when other lessons or programmes were delivered (e.g. sex education)?

Yes / No

If yes, what programmes were run and when?

11) What other lessons run in the school may have affected the success of the Hedgehogs programme, and how?

12) What differences, if any, were there in how each year group benefited from the programme?

13) Would you be happy to be involved in the programme again?

Yes / No

Please explain why:

14) Please write below any additional comments.

Thank you for your time

Trainer – Session 1

Trainer name: _____

School name: _____

Date of session: _____

Please rate the below statements with regards to the session, by circling the appropriate answer. Answers to questions requiring descriptive responses can be continued on an additional sheet if necessary.

1) The children demonstrated understanding of what the programme is about, practicalities and ground rules.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

2) The children understood the aims of the programme.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

3) The children showed that they were able to join a group.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

4) The children demonstrated the ability to record and say out loud nice comments about other children.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

5) The children showed that they are able to receive nice comments.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

6) The children engaged and participated in the session.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

Any additional comments:

7) Please write below any additional observations you made of the session.

Thank you for your time

Trainer – Session 2

Trainer name: _____

School name: _____

Date of session: _____

Please rate the below statements with regards to the session, by circling the appropriate answer. Answers to questions requiring descriptive responses can be continued on an additional sheet if necessary.

1) The children demonstrated that they understand the changes of the body in the various stages of development.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

2) The children showed that they learned the differences between the male and female body.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

3) The children engaged and participated in the session.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

Any additional comments:

4) Did anything of note arise from opening the confidence box in this session?

Yes / No

If yes, please provide details below:

5) Please write below any additional observations you made of the session.

Thank you for your time

Trainer – Session 3

Trainer name: _____

School name: _____

Date of session: _____

Please rate the below statements with regards to the session, by circling the appropriate answer. Answers to questions requiring descriptive responses can be continued on an additional sheet if necessary.

The children have developed and practiced the following:

1) The skill of listening to and respecting 'no'.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

2) Understanding the differences between the 'positive touch' and the 'negative touch'.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

3) The skill of saying 'no'.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

4) Understanding that each touch can be pleasant or unpleasant depending on 'who I receive it from, how I receive it, the intention, the moment and the context in which I am...'

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

5) The children engaged and participated in the session.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

Any additional comments:

6) Did anything of note arise from opening the confidence box in this session?

Yes / No

If yes, please provide details below:

7) Please write below any additional observations you made of the session.

Thank you for your time

Trainer – Session 4

Trainer name: _____

School name: _____

Date of session: _____

Please rate the below statements with regards to the session, by circling the appropriate answer. Answers to questions requiring descriptive responses can be continued on an additional sheet if necessary.

1) The children start to recognise uncomfortable situations.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

2) The children have learned some strategies for self-protection.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

3) The children explored the importance of being able to trust appropriate adults.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

4) The children engaged and participated in the session.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

Any additional comments:

5) Did anything of note arise from opening the confidence box in this session?

Yes / No

If yes, please provide details below:

6) Please write below any additional observations you made of the session.

Thank you for your time

Trainer – Session 5

Trainer name: _____

School name: _____

Date of session: _____

Please rate the below statements with regards to the session, by circling the appropriate answer. Answers to questions requiring descriptive responses can be continued on an additional sheet if necessary.

1) Each child is able to identify adults in which to confide and ask for help.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

2) Each child understands that confiding is important even if it is embarrassing or difficult.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

3) Each child is able to say no when they are in a strange situation.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

4) Each child knows the difference between a good secret/surprise and a bad secret.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

5) The children engaged and participated in the session.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

Any additional comments:

6) Did anything of note arise from opening the confidence box in this session?

Yes / No

If yes, please provide details below:

7) Please write below any additional observations you made of the session.

Thank you for your time

Children – End of programme

School name: _____

Date: _____

Please answer these questions. If you do not understand a question, ask your teacher to explain it.

1) Did you enjoy the Hedgehogs sessions?

Draw a circle around your answer

Yes / No

2) What did you like about the sessions?

3) What didn't you like about the sessions?

4) What did you learn?

5) Is there an adult you can talk to if something happens that does not feel right?

Draw a circle around your answer

Yes / No

6) Do you think other children should do the Hedgehogs sessions?

Draw a circle around your answer

Yes / No

Why did you circle that answer?

Thank you very much for telling us what you think

Parents – End of programme

School name: _____ Parent name: _____

Date: _____ Child's year group: _____

Please answer the below questions that relate to the Hedgehogs programme your child(ren) recently participated in. If the space is too small, your answers can be continued on an additional sheet if necessary.

1) How helpful do you think this programme has been in preparing your child to keep safe?

Please circle the appropriate response:

1	2	3	4	5
Not at all helpful	Of little help	Moderately helpful	Helpful	Very helpful

2) Do you feel you received enough information about the programme before it started?

Yes / No

If no, what additional information do you feel would have been beneficial?

3) Did you attend the parents' meeting about the programme before it started?

Yes / No

4) Had you discussed sex education or sexual abuse with your child before the programme started?

Yes / No

5) Have you discussed sex education or sexual abuse with your child since the programme started?

Yes / No

6) Did you complete any of the Hedgehog homework with your child?

Yes / No

If yes, how did you find this?

If no, why was this?

7) Has your child raised anything with you since the programme started running?

Yes / No

If yes, please provide detail below:

8) Would you want other children to participate in this programme if it was possible?

Yes / No / N/A

If no, why?

9) Please write below any additional comments you may have, including anything you think your child has learned from Hedgehogs.

Thank you for your time

Questions for parents meeting

Format: Cafeteria style if enough parents, otherwise a small circle.

- Introduction
- Ask to discuss following question in groups (or pairs if small group) and ask to report back in 10 minutes:
 - ***What impact do you feel Hedgehogs has had on your children?***

When the parents report back, ensure the following questions are covered:

How did your children act following each session?

Did anything of note arise from any of the sessions?

Did you notice any changes in your children following the sessions?

Did your children come home and ask questions?

If so, did you feel confident enough to answer these questions?

Do you feel your children had their questions answered?

What more could be done to help you deal with these questions?

How much did your children tell you about what happened in the sessions?

How do you feel the level of communication between you and your children has changed since the programme started, if at all?

To what extent was the topic of child abuse discussed at home with your children before the programme started?

- Ask for a show of hands:
 - How many of you attended the meeting before Hedgehogs started?
 - Did you feel your questions were answered in that meeting? (Yes/No)
- Further related discussion question:
 - What could we have done better in providing information to you before Hedgehogs started? (E.g. more detail?)

If not already covered above, ask discussion questions:

- Do you have any concerns about the programme?

What do you feel needs improvement?

What can each of us do to make the programme better?

- Do you know what the general feeling is amongst the parents who are not attending today's meeting?
- Closing: Give a summary of their responses to the above questions and ask whether they are happy with it. Check we haven't missed anything.