



Safe Strong and Free

A report on a programme evaluation,
prepared for the charity “Safe, Strong and
Free”

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Introduction

The Safe Strong and Free Project (SSF) is a Primary Abuse Prevention Programme. It is a Highland charity which aims to reduce the vulnerability of young children to abuse and assault. National guidelines suggest further research must be done to understand more about the effectiveness of prevention interventions for child abuse and neglect ¹. Scotland's policy for protecting children and young people is underpinned by a prevention and child-centred framework ². However, little is known about school-based abuse prevention programmes and there are few programmes that are offered to younger children that specifically aim to prevent abuse. In general, programmes are offered to older children and they tend to target and prevent specific forms of abuse or assault (for instance, child sexual abuse ³ or bullying ⁴). However, this does not address the vulnerabilities of younger children to abuse and assault.

In May 2017 SSF commissioned the Centre for Child Wellbeing and Protection (CCWP) to evaluate its programme. The primary aim of this evaluation is to consider the extent to which key messages conveyed during the workshops are learned and applied by the children who take part in the programme.

Methodology

Information for the first phase of the evaluation was obtained through observations of the workshops, follow up activities with the children and questionnaires to parents and nursery staff.

Observations of the workshops were carried out at three local authority run nurseries by the Principal Investigator (PI).

Nursery	Workshop	Number of children
Nursery 1	Workshop 1: Bullying Workshop 3: Secrets	27 children – 13 girls and 14 boys
Nursery 2	Workshop 2: Strangers Workshop 3: Secrets	7 children – 2 girls and 5 boys
Nursery 3	Workshop 2: Strangers Workshop 3: Secrets	12 children – 5 girls and 7 boys

Six weeks after the delivery of the final workshop the PI went back to the nurseries for a follow up with the children. The aim was to explore with the children what messages, if any, they had retained from the workshops. The follow up session used a similar format to that adopted by the workshops focusing on the three key topics: bullying, strangers and secrets. A mixed approach was adopted including puppet play, role play, 'quiz' and rating activities. Children were asked if they remembered Callum and Shona (the SSF puppets) and asked if they would be able to help Callum and Shona's new friends (soft toys that had been brought to the session) to learn what they needed to do to keep Safe, Strong and Free.

Between January and June 2018 parents of all children taking part in the SSF program were asked to complete a questionnaire following the delivery of the third and last workshop. In

addition, parents of the children attending the three nurseries where observations took place were asked to complete a follow up questionnaire six weeks following the delivery of the third and last workshop.

Parents whose children had taken part in the SSF programme in previous years were invited to complete an online questionnaire. Nursery staff were also invited to complete a short feedback form to inform the evaluation.

Findings

Summary of observations from all three workshops.

The SSF Program consists of three workshops: Bullying, Strangers and Secrets. All three workshops. Children engaged generally well with the workshops. They engaged best when activities required their active engagement (e.g. playing with puppets or practising the SSF movements), rather than passive learning (e.g. watching a video). Whilst children appeared to enjoy activities (for instance, playing with puppets), it was clear that sometimes the purpose of the activity was unclear to some children. Therefore, it might be worthwhile to consider how some activities could be used to reinforce the key messages from the workshops.

Children who had previous knowledge of the topics engaged more fully with the workshops and had better recall of the key messages. However, even where the children did not seem to engage with the workshops, at least some of the messages had been retained. One of the key messages children retained was that they should always tell a parent if there was anything worrying them. Parents were often identified by the children as their trusted adults, although it is worth noting that all children were supported to identify other trusted adults in their lives (e.g. parent, sibling, grandparent, teacher). Whilst a parent being viewed as a trusted adult was a message many parents welcomed, some care needs to be taken during the workshops to avoid an assumption being made that all children live with their parents and that parents are able to keep children safe.

At the beginning of each workshop, children were introduced to the new topic (Bullying, Strangers or Secrets). At the second and third workshops they were also reminded about the key lessons from the previous week. Most children remembered what had been discussed during previous weeks – mainly that they should say ‘No!’ in a firm voice and put their hands out to stop unwanted behaviour. Some children also remembered that they should tell a trusted grown up, mostly a parent, if someone had been unkind to them. However, the variety of topics covered during the workshops could be a source of confusion for some children, particularly at Workshop 3. At this point, most children mixed the messages from Workshops 1 and 2 so that when asked, for example, what to do if a stranger approached them they responded that they should say No! (a key anti-bullying strategy taught to children in Workshop 1). Additionally, new ideas about body ownership seemed to confuse some children. Nonetheless, children still evidenced their enjoyment in relation to playing with the puppets, doing the SSF movements, and most children took away the message that they should always tell a trusted adult if something was bothering them or someone had been unkind or hurtful to them.

By the time Workshop 3 was delivered, children were familiar with the worker delivering the session and were clearly more comfortable in their presence and more responsive to their instructions. Likewise, the workers had gained a better understanding of the children's needs and were therefore better able to modify the sessions to respond to these needs. One of the children who had additional learning needs, and who had found it quite difficult to engage with previous sessions, was in this final week much more able and willing to engage with the worker thus highlighting the importance of building relationships before delivering sessions to children.

Not all children wanted to engage with the workshops, and if given the choice some might decide they would rather not take part at all. From a children's rights perspective children should be given the opportunity to decide whether they wanted to participate or not, rather than consent being assumed. In practice, however, that would be difficult to implement within the nursery/school environment where they are not often given a choice as whether to participate or not in the activities that are provided. To make the workshops the best possible experience for children further consideration should be given with regards the number of children in any one group, the composition of the groups and the set up of the rooms where the sessions are delivered. Children who attended a workshop as part of a small group (4 to 8 children) could more easily engage with the activities as there was more opportunity for the worker delivering the session to engage with them and less distractions in the room.

Supporting children with additional support needs

Education authorities in Scotland have a responsibility to provide adequate support to children with additional needs. Whilst no child should be excluded from the workshops, more careful consideration should be given about how to best include children who may have additional learning and support needs. It became clear that the children with additional learning needs needed a different kind of support. This highlights a key area for consideration. Children with additional learning needs are at significantly greater risk to abuse and assault than those who do not have additional needs, yet children who are disabled and/or have additional learning needs report less knowledge about how to keep themselves safe⁵. Children with additional learning needs are more likely to be abused by a family member or someone known to them⁶, more likely to be bullied⁷⁸ and are likely to turn to the support of a trusted adult if they have identified one⁵. However, very little is known about programmes for children with additional learning needs which aim to prevent abuse. The NSPCC have identified a need for programmes which aim to increase children's awareness and their ability to seek help⁵. This is an opportunity to develop knowledge and learn more about how workshops such as SSF may be meaningfully implemented and delivered to children with additional support needs.

The inclusion of all children vulnerable to abuse and assault is necessary. As a minimum, workers delivering the sessions must be told in advance whether there is any child in the nursery with an additional learning need and what would be required to ensure that the child can fully participate in the workshops. Whilst it may not always be possible to have a separate and spacious room to deliver the session to children, small changes to the environment (such as removing barriers, such as tables and chairs, and sitting on the floor with the children) could have a positive impact on how the children engage with the

session. Additionally, if a number of children with additional learning needs are identified, it could be worthwhile considering what kind of adaptations might be necessary to enable full workshops to be delivered to these children in a way which meets their needs.

Follow up

The aim of the follow up was to explore with the children what key lessons from the workshop they remembered. With some encouragement most remembered what to do if someone was not nice to them (say No! and put your hands out; tell a grown up). Some children remembered that 'a stranger is someone you don't know'. Some were unsure what to do if approached by a stranger – with many volunteering that they should say No! and put their hands out). A few remembered that they should run away from a stranger and, in some cases, kick the stranger; and a few volunteered that they should 'yell and tell' too. Whilst the messages from Workshop 3 seemed to be the least well understood by the children most knew at the follow up that their bodies belonged to them and that they should never keep secrets from their parents.

The key messages children seemed to have taken away from the workshops were that they should say "No!", run away and tell a trusted adult if something troubled them. Children who had engaged well at the workshops were the ones that could recall the most during the follow up session suggesting that the workshops were most effective when children have previous knowledge of the topics being explored. There was some evidence that other children also benefited from the workshops – for example, some children who did not seem to engage well during the workshops demonstrated at the follow up session that they had retained some of the key lessons such as 'say No!' when someone is not nice to them. Nursery staff often commented at the end of the session that they were surprised by how much the children remembered from the Workshops. Some also volunteered that they had seen the children saying 'No!' to their peers to stop unwanted behaviour. Staff also commented on the importance of running these sessions again at primary school.

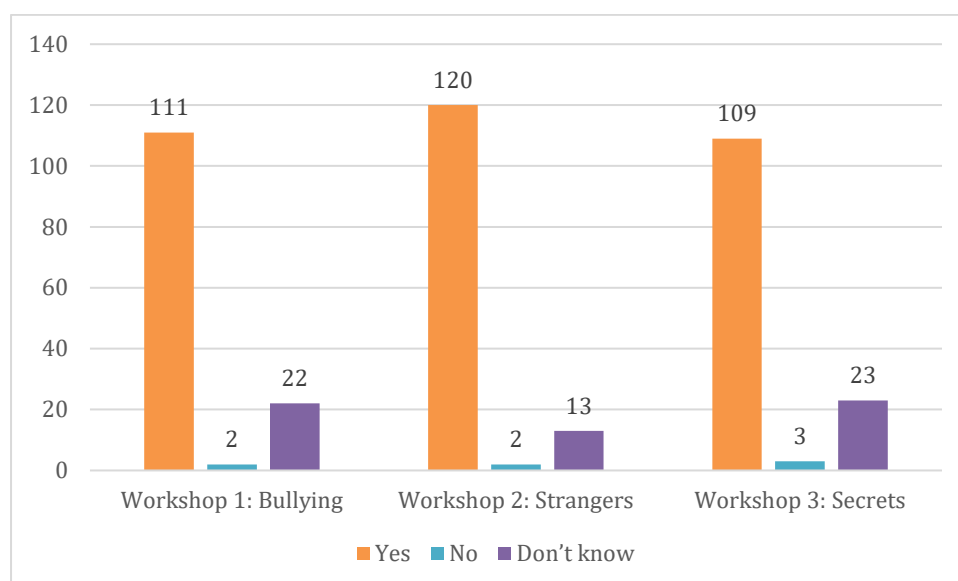
Parents questionnaires

All parents whose children participated in the SSF workshops between January and June 2018 have been invited to complete a short questionnaire following completion of the programme. A total of 135 questionnaires were returned. Most children (N=110) were 4 years of age when they attended the workshops and most (N=120) attended all three workshops.

Benefits of taking part in the program

Most parents agreed that participation in the workshops had been beneficial to children. That is particularly the case for Workshop 2: Strangers where 120 parents agreed that their children had benefited from participating.

Figure 1: Parents' views on whether their children benefited from participating in the SSF workshops



Parents were asked to indicate what were the benefits resulting from participation in the workshops. A key benefit to children was that they demonstrated increased knowledge about the three topics and confidence about what to do if faced with the situations explored in the workshops.

He has been very animated about the workshops telling me all about them and showing understanding.

She has told me about the workshops and has also told me several times she has since used the [say no to] bullying technique whilst at the nursery.

It [the workshops] has made him confident in knowing what to do, I.e. 'I would just say NO in a big loud voice mummy!' and 'It's ok for you to see me naked mummy because you're my mummy!'

Another key benefit of the workshops was that they reinforced messages that parents were already teaching their children at home and created an opportunity for further discussion.

We talk about these subjects at home but these workshops reinforced the importance of these subjects which aren't always easy to talk about.

Some parents were particularly grateful for this opportunity as they would have found it difficult to approach these topics with their children otherwise.

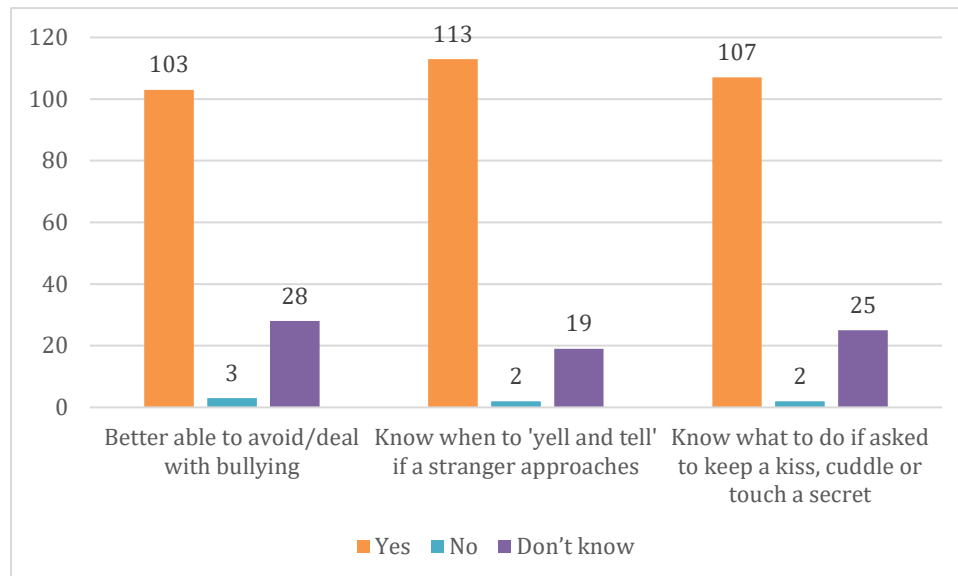
I probably wouldn't have raised these issues with my child. The workshop and books helped to open up a discussion on topics I wouldn't readily introduce. My child enjoyed the sessions and told me about them without prompting - this is unusual for him.

Lessons learned

Parents were asked to indicate whether following participation in the SSF programme children were better able to deal with the situations discussed in the workshops. As Figure 2 shows most parents agreed that their children had learnt the key lessons from each workshop and were, consequently, better able to avoid and deal with bullying (N=103),

knew what to do if approached by a stranger (N=113) and what to do if asked to keep a kiss, cuddle or touch a secret (N=107).

Figure 2: Are children better able to deal with situations following participation in the SSF workshops?



Parents were asked to indicate what were the key lessons children had taken away from the workshops. One key lesson from all workshops was that children should always tell a parent or a teacher about anything that troubled them – be that bullying that they have experienced or witnessed, unwanted attention from a stranger, or the request to keep something a secret. As aforementioned, many parents noted that this was a message that they promoted at home and they were grateful to the programme for reinforcing it. Parents noted that following participation in Workshop 1 children had learned that bullying is wrong and should not be tolerated. Parents noted that the workshop had given children the confidence to stand up for themselves, ask for help if required and to intervene when they see another child being bullied. Some parents also noted that the workshop had highlighted to children the importance of being kind to one another.

You can stand up to someone being mean, and have a friend help if it's scary.

To tell someone if she is or sees someone being bullied.

To be more kind and look out for others.

Following participation in Workshop 2 children had learned that 'a stranger is someone you don't know' and that they should not speak to or go with a stranger. Children had also learned that they should 'run, yell and tell' when approached by a stranger. The key message children took away from Workshop 3 was that they should not keep secrets from their parents.

He knows not to keep secrets and always tell mum and dad if someone asks him to keep anything secret.

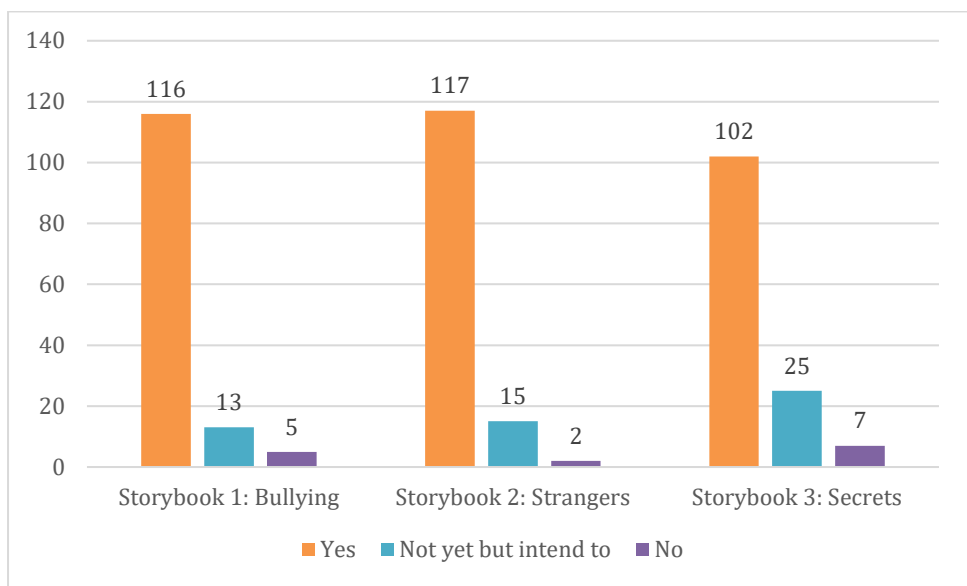
A few parents noted that their children had been more reticent about the messages from Workshop 3 leading parents to conclude that the content of this workshop was not as clear to their children as the messages from the previous two Workshops.

Not said much about this one, not sure if he understood it as much.

Storybooks

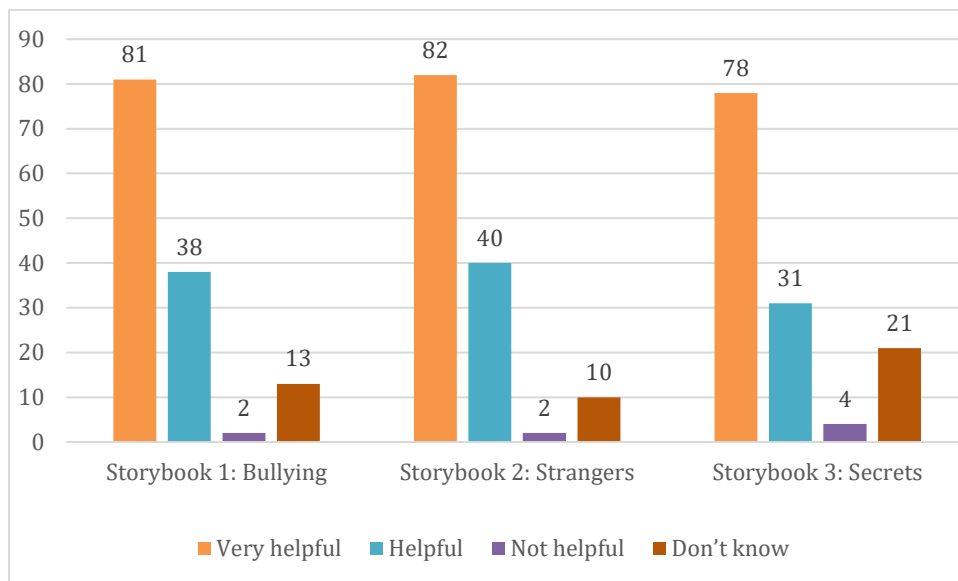
At the end of each workshop the children receive a storybook on the topic explored on that session. The storybooks are an opportunity for parents to a) find out more about what their children have learned; and b) reinforce the messages of the workshops by reading the stories with their children. Most parents had read the storybooks with their children or were planning the do so in the near future.

Figure 3: Read the storybooks with children



Most parents were of the view that the storybooks were very helpful, or helpful, in supporting further discussion about the workshops' key messages at home.

Figure 4: How helpful are the storybooks in supporting parents to further discuss issues with children?



Storybooks are very useful to parents to find out more about the messages the children are given.

The storybooks were great for me as a parent to see how the content was delivered to my child. They also helped reinforce the messages of how to stay safe.

Several parents also noted how the storybooks were 'a hit' with their children and how the children had requested the book to be read several times.

Information provided to parents

Parents were asked to indicate whether they found the information they received about the programme before the workshops were delivered at the nurseries useful and clear. Only two parents felt that the information provided did not clearly explain the aims of the programme; and seven felt that the information did not clearly explain the format of the programme (including one of the two parents who found the information did not clarify the aims of the programme).

Information provided was quite general.

A few parents also commented that they would have liked to have had more information about the workshops before they were delivered in the nurseries.

The leaflet is useful, but I would have liked to have seen the resources in advance and had dialogue about how this was going to be delivered.

In their initial correspondence to parents SSF indicates that further information about the workshops can be found on their website. Only 12 parents had looked at the website – all of which found the information accessed helpful.

Follow up questionnaire

Parents of the children attending the three nurseries were asked to complete a follow up questionnaire six to eight weeks following completion of the programme. The aim of this second questionnaire was to consider whether the children retained the information they learnt; and whether they may have put this learning into practice. Nine parents returned this second questionnaire. Of these nine only one looked at the SSF's website to obtain more information about the content of the programme and to support further discussions about the topics with their child.

The nine children had attended all three workshops. All parents agreed that participation in Workshop 1: Bullying and Workshop 3: Secrets had been beneficial to their child. With regards Workshop 2: Strangers, two parents were not sure whether participation had been beneficial to their child.

Parents noted that with regards to bullying children had gained a better understanding of what bullying is, what to do if they or someone else were being bullied (i.e. tell a teacher or parent) and the negative impact of bullying.

That bullying is wrong and to always tell a grown up to help friends.

All but one felt that, following participation their children were better able to avoid and deal with bullying.

He has told us what he would do if someone bullies him or if he sees someone being bullied.

The key lessons children took away from Workshop 2 were an understanding of who a stranger is ('A stranger is someone you don't know') and that they should not speak to, or go with, strangers. Seven parents agreed that children would know when to 'yell and tell' if a stranger approached them, one disagreed and another was not sure. One parent note that following this workshop their child had gained a new confidence in speaking to people she did not know, but that was due to developing a more sophisticated understanding about when it might be safe to engage with strangers (i.e. when the parents are close by).

Didn't use to speak to strangers but now tries speaking to everyone because 'it's ok when with an adult'.

As parents noted in the first questionnaire, the key message children seem to take away from Workshop 3 is that they should never keep secrets from their parents.

Daughter told me it is not nice to keep secrets from your parents.

The nine parents who completed the follow up questionnaire agreed that their children would know what to do if asked to keep a cuddle, a kiss or a touch a secret.

My son knows what is right about secrets and to tell me if someone tells him to keep a secret from me.

Parents noted that as well as learning the key messages about the workshops one of the benefits of attending the programme was that the issues were approached in a fun, child-friendly way, thus enhancing children’s learning.

One parent noted that their child had already been able to put that learning into practice.

(Child has) used the information regarding bullying to tell a child to stop what they were doing and informed teacher.

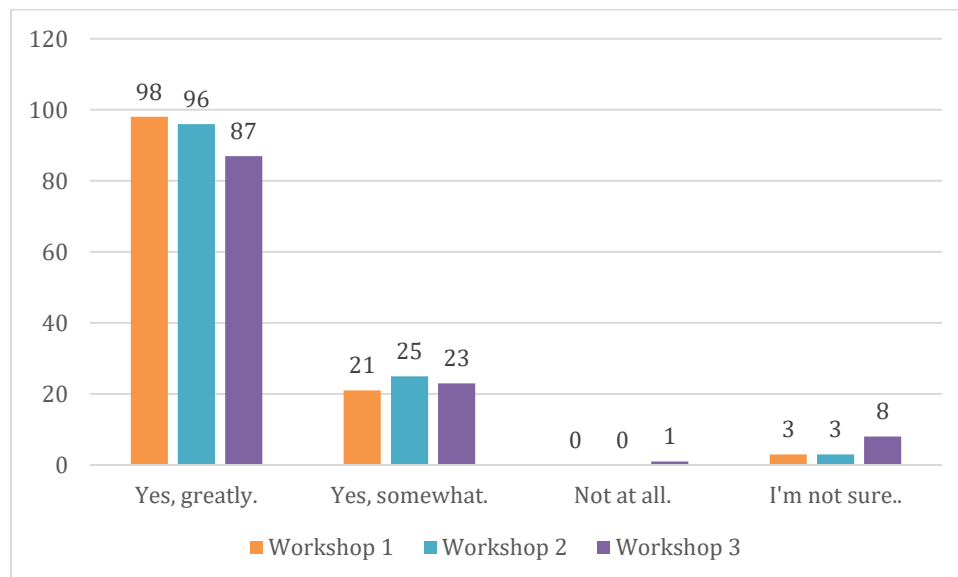
Online Questionnaire

Ninety people completed the online questionnaire providing information about 122 children that had attended the workshops between 1997 (N=3) and 2018 (N=25). Of the 122 children all but two had attended Workshop 1: Bullying, all had attended Workshop 2: Strangers; and all but four had attended Workshop 3: Secrets.

Benefits of taking part in the program

Most parents agreed that their children had greatly benefited from attending the SSF workshops.

Figure 5: Child benefited from attending the workshops



The key benefits of participation in the workshops were that children had gained increased knowledge about the topics in a way that was age appropriate and as a result they were more confident in dealing with situations if/when they arise.

I feel it has given my child a better understanding of the issues covered and is done in a fun way with use of puppets which helps them to learn.

They are confident in knowing what to do in situations and can make independent decisions based on what they have learnt on the course.

In addition, the workshops had provided an opportunity for further discussion of these topics at home.

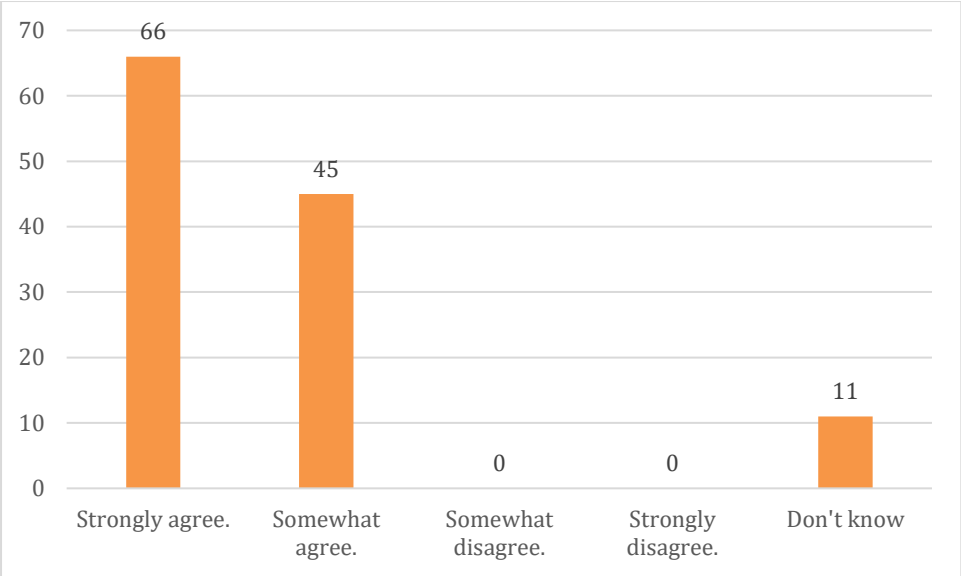
I liked the fact that it gave me a platform and excuse to talk to all my children about all the subjects.

Open up discussions about subjects which are hard to broach without scaring young children.

Lessons learned

Parents were asked to indicate whether they believed that their children were better equipped to deal with a variety of situations as a result of their participation in the workshops. As Figure 66 illustrates almost all parents (N=111) agreed that their child was better able to avoid and deal with bullying as a result of their participation in Workshop 1.

Figure 6: Bullying



When asked to comment on what were the key lessons that children had taken away from Workshop 1 most parents noted that their children learned that bullying is wrong, that they should stand up for themselves and their friends by saying 'no' to the bully and that they should tell a grown up whenever they have been bullied or when they see other children being bullied.

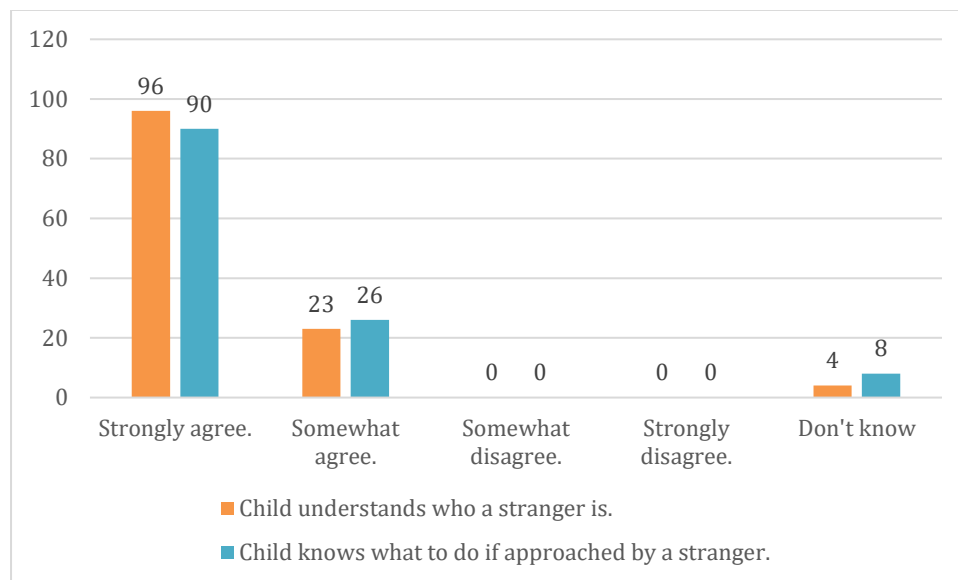
He has gained confidence to identify bullying and confront people when he feels bullied - he even declares to us now that we should stop bullying him when we say no to something..

Some parents also noted that children understood the impact bullying has on the person being bullied.

That bullying is unkind and hurts people's feelings and makes them feel lonely.

Most parents also agreed that following participation in Workshop 2 their children understood who a stranger is and what to do when approached by a stranger.

Figure 7: Strangers



According to parents the key lesson children took away from Workshop 2 was that they should not talk to strangers.

Never speak to strangers even if they have a puppy or sweet.

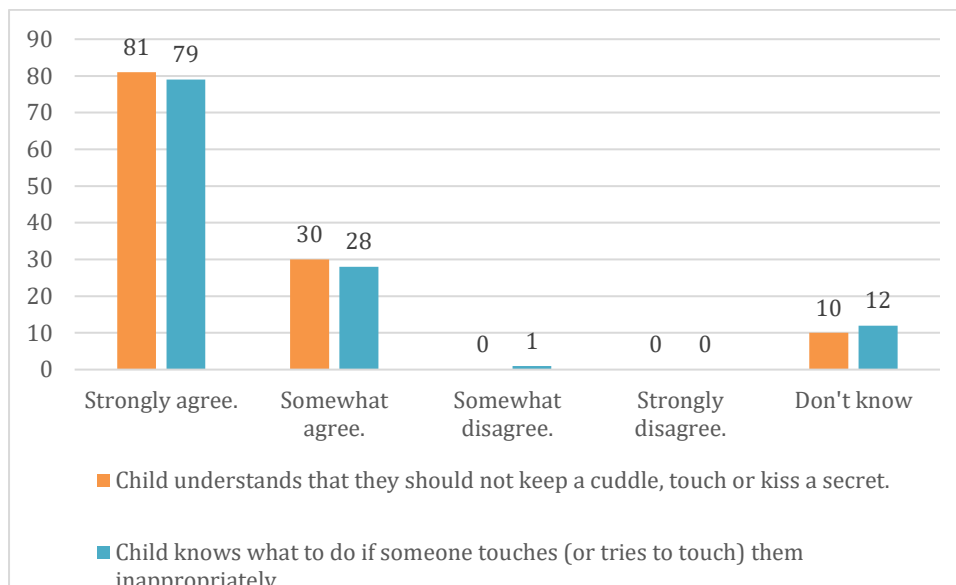
Some parents noted that children had understood that if they were accompanied by an adult that it was ok to engage in conversation with a stranger.

Not everyone is a nice person. As long as mum or dad are with us it's OK to speak to new people. Never go anywhere with anyone unless mum and dad say it's OK.

A few parents also mentioned that children were aware that they should never go away with a stranger.

As Figure 8 illustrates most parents agreed that following participation in Workshop 3 their children understood that they should not keep a cuddle, touch or kiss a secret (N=111) and they knew what to do with someone touched, or tried to touch, them inappropriately (N=107)

Figure 8: Secrets/Inappropriate touch



The key lesson children took away from Workshop 3 was that they should never keep secrets from their parents.

Tell your parents everything and don't be afraid.

Some parents also noted that their children had learned that their body belongs to them and understood that certain parts of their body are private and thus should not be seen or touched without their prior consent.

It's your body and you decide what happens to it. Don't keep secrets you are not happy with.

To tell about any kind of touching which is in private areas or makes them feel scared or uncomfortable.

A few parents have noted that their children had not fully engaged with this workshop or had not quite fully understood the messages.

He responded little to this last session and hardly ever mentioned issues in relation to secrets.

She has taken this literally and so won't keep secrets about birthday presents...!

Storybooks

As Figures 9 and 10 illustrate most parents had read the storybooks with their children at least once and had found these very helpful or helpful.

Figure 9: Read storybooks with child

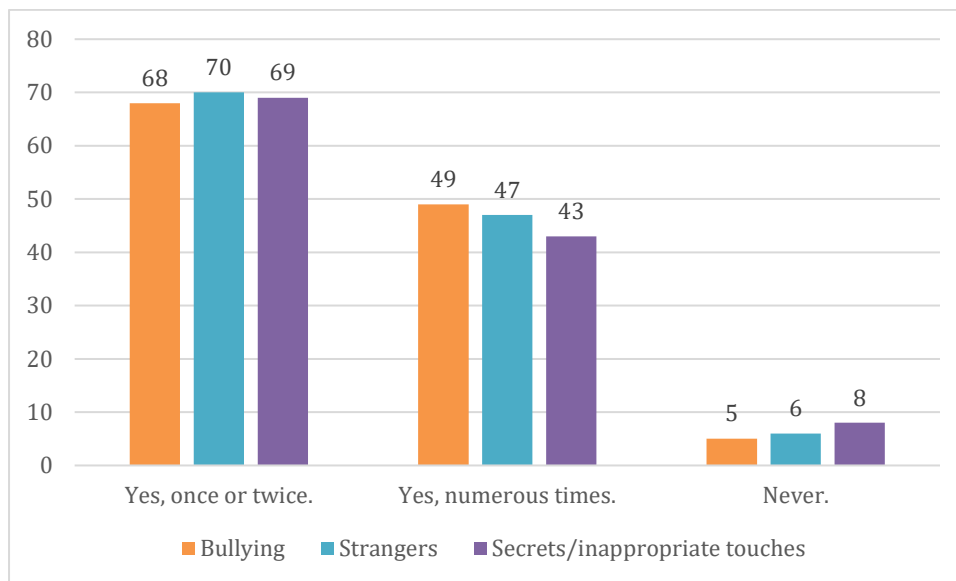
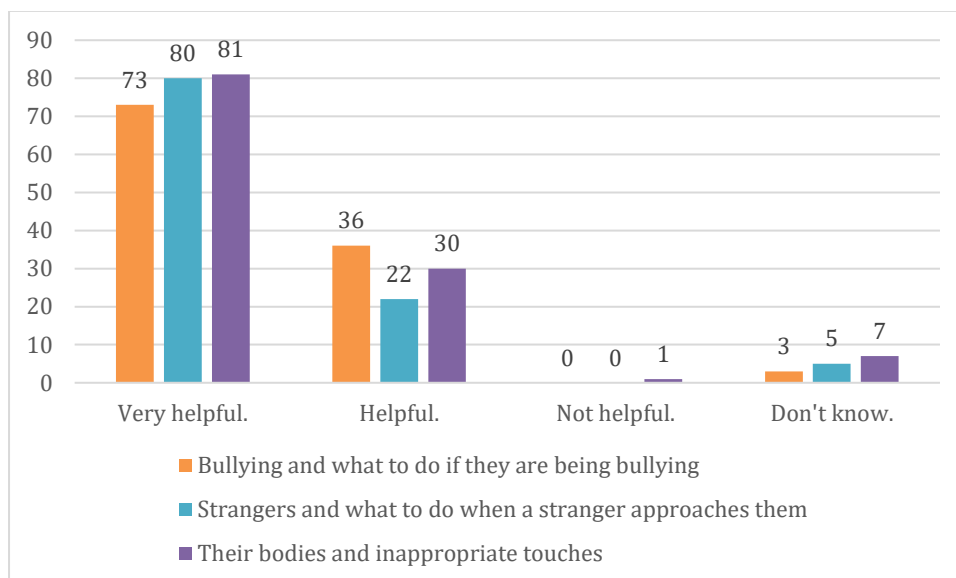


Figure 10: How helpful were the storybooks



Parents found the books very helpful both as a starting point in which to talk about difficult topics and as a way in which to reinforce messages previously discussed at home in a fun and age appropriate way.

The books are a great way of reinforcing the message in a non-threatening way.

The books the kids got home gave us ideas to begin chatting to them about the topics covered where before I didn't know how to broach each subject or begin a chat about them. They gave us the building blocks to chat about subjects in a way my child understood without feeling frightened or worried. [...] I feel confidence they would know what to do if they ever had to.

Long term impact

One of the key aims of the online questionnaire was to explore the long-term impact of the workshops and several parents volunteered stories about how their children had put the learning from the workshops into practice, and how that learning had been evidence throughout the years.

At age 13 my daughter still uses the key messages learnt all those years ago.

From what I remember (sorry, child 1 now in S3 and child 2 in P5) it [the program] plants the thoughts in their minds to stop and think...be mindful of others...help someone who needs it...very well done, puppets help bring the messages to children's level.

My daughter is starting to ask questions about the bodily changes [...] and I think openly talking about SSF issues has helped us to keep an open line of communication where she feels she can talk to me about these things. I love the SSF it has helped my family.

As a nursery teacher myself, I have found this to be an invaluable resource for children and have seen how it has stayed with children throughout their lives, my son is nearly 8 and my daughter is 10 and they still talk about bullying, strangers and inappropriateness, so the strategies that they have learned have impacted their whole school lives.

Whilst the feedback was mostly positive some parents commented that some children had not fully understood the messages of the workshops.

I think this workshop needs repeated to be fully understood. Some reports from other parents that they children were very confused. One child told his mother she was no longer able to kiss him goodnight. There seems to be some confusion for the children.

The need to have these messages revisited at later stages was a point made by several respondents.

I would love to see it repeated with children in mid primary and P7.

I think it's a great programme. It's just a shame it isn't revisited throughout the school years.

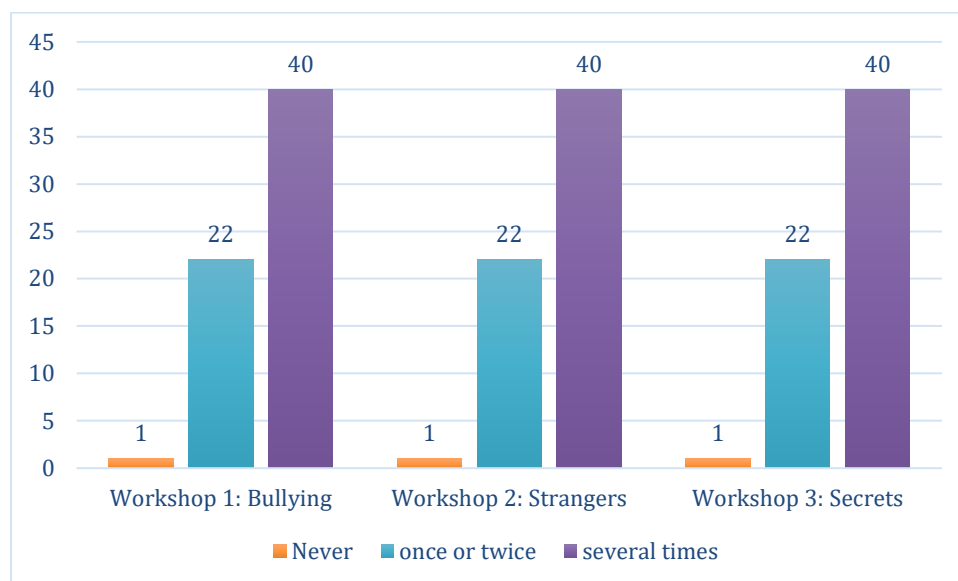
Feedback from nursery staff

All nursery staff where the workshops were delivered between January and June 2018 were invited to complete a short questionnaire. A total of 64 early years professionals completed the questionnaire. Two questionnaires were excluded from the final analysis because, having not taken part of the workshops, the respondents felt unable to comment on the programme other than to say that, in their view, the information provided to nurseries about the programme was clear and they were aware of the program's aims and objectives.

Of the 62 early learning professionals that completed the questionnaire almost half (N=30) have worked in early learning and care (ELC) settings for 10 or more years, with a further 14 having 5-10 years' experience of working in ELC settings. Only three respondents have worked in an ELC setting for less than a year, and 14 respondents have between one and five years' experience.

Most respondents (N=46) had heard about the SSF program several years ago with only two having only heard about the program this year. Most had taken part in the workshops several times.

Figure 11: How often professionals have taken part in the SSF workshops



Respondents were asked to reflect on the most recent time when they took part in one of the SSF workshops and to indicate whether they agreed with a series of statements. Almost all agreed that in general terms:

- the workshops were well delivered (N=57),
- the children enjoyed the workshops (N=55),
- the workshops' key messages were well understood by the children (N=50),
- the children were able to put into practice the lessons learned at the workshop (N=49).

In addition, several respondents (N=32) had seen the children putting these lessons into practice. This included hearing the children talking about the workshops, making drawings relating to the workshops' topics and role playing the situations enacted in the workshops by the puppets.

A couple of respondents also noted that they had seen the children using the learning from Workshop 1: Bullying to stop unwanted behaviour towards them or others.

saying no when they wanted behaviour stop. Report bullying.

They tell other children to stop [unwanted behaviour] in a more positive way.

Professionals were also asked to indicate whether they had had feedback from parents about their children putting into practice the learning from the workshops and thirteen indicated that they had received some feedback from parents. Most of the feedback staff received from parents related to the children talking about the workshops' topics following their participation.

[One] parent at 'stay and play' overheard a conversation between a sister and older brother who had attended SSF 2 years ago discussing what they would do if a stranger approached them.

A couple of parents fed-back to me that their child had spoken about strangers and what they would do.

Nursery staff were asked whether they had found the workshops and the materials provided by SSF helpful to their practice. As Figures 12 – 14 illustrate, almost all staff agreed that the workshops and materials had afforded them an opportunity to discuss bullying, strangers and secrets with the children and they found that the materials provided by SSF were helpful.

Figure 12: Workshop 1

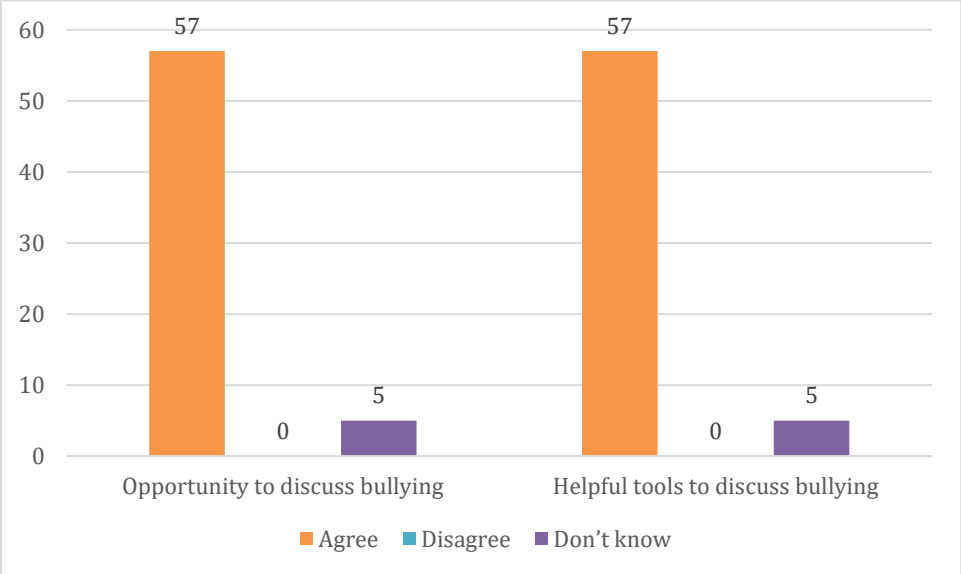


Figure 13: Workshop 2

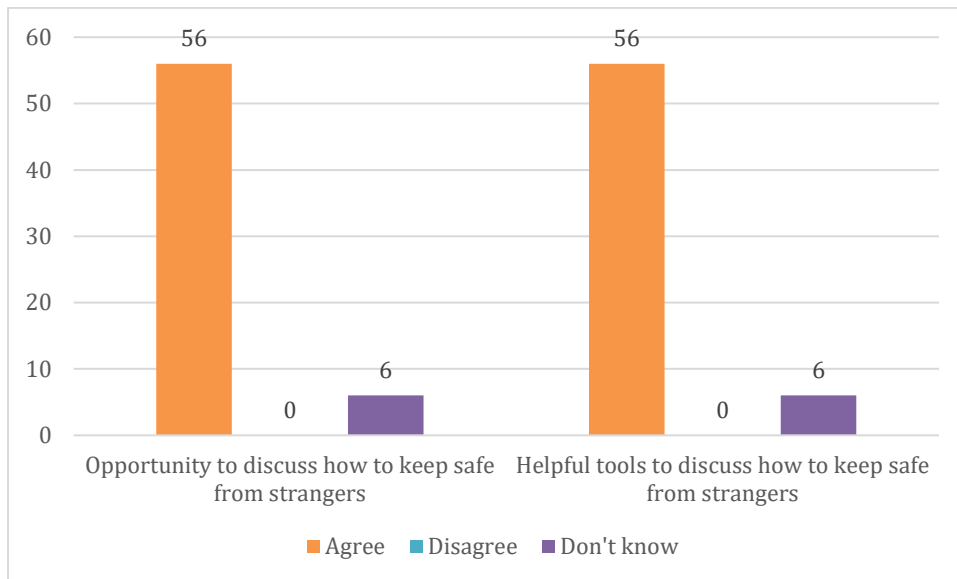
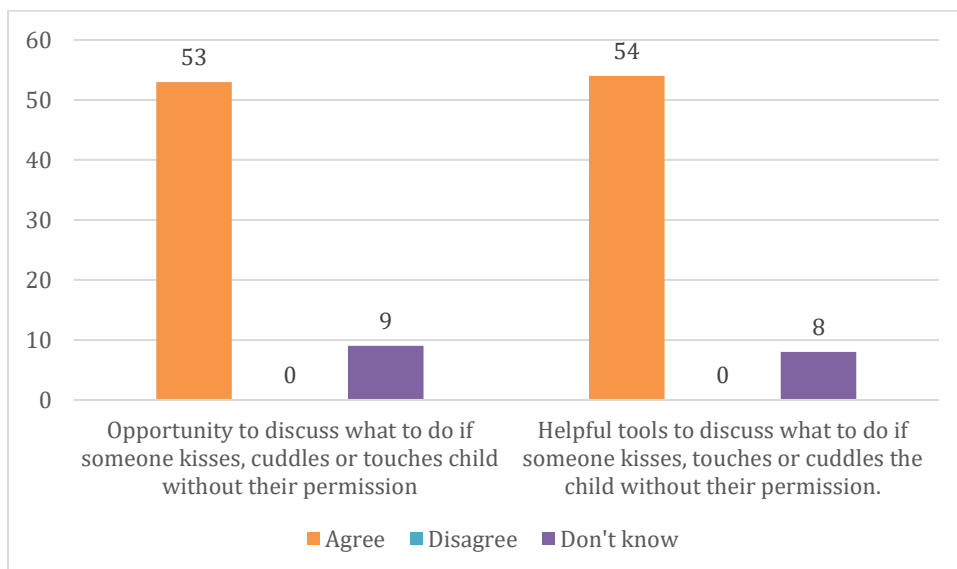


Figure 14: Workshop 3



Nursery staff provided several positive comments about the program and how it supported further discussion about the topics.

The SSF programme I feel is very beneficial to the kids it gives us the opportunity to then talk more about these issues.

Excellent workshops. Very helpful. Children always engaged lots of discussion takes place after them.

Great programme, very well delivered, getting the messages across to the children in a child friendly manner with the use of puppets.

There was also some constructive criticism of the program, and some concerns about how one of the key messages promoted by the program may impact on children who are not looked after by their parents.

We don't feel a one session support the children's understanding.
Sensitivity required for looked after children. Child friendly language/understanding of needs. Taking cues from adults who know children.

Stage two of the evaluation

Stage two of the evaluation will include several methods. Workshops and refresher workshops will be observed. Following these observations, some observations and informal conversational activities will take place with children in nurseries whilst children are participating in their every-day nursery activities. A period of time (e.g. 2 days) will be spent in selected nurseries with the aim of understanding more about how key messages from the SSF programme are implemented and sustained in the daily lives of children and staff in nursery. Parental and child consent will be sought prior to my visits to the nurseries, and staff will be directly involved in the organisation and planning of my visits.

In addition to observations, a number of interviews and focus groups will take place. SSF have recently completed a pilot workshop for children with additional support needs. As this is a crucial area to understand more about, I will invite school staff, workshop delivery staff and parents/carers to participate in a conversational focus group. We will aim to explore their views about how the pilot workshops were delivered, how the children responded, and what can be learned from the delivery of the pilot workshops. In these focus groups, I will also seek the advice of parents/carers and staff about how I might involve the children in some evaluation activities to include their views about the pilot workshops. Parents/carers and staff know the needs of the children well and will be best placed to guide this stage.

Parents who have previously had children participate in the workshops, and staff who deliver the workshops will be invited to participate in a short interview, to explore their views about the sustainability of the key messages of the SSF workshops. In addition, questionnaires will be made available for parents and staff, to add to the survey feedback already gathered from stage one.

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