

# NSPCC



# Keeping Safe



EVERY CHILDHOOD IS WORTH FIGHTING FOR

**Cluster randomised controlled trial of 'Keeping Safe' – a 'whole school' abuse prevention programme in primary schools in Northern Ireland: evidence after 2 years of implementation**

**Joint Public Health Conference**

27 November, 2019

McElearney, A. Adamson, G., Murphy, C., Stephenson, P. and Monaghan, M.

# The presentation today

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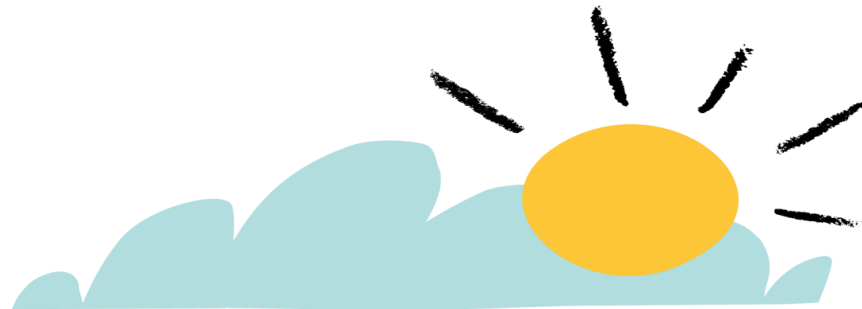
The presentation will cover:

- ❑ Keeping Safe programme – key features
- ❑ Outcomes for children - key results from RCT and process evaluation

# Shaping Keeping Safe

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- ❑ Learning from children we work with; NSPCC therapeutic work
- ❑ Learning from developments in other countries & systematic reviews
- ❑ Keeping Safe needs assessment 2008/11





# **Learning from international research**

# Evidence from Meta-analytic reviews

Berrick and Barth (1992) 13 studies	Rispens (1997) 16 studies	Davis and Gidycz' (2000) 27 studies	Zwi et al (2009) 15 studies	Walsh et al (2015) 24 trials
<ul style="list-style-type: none"> <li>• Whole school approach</li> <li>• Teacher training</li> <li>• Community integration</li> </ul>	<ul style="list-style-type: none"> <li>• Training in explicit self protection skills</li> <li>• Instruction time related to programme outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Active participation</li> <li>• Behavioural skills training</li> <li>• &gt;3 sessions</li> <li>• Monitor for negative effects</li> </ul>	<ul style="list-style-type: none"> <li>• Increased knowledge</li> <li>• Protective behaviours in simulated situations</li> <li>• Monitor for negative impact</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement in protective behaviours and knowledge</li> <li>• Knowledge gains maintained over time</li> <li>• No evidence of increased fear or anxiety</li> <li>• Early disclosures</li> </ul>

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# **Learning from Keeping Safe Development research 2008-11**

# Findings

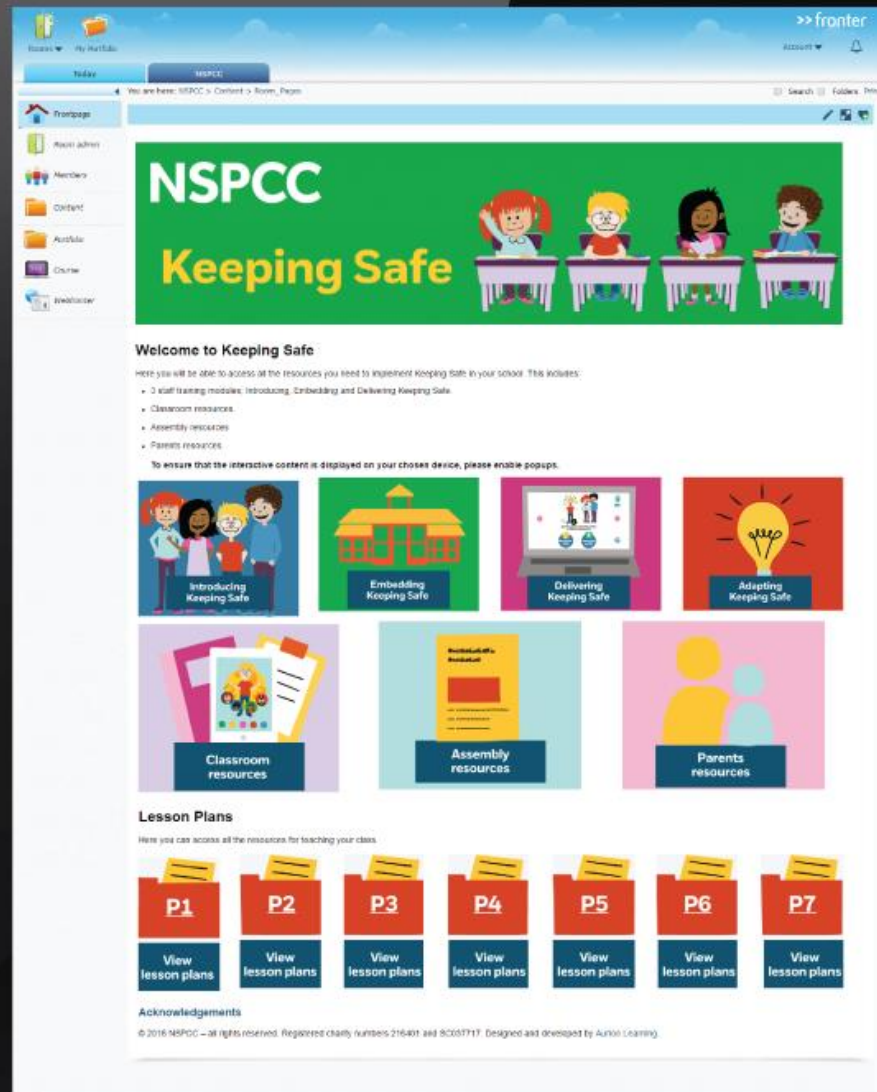
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- **Robust** evidence of **gaps** in children's knowledge & understanding of keeping safe
- **Teacher willingness** to teach preventative curriculum - **need effective package of training** and support
- **Parents eager** for children to access preventative education & willingness to be involved – need for **support & resources**
- Cross sector support within wider public health approach – **collaboration & support for schools**

# Audit of practice in primary schools

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- Schools already teaching children some keeping safe messages but gaps @ more sensitive issues.
- Disproportionate emphasis on the risks presented by strangers.
- Teaching methods did not maximize opportunities for children to practice key skills
- Younger children and children attending special schools were less likely to be taught keeping safe messages.



# **Building the capacity of the whole school community**



# Building whole school capacity

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- ❑ Facilitated leadership training-1 day and at least two twilights-promote across school clustering
- ❑ Online modules
- ❑ In-school support
- ❑ Ongoing support 'as and when required' from NSPCC

# Training and ongoing support

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Building **knowledge** and **skills** across the whole school.



# Teaching and learning resources



# Whole school resources

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Supporting **teaching** and **engagement**  
across the school and in the home.



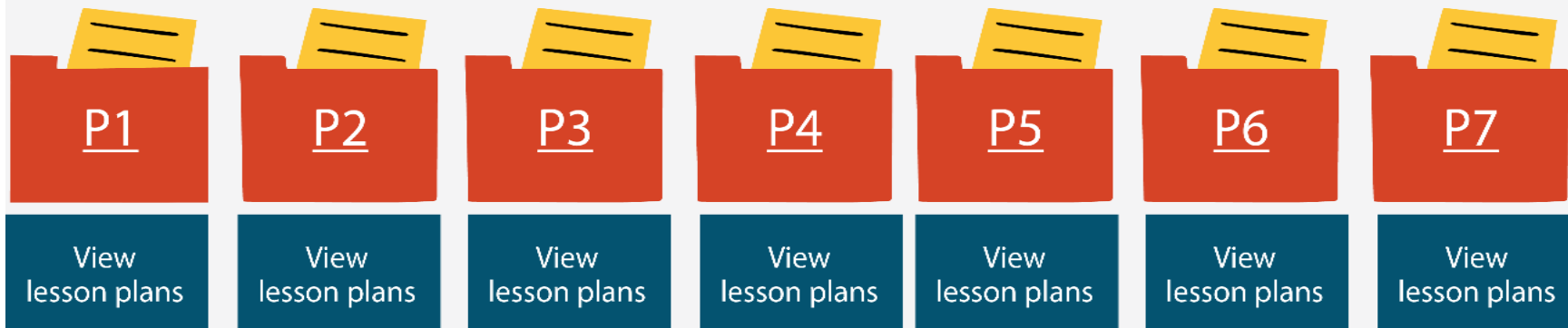
# 63 lesson plans

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Providing **structure & guidance** to build **confidence** in delivering sensitive messages.

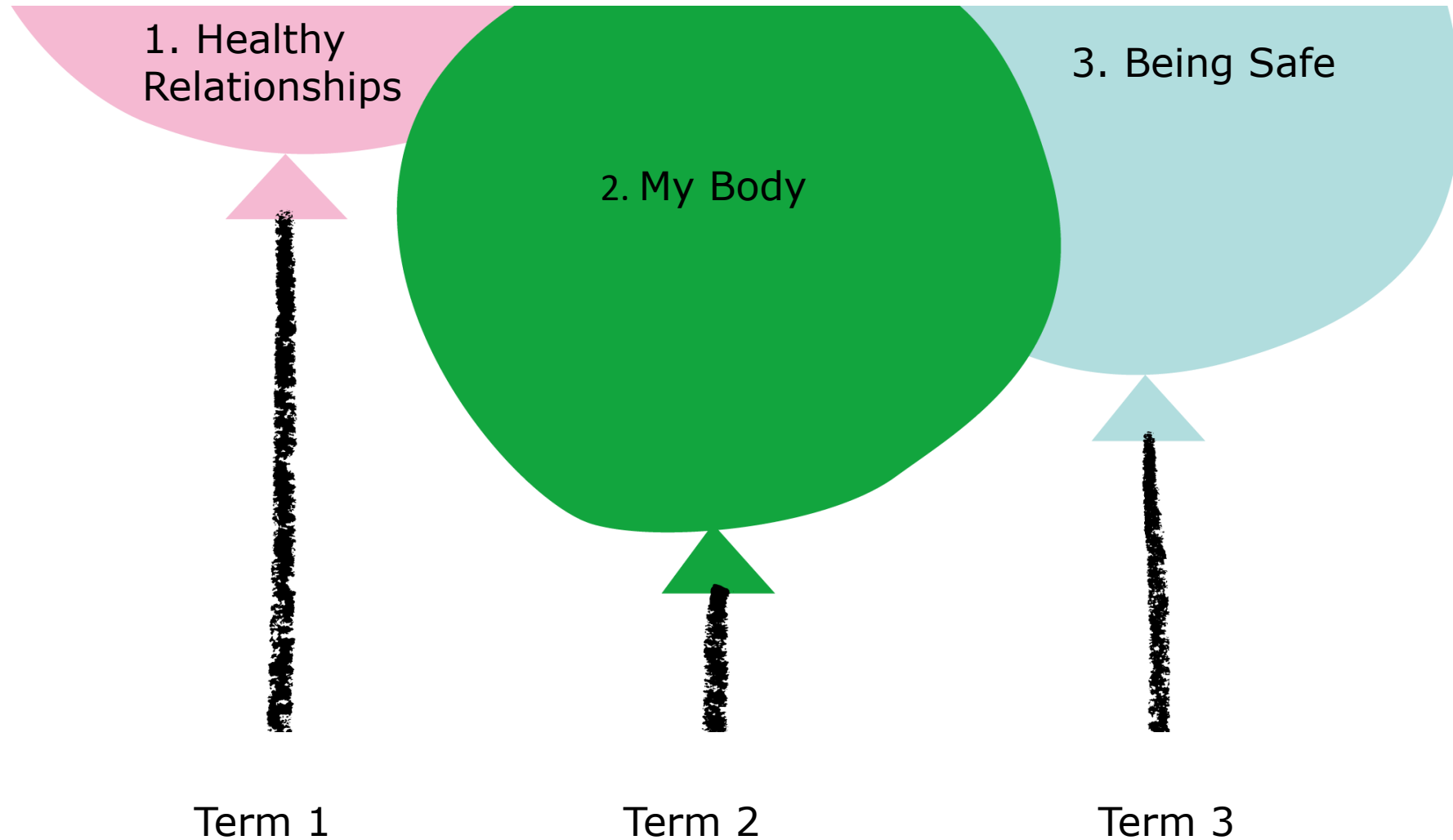
## Lesson plans

Here you can access all the resources for teaching your class.



# Teaching and learning resources

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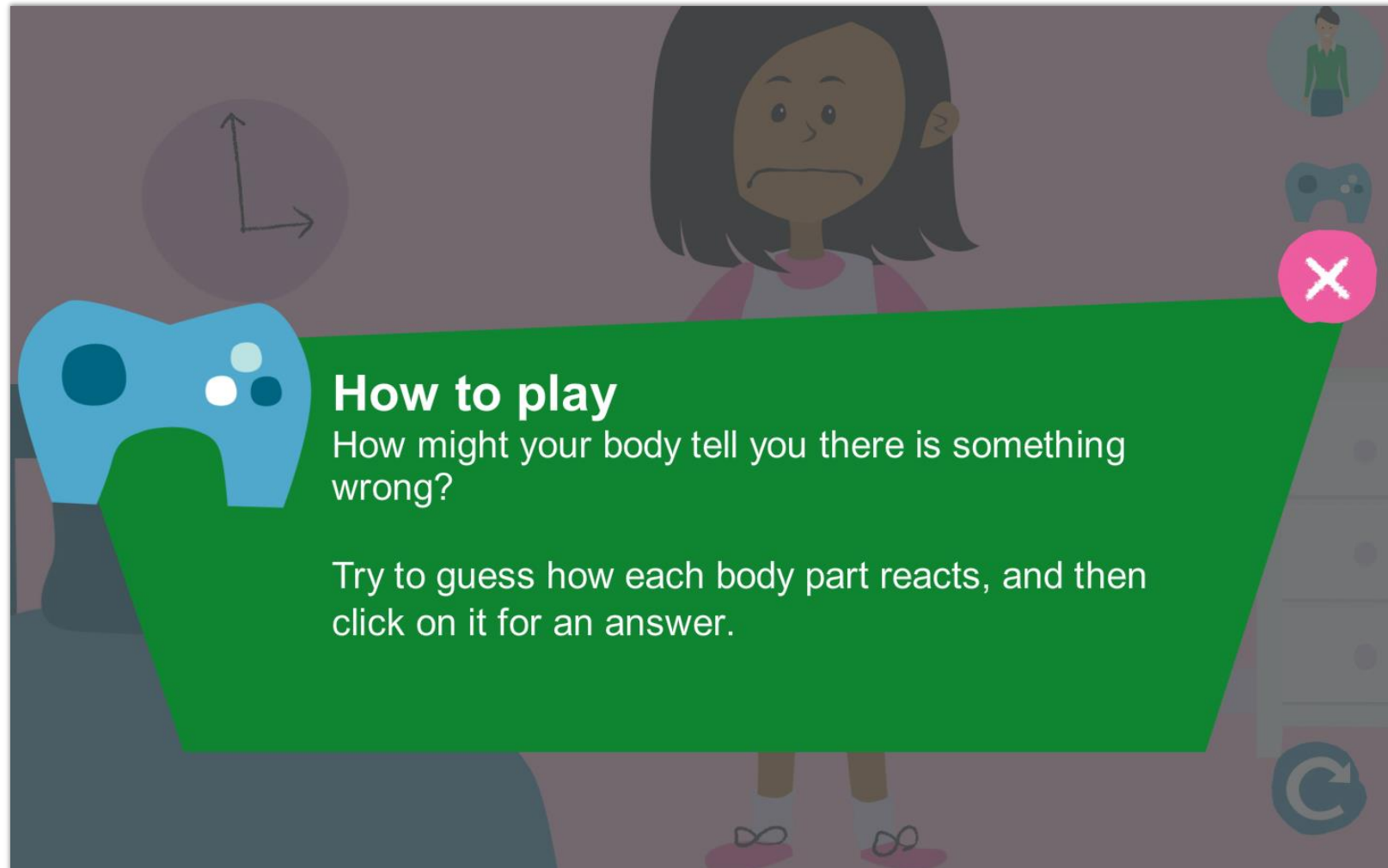


# P1 animation

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# P3 interactive activity

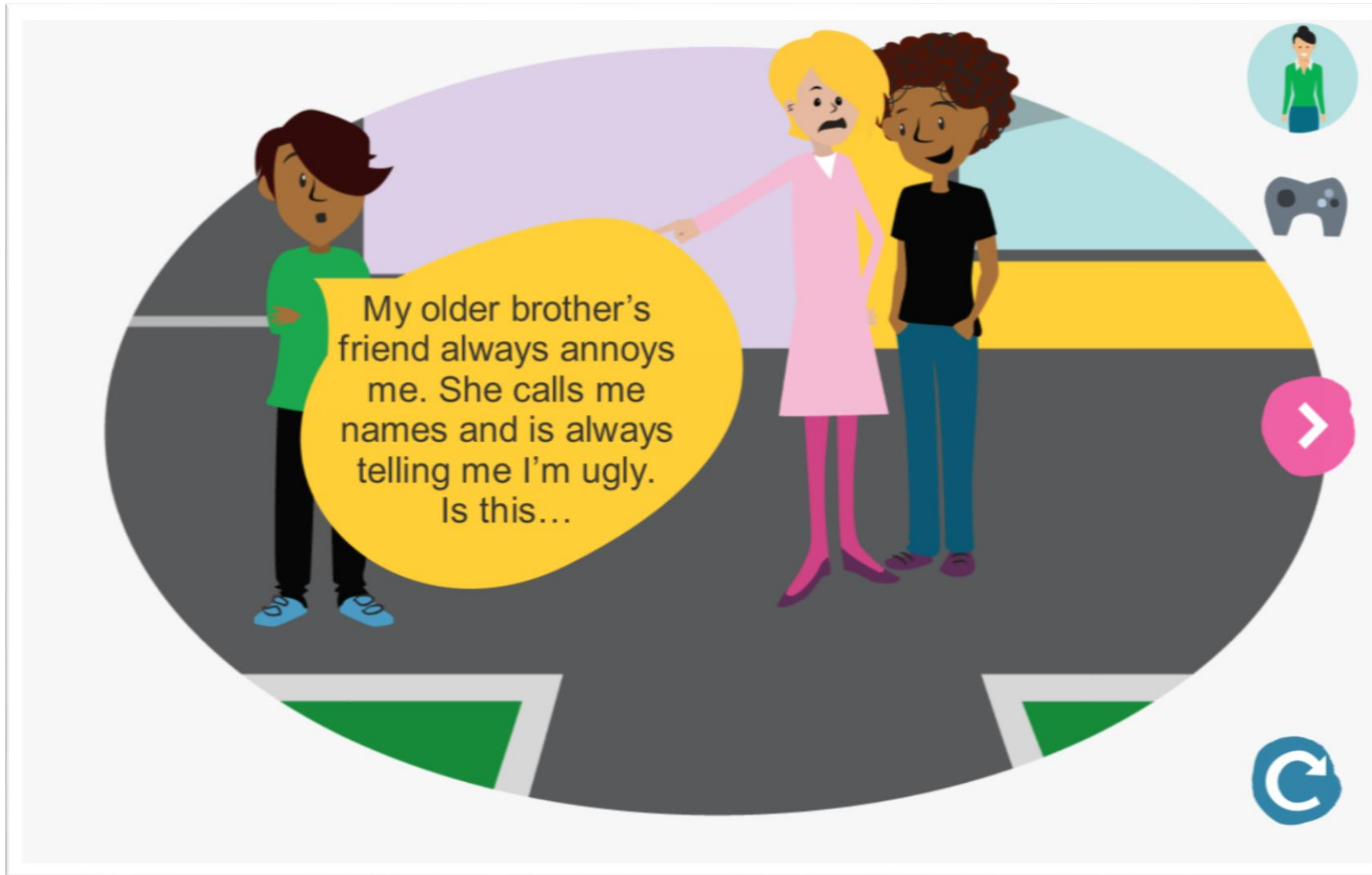


# P4 interactive activity

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# P7 interactive activity



# Involving parents and carers



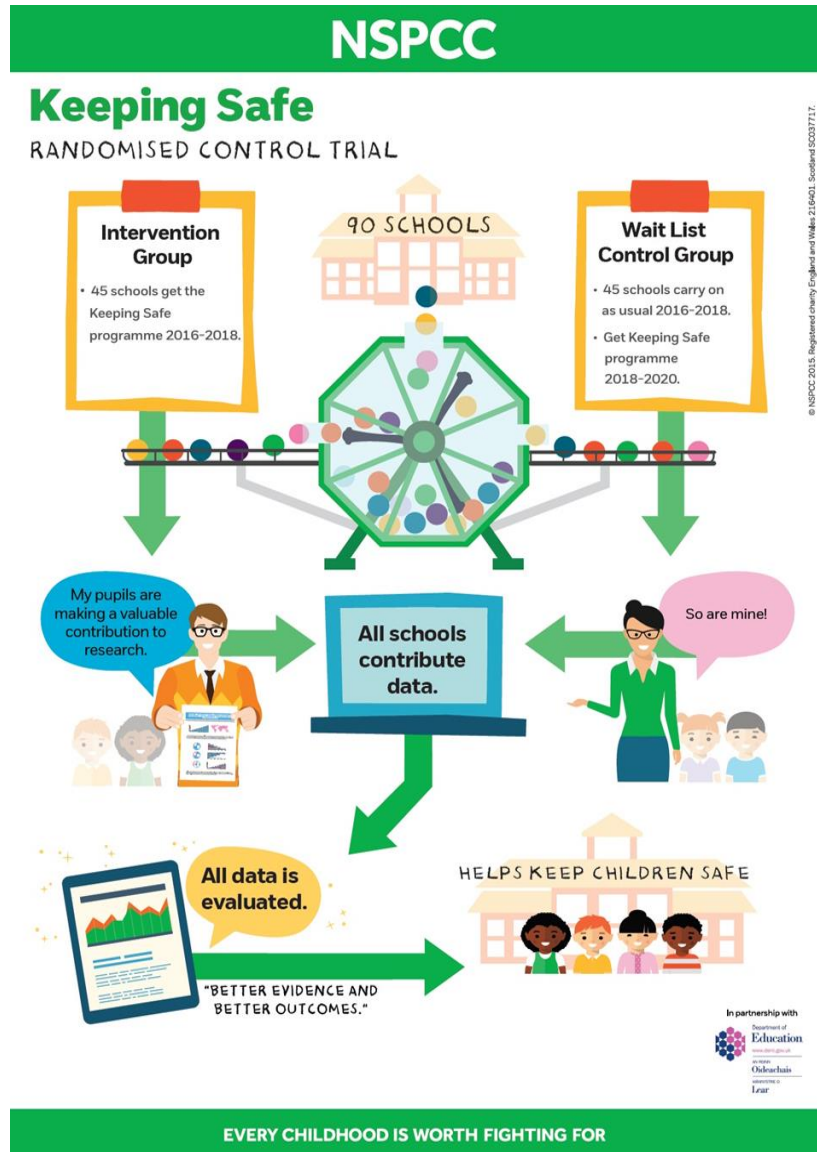
# Involving parents

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- ❑ Information session PowerPoint
- ❑ Explainer video
- ❑ Tips for parents
- ❑ Termly letters (when and what)
- ❑ Homework tasks for each lesson
- ❑ Parent workshops (delivered in school and available online)



# Evaluating Keeping Safe



64 RCT schools, 5 Ambassador, 5 special

3 Outcomes; for children, parents and teachers

3 Time points; Baseline June 2016, Time 1 June 2017, Time 2 June 2018

1 = largest RCT in this area in the world

Child surveys; 4,029, 3,875, 3,823

Parent surveys; 6,868, 3,020, 3,159

Teacher surveys; 351, 265, 317

416 engaged in process evaluation tracking schools' experience of implementing

# Evidence reported to date

- Evidence on child outcomes after 1 year of programme implementation in schools is available in this following link to online abstract published in The Lancet [https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(18\)32084-1/fulltext](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(18)32084-1/fulltext).
- Research informing development of professional learning for school staff <https://learning.nspcc.org.uk/research-resources/2019/developing-teachers-supporting-children/>
- The Keeping Safe programme on NSPCC Learning <https://learning.nspcc.org.uk/services/keeping-safe-preventative-education-in-northern-ireland/>



**Full results will be  
published in 2020.**

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