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

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The presentation today

The presentation will cover:

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

- 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**

<table>
<thead>
<tr>
<th>Study</th>
<th>Studies/Participants</th>
<th>Findings/Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berrick and Barth (1992)</td>
<td>13 studies</td>
<td>Whole school approach, Teacher training, Community integration</td>
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<tr>
<td>Rispens (1997)</td>
<td>16 studies</td>
<td>Training in explicit self protection skills, Instruction time related to programme outcomes</td>
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<tr>
<td>Davis and Gidycz’ (2000)</td>
<td>27 studies</td>
<td>Active participation, Behavioural skills training, &gt;3 sessions, Monitor for negative effects</td>
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<tr>
<td>Zwi et al (2009)</td>
<td>15 studies</td>
<td>Increased knowledge, Protective behaviours in simulated situations, Monitor for negative impact</td>
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<tr>
<td>Walsh et al (2015)</td>
<td>24 trials</td>
<td>Improvement in protective behaviours and knowledge, Knowledge gains maintained over time, No evidence of increased fear or anxiety, Early disclosures</td>
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Learning from Keeping Safe Development research 2008-11
Findings

• 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

- Schools already teaching children some keeping safe messages but gaps at 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

- 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

Building **knowledge** and **skills** across the whole school.
Teaching and learning resources
Whole school resources

Supporting **teaching** and **engagement** across the school and in the home.
Providing **structure & guidance** to build **confidence** in delivering sensitive messages.

**63 lesson plans**

Lesson plans
Here you can access all the resources for teaching your class.
Teaching and learning resources

1. Healthy Relationships
2. My Body
3. Being Safe

Term 1
Term 2
Term 3
P1 animation
How to play
How might your body tell you there is something wrong?

Try to guess how each body part reacts, and then click on it for an answer.
P4 interactive activity

Should you tell?
Primary 4 Theme 2 Lesson 2

Start
My older brother’s friend always annoys me. She calls me names and is always telling me I’m ugly. Is this...
Involving parents and carers
Involving parents

- 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.

- Research informing development of professional learning for school staff https://learning.nspcc.org.uk/research-resources/2019/developing-teachers-supporting-children/

Full results will be published in 2020.

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