

Schools Training Evaluation report

February 2018



"...the training was brilliant! Really useful!"
Home-School Link Worker, Oxford Primary School

*"Thank you. It was done in a very sensitive manner.
Approachable and accessible for all."*
Primary School Deputy Head and Safeguarding Lead

"Safeguarding training for school staff is a top priority for Oxford Against Cutting as children spend significantly more time at school than in other public settings. Our aim is to support school staff to feel confident supporting girls at risk and survivors of FGM. Primary school children from FGM-affected communities are in the highest risk age bracket. If schools are reluctant to talk specifically about FGM with young children, they can talk about body rights and safety. Classroom materials such as the NSPCC's PANTS campaign can help protect children from various sexual harms including FGM. We are pleased to provide training and have created resources to support primary schools with this work".

Kate Agha, Executive Director, Oxford Against Cutting

Introduction

Oxford Against Cutting (OAC) is an Oxford-based charity committed to working to help prevent female genital mutilation (FGM) of girls and women living in the Thames Valley.

Between June 2017 and October 2017, OAC provided FGM-awareness training for 134 staff representing at least seven primary schools and six after-school clubs and playschools. This included leading two workshops at a teachers' safeguarding conference in October 2017 attended by teachers from both primary and secondary schools.

The staff training sessions were led by OAC Executive Director, Kate Agha, supported by either MbaKaddy Touray Jarju, Fatou Ceesay or Lena El-hindi (all of whom are OAC Directors). OAC training is co-facilitated by a member of an FGM-affected community and many delegates have commented that this makes our training very powerful, helping them to understand FGM as a reality rather than as an academic subject.

The training

OAC training has previously been delivered to staff at primary, secondary and college levels, as well as secondary school students. The sessions can run for 2 hours, though are adjusted for the audience's time constraints where necessary. Longer sessions enabled greater interaction between the facilitators and the delegates whilst the shorter ones tend to be more of a presentation style (though questions are still encouraged). Most sessions were between one hour and 90 minutes long. Topics covered include the definition and types of FGM, countries of prevalence, the legal situation and extensive safeguarding advice - such as the signs that FGM may be planned or has been carried out - and reporting information. The content is adjusted to suit the audience, for example, OAC developed new workshop material for the teachers' conference on "Talking About FGM in the Classroom".

As most pre-school children are too young to learn about body rights it was not appropriate to talk to staff teams about classroom resources. However, pre-school teams regularly change baby girls'

nappies and whilst they do not have a responsibility to check girls' genitalia for evidence of harm, they do have a mandatory reporting duty if they spot FGM. In consultation with Dr Brenda Kelly at

"I think it's really important to have it taught in schools."

Primary school Teacher and Safeguarding Lead

the Oxford Rose Clinic, we adapted the package to include images of "healed" FGM. These images were printed in hard copy and given to the pre-school teams after the session on loan only to ensure that this graphic material was shared on a strictly "need to know" basis. Film and, where possible, interactive elements are also included to enhance learning.

The primary focus of this evaluation is the outcomes of training provided for pre-schools and primary schools.

Oxford Against Cutting recommends training even if there is one girl at risk of FGM in each school (staff also need to be skilled ready to work with new student intakes), given the severity of the harm that would be caused if she were to be cut. In order to maximise resources, we prioritise state schools with the highest numbers of girls from FGM-affected communities. The Public Health Directorate Oxfordshire County Council has provided OAC with data on the number of girls who speak languages spoken by FGM-affected communities based on the January 2015 schools census. The data suggests that, in Oxfordshire, 35 primary schools have between 11 and 88 girls who may be from FGM-affected communities.

We invited multiple schools to participate in some of the sessions to maximise project funds.

This evaluation was funded through an Open Bidding Grant provided by Oxford City Council in 2017. The grant also supported 6 training sessions (including 2 workshops at the teachers' safeguarding conference) in Oxford City. The Oxfordshire Community Foundation supported our training for pre-schools and after-school clubs, as well as the session in Maidenhead. We are very grateful to Oxford City Council and the Oxfordshire Community Foundation for their ongoing support.

The evaluation

The following report provides an evaluation of all the training within the stated period based on feedback from attendees. We hope this will help us understand how useful the training has been to them, as well as give us some thoughts on areas for improvement.

Our approach

We issued all delegates (with the exception of the conference attendees¹) with a pre-training questionnaire (online), a post-training questionnaire (paper-based) and a follow-up, online questionnaire between three and six months later. These asked them to report on levels of **confidence** in dealing with FGM related issues, in addition to ascertaining their **understanding** of the background. Some sessions were attended by multiple schools.

The questionnaire questions are available in Appendix 1. A list of the schools and groups we worked with is provided in Appendix 2. All feedback from participants has been anonymised, and forms the 'Results' section below.

¹ Feedback for these individuals was recorded in note form by the facilitators.

Results

We obtained 49 questionnaires for pre-evaluation, 98 for post-evaluation on the day of training and 2 follow-ups. The female/male percentage split of participant groups respectively was 94/6; 89/10²; and 50/50. Almost half of all attendees who completed questionnaires were teachers (including heads of year, assistant and deputy heads), however, there was a wide range of other attendees including home school link workers, teaching assistants, SENCOs, office administrators, first aiders and play workers. A number were also safeguarding leads/officers.

"I thought the training was really beneficial. Both speakers were amazing and really brave. Thank you."
Primary school Teaching Assistant

A set of graphs showing the full results is provided in Appendix 3. Key findings from the evaluation feedback are discussed below.

Pre-training evaluation

Prior to training, many delegates reported lacking confidence in dealing with FGM. The issue which caused greatest concern prior to training was talking about FGM in the classroom, with over 61% of delegates feeling 'not at all confident' in this. Recognising warning signs that FGM is being planned was also an area of concern with 49% stating that they were not confident about this. Accessing tools for support and guidance was also of major concern, with over 44% being 'not at all confident' to do this and only 12% overall being 'very' confident in doing this.

The highest levels of confidence were shown for referring a case of FGM to the relevant agency, and close to 70% felt some confidence about this aspect.

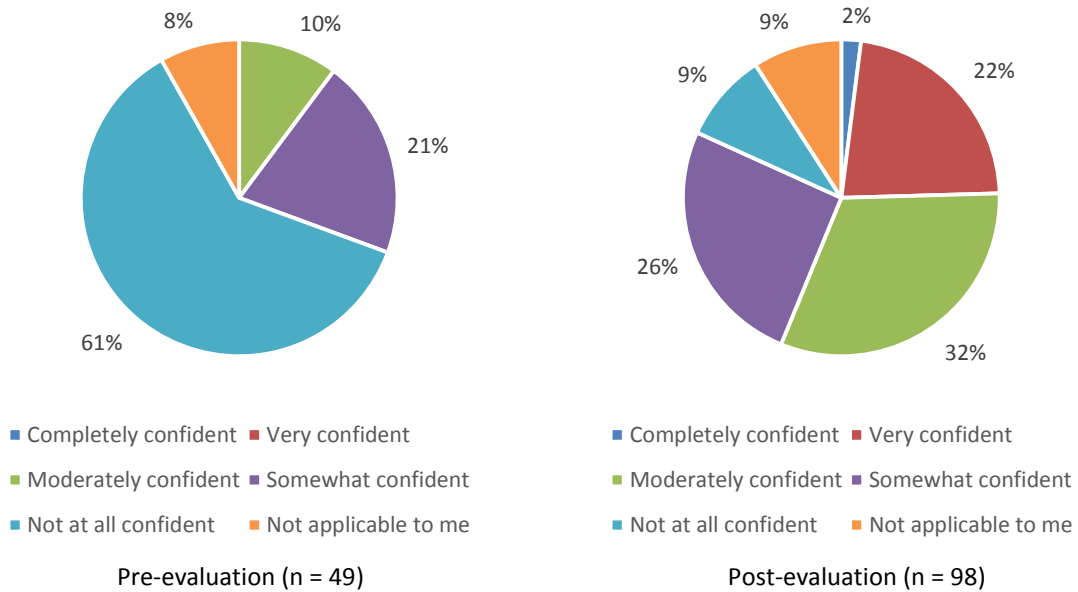
Delegates generally felt they lacked understanding of the issues surrounding FGM. The best understood area was about the harm it can cause, with almost 70% reporting 'fair' or 'good' knowledge. The different types of FGM were least understood, with almost 72% of respondents having 'very limited' or 'quite limited' knowledge.

Post-training evaluation

In keeping with our aims, confidence levels in dealing with all the issues surrounding FGM increased **significantly** following the training sessions. Of particular note was the delegates having confidence in recognising the warning signs that FGM is being planned and also in identifying signs that FGM may have happened. Prior to the training, only 50% of delegates expressed any confidence at all in these (and at best this was moderate). However, following their sessions **100%** of delegates felt confident about this with over half identifying that they felt 'completely' or 'very' confident. Importantly, talking about FGM in the classroom, an area where a high proportion of delegates indicated as lacking confidence, improved hugely, with 82% showing some level of confidence in this and a quarter of all respondents either feeling 'completely' confident or 'very confident' (see figure 1, below).

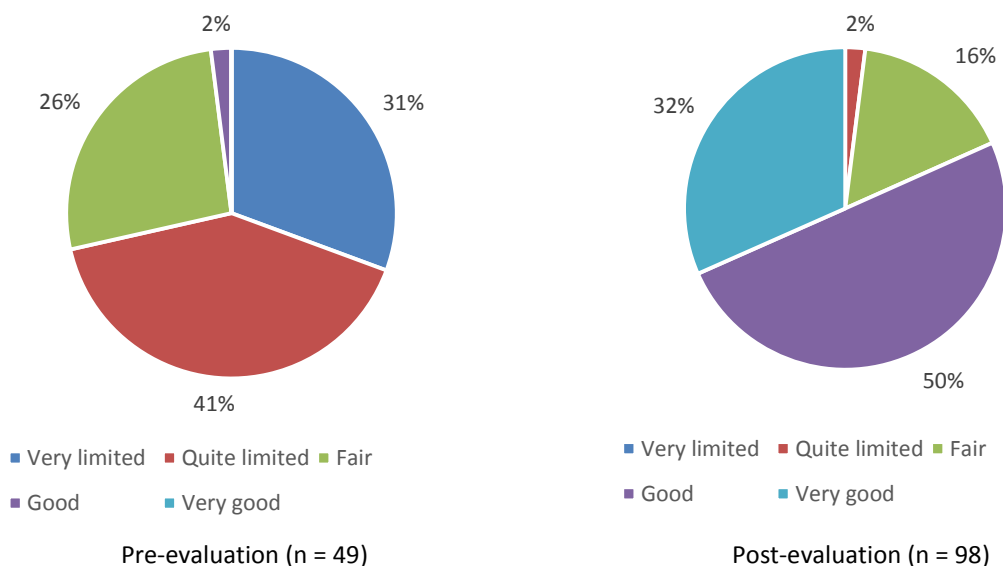
² Some participants preferred not to state their gender.

Figure 1: How would you rate your levels of confidence in dealing with ... talking about FGM in the classroom?



Levels of understanding of the issues increased to a significant extent. For example, after training between 81% and 97% of delegates reported ‘good’ or ‘very good’ understanding of all areas. In particular, understanding the different types of FGM - the least understood prior to training - increased so that over 80% felt their understanding of this is now ‘good’ or ‘very good’ (see figure2, below).

Figure 2: How would you describe your current understanding of ... the different types of FGM?



Delegates were also given the opportunity to comment on the training and a full list of their feedback is provided in Appendix 4. Many comments were appreciative, with some commenting on

how the course had made them reflect on the potential situation relating to FGM in their own schools, in particular, some of the families which they now recognised might be affected.

Evaluation follow-up

Just two delegates took the opportunity to complete the follow-up questionnaire. Therefore, there are no adequate quantitative statistics, though those who took part showed very high levels of confidence and understanding of the issues. Both, for example, felt ‘completely confident’ in recognising the signs of FGM and referring a case to the relevant agency, with one, a safeguarding lead, stating that following the training they were able to have discussions with the relevant agencies on a ‘no names’ basis and follow up confidently with questions to families.

“Due to the large number of children travelling to at risk countries, we have raised our awareness and vigilance when reviewing holidays and monitoring children’s well-being.”
Primary school teacher, Oxfordshire

Additional feedback

The questionnaires included some additional questions to inform thinking on the way we provide training. Interestingly, prior to the training **websites** were identified as the most popular source of information (with 79.6% of respondents choosing this option). However, following the training online videos jumped considerably in popularity and were identified as useful by highest number of respondents (81.2% - an increase of 20%). This may reflect our use of video as a learning tool in the training³.

Furthermore, delegates suggested a range of other learning resources (in addition to specialist training) which they consider useful which included NSPCC PANTS (which features heavily in discussions on this topic) as well as the ‘My Body, My Rules’ video by FORWARD, with some seeing value in children’s stories which could address the issue.

Finally, prior to their training session, nine of the 49 respondents to the pre-evaluation reported using the NSPCC PANTS campaign materials in the classroom. Following the training, almost half of respondents said that, as a result of the training they intended to cover related issues in the class room, which also includes human rights and bodily integrity, meaning over 30% more teaching staff intend to cover FGM and bodily integrity in the class room following our training. Several commented on the question regarding covering FGM, bodily integrity in the classroom and these comments are included in Appendix 5. Moreover, several teachers who participated in workshops (who did not complete questionnaires) expressed their intention to consider FGM-related sessions for the classroom.

³ OAC makes extensive use of film in its training materials and has been involved in developing material for a range of audiences. See Appendix 6 for a list of our films.

Final summary and learning points

Overall, feedback on the training OAC provide has been overwhelmingly positive. We are, though always keen to learn from feedback, and use it in ways to help the training package evolve, and have detailed some learning points below.

Learning points for the future

A low number of responses for the follow-up surveys was disappointing, and though this is a typical pattern based on our previous evaluation work we would like to increase the number of responses. The potential data from this part of the evaluation process can be invaluable in helping us understand the impact of the training once teachers return to the classroom. Going forward, we will send the follow-up after six weeks (rather than three months) so the training will still be relatively recent for our delegates but also give long enough (especially in the context of a school term) for them to have initiated some action.

Other outcomes

Finally, we identified a set of additional (some unexpected) actions and outcomes which resulted from the training:

- Addressing some of the immediate concerns that delegates had, for example, providing advice to a teacher about a student who “hadn’t seemed quite the same as before the holidays”, and recommending that they talk through all their concerns with social care on a no-names basis.
- Engaging with and exchanging knowledge with staff who are from FGM-affected communities.
- Prompting some teachers to reassess their experiences and identify some families of concern. We were then able to give advice on how to proceed.
- Introducing teachers who had never heard of the PANTS campaign to its content.
- Receiving positive feedback from observer attending from the Community Safety Team, South Oxfordshire and Vale of White Horse District Councils and encouragement to apply for additional funding. The Council subsequently made an award to support our work with faith leaders.
- Providing additional information about FGM on request, with follow-up emails which have included questions about where FGM is legal and on data about the languages spoken in Oxfordshire which relate to FGM-affected countries and regions; providing posters and leaflets for displays within schools.
- Confirming attendance to present workshops at a teacher’s conference in 2018 (ie, having been invited back following a similar conference in 2017).

“The training was excellent and was made more sobering by engaging with a real [survivor] The discussion and training was thorough and very suitable for primary school”

Head Teacher, Oxfordshire primary school

To conclude, this evaluation demonstrates that confidence levels in dealing with all the issues surrounding FGM increase significantly following our training sessions. In addition, many more schools have confirmed that they now intend to introduce classroom work on body rights, such as the PANTS campaign.

In response to this, Oxford Against Cutting has developed a primary school toolkit to support schools with classroom work. The school toolkit includes:

1. A film, Who Can You Tell? The film can be viewed on the charity's You Tube channel: https://www.youtube.com/watch?v=DUGY_bNfUmQ
2. A lesson plan
3. A draft letter to parents/carers
4. A toy version of the rabbit in the film for children to cuddle during the lesson (created by a toy-maker, Coldham Cuddlies)
5. Case studies for safeguarding learning for teachers

The toolkit was launched at an event to mark Zero Tolerance for FGM Day on 6 February 2018. At the event we consulted with primary school teachers about the material and we have incorporated their feedback into the lesson plan. The group also confirmed that the kit is age-appropriate; the rabbit is gender-neutral; the information is sufficient for the age group; and the film does not specifically mention FGM.

The anti-FGM School Health Nurse Lead in Oxfordshire has confirmed that the film will be included in puberty lessons for year 5 and 6 students at all primary schools in Oxfordshire (unless the school requests otherwise). A primary school in Oxford City has confirmed that they will trial the lesson in full in 2018.

Oxford Against Cutting welcomes feedback on our resources and training.

On a final note, we would like to thank all of the delegates who took the time to complete our questionnaires, which allowed us to develop this evaluation and feeds into our continuous improvement.

Appendix 1 – Evaluation questionnaires

Primary Schools – training pre-evaluation

Primary Schools - training pre-evaluation

The following brief evaluation form has been sent to you as you and your colleagues will soon be taking part in an anti-FGM training session. The questions should take you no more than 5 minutes, and will help ensure that we address your needs when supporting girls who are at risk of, or are survivors of, FGM. We will also collect post-training evaluation.

Any identifiable data collected, eg, the school you work at, is for internal purposes only. The overall data we will use for feedback purposes will be anonymised.

Thank you for completing this evaluation - your input is very important.

Note that no pre-course learning is required.

Kate Clayton-Hathway, Research Director, Oxford Against Cutting

Oxford Against Cutting is a registered charity number 1161597 committed to working to help prevent FGM of women and girls living in Oxfordshire.

Primary Schools - training pre-evaluation

1. How well will you rate your levels of confidence in dealing with the following?

	Completely confident	Very confident	Moderately confident	Somewhat confident	Not at all confident	Not applicable to me
Recognising warning signs that FGM is being planned?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying signs that FGM may have happened?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responding to concerns that FGM is being planned or has happened?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing who to report concerns to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking about FGM in the classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referring a case of FGM to the relevant agency?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any comments to add to this?

2. How would you describe your current understanding of the following...

	Very limited	Quite limited	Fair	Good	Very good
How FGM is defined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The different types of FGM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The signs FGM can cause	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why FGM is performed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Who is most at risk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. What type(s) of resources are most useful to you in learning more about FGM? (Please tick all that apply)

Websites

Printed leaflets or booklets

Online videos

Other (please specify):

4. Do you cover any of the following issues related to bodily integrity in the classroom?

FGM?

NSPCC PANTS campaign

Other (please specify):

5. Do you have any further comments or questions?

Primary Schools - training pre-evaluation

About you (for internal reporting purposes ONLY)

6. Are you male or female?

Male

Female

Prefer not to say

Other (please specify):

7. What is your role (tick all that apply)?

Teacher

Teaching assistant

School counsellor

School nurse

Safeguarding lead

Deputy head

Prefer not to say

Other (please specify):

8. Please confirm which school you work in:

Primary Schools – training post-evaluation

Primary Schools - training post-evaluation

Many thanks for taking part in today's anti-FGM training session. We would be really grateful if you could complete the following evaluation. This should take you no more than 5 minutes, and will help ensure that we understand participant's needs for supporting girls who are at risk of, or are survivors of, FGM. We will also collect feedback in 3 months to assess how useful the training has been.

Any identifiable data collected, eg, the school you work at, is for internal purposes only. The overall data we will use for feedback purposes will be anonymised.

Thank you for completing this evaluation - your input is very important.

Kate Clayton-Hathway, Research Director, Oxford Against Cutting

Oxford Against Cutting is a registered charity committed to working to help prevent FGM of women and girls living in Oxfordshire.

Primary Schools - training post-evaluation

1. How would you rate your levels of confidence in dealing with the following?

	Completely confident	Very confident	Moderately confident	Somewhat confident	Not at all confident	Not applicable to me
Recognising warning signs that FGM is being planned?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying signs that FGM may have happened?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responding to concerns that FGM is being planned or has happened?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessing tools for support and guidance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking about FGM in the classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referring a case of FGM to the relevant agency?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any comments to add to this?

2. How would you describe your current understanding of the following...

	Very limited	Quite limited	Fair	Good	Very good
How FGM is defined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The different types of FGM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The harm FGM can cause	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why FGM is performed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Who is most at risk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. What type(s) of resources would be most useful for bringing FGM into the classroom? (Please tick all that apply)

Websites
 Printed leaflets or booklets
 Online videos

Other (please specify)

4. As a result of this training, do you intend to cover related issues in the classroom, eg, NSPCC PANTS campaign, human rights, bodily integrity?

Yes
 No

Do you have any thoughts/comments on this?

5. Do you have any further comments or questions?

Primary Schools - training post-evaluation

About you (for internal reporting purposes ONLY)

6. Are you male or female?

Male
 Female
 Prefer not to say

7. What is your role (tick all that apply)?

Teacher
 Teaching assistant
 School governor
 School nurse
 Safeguarding lead
 Deputy head
 Prefer not to say
 Other (please specify)

8. Please confirm which school you work in:

Primary schools – training follow-up

A while ago you took part in our anti-FGM training session, and we are keen to know how useful this has been for you in your day-to-day role.

We would be really grateful if you could complete the following evaluation. This should take you no more than 5 minutes, and will help ensure that we understand participant's needs for supporting girls who are at risk of, or are survivors of, FGM.

Any identifiable data collected, eg, the school you work in, is for internal purposes only. The overall data we will use for feedback purposes will be anonymised.

Thank you for completing this evaluation - your input is very important.

Kate Clayton-Hathway, Research Director, Oxford Against Cutting.

Oxford Against Cutting is a registered charity committed to working to help prevent FGM of women and girls living in Oxfordshire, and our website contains extensive information and resources. An FGM-at-a-glance information sheet is also available from Oxfordshire Safeguarding Children Board if you would like some further revision notes.

Primary Schools - training follow-up

1. How would you rate your levels of confidence in dealing with the following?

	Completely confident	Very confident	Moderately confident	Somewhat confident	Not at all confident	Not applicable to me
Recognising warning signs that FGM is being planned?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying signs that FGM may have happened?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responding to concerns that FGM is being planned or has happened?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessing tools for support and guidance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking about FGM in the classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referring a case of FGM to the relevant agency?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any comments to add to this?

2. How would you describe your current understanding of the following...

	Very limited	Quite limited	Fair	Good	Very good
How FGM is defined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The different types of FGM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The harm FGM can cause	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why FGM is performed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Who is most at risk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Can you give an example of how the anti-FGM training has been useful in your day-to-day role, eg, in better supporting a family or individual?

4. As a result of this training, have you covered related issues in the classroom, eg, NSPCC PANTS campaign, human rights, bodily integrity?

Yes
 No
 Not applicable to me

Do you have any thoughts/comments on this?

5. Do you have any further comments or questions?

About you (for internal reporting purposes ONLY)

6. Are you male or female?

Male
 Female
 Prefer not to say
 Other (please specify)

7. What is your role (tick all that apply)?

Teacher
 Teaching assistant
 School counsellor
 School nurse
 Safeguarding lead
 Deputy head
 Prefer not to say
 Other (please specify)

8. Please confirm which school you work in:

Appendix 2 – List of participating schools and groups

Church Cowley St James Primary School

Edward Feild After-School Club

Kidlington Playschool

Magpies Holiday Club (feeding all Kidlington Schools)

Magpies Preschool

New Marston Primary School

North Kidlington After-School Club

Orchard Meadow Primary School

Pegasus Primary School

St Luke's Church of England Primary (Maidenhead)

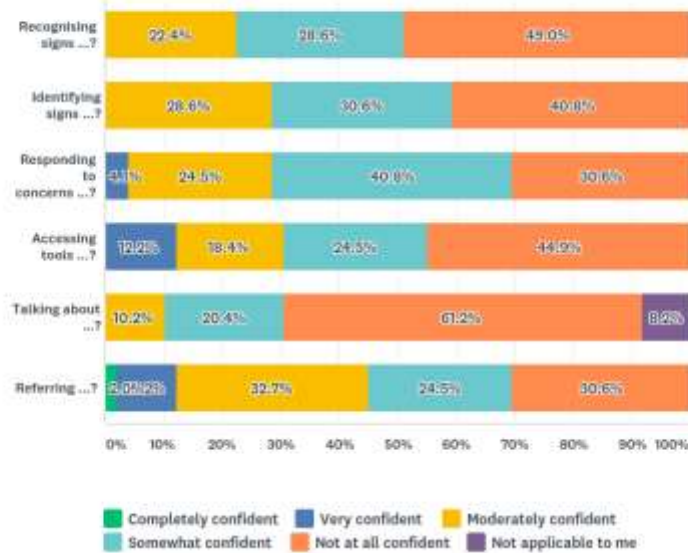
St Nicholas Primary School

West Kidlington After-School Club

Appendix 3 – full results

Pre-training evaluation questionnaire (n= 49)

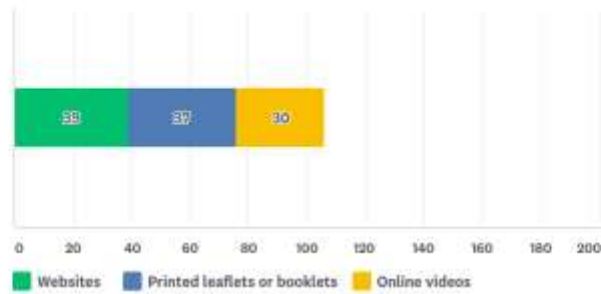
Q1 How would you rate your levels of confidence in dealing with the following?



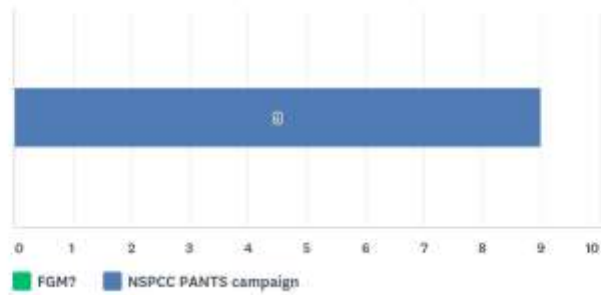
Q2 How would you describe your current understanding of the following...



Q3 What type(s) of resources are most useful to you in learning more about FGM? (Please tick all that apply)

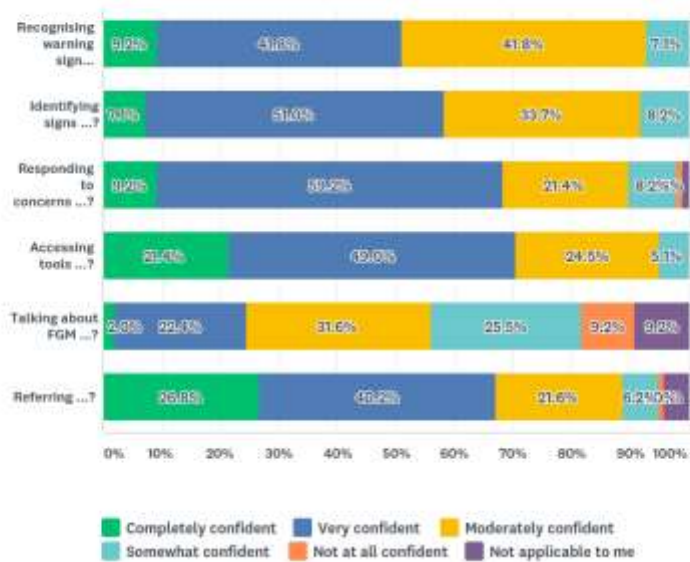


Q4 Do you cover any of the following issues related to bodily integrity in the classroom?

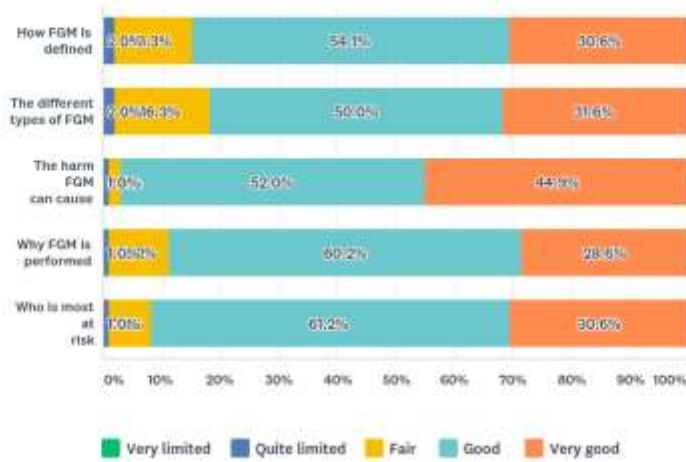


Post-training evaluation questionnaire (n= 98)

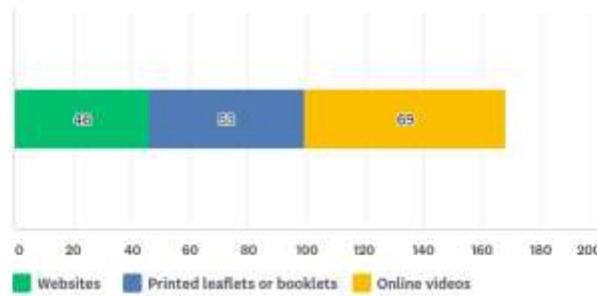
Q1 How would you rate your levels of confidence in dealing with the following?



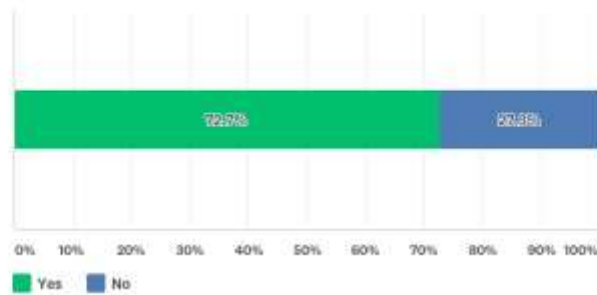
Q2 How would you describe your current understanding of the following...



Q3 What type(s) of resources would be most useful for bringing FGM into the classroom?
(Please tick all that apply)

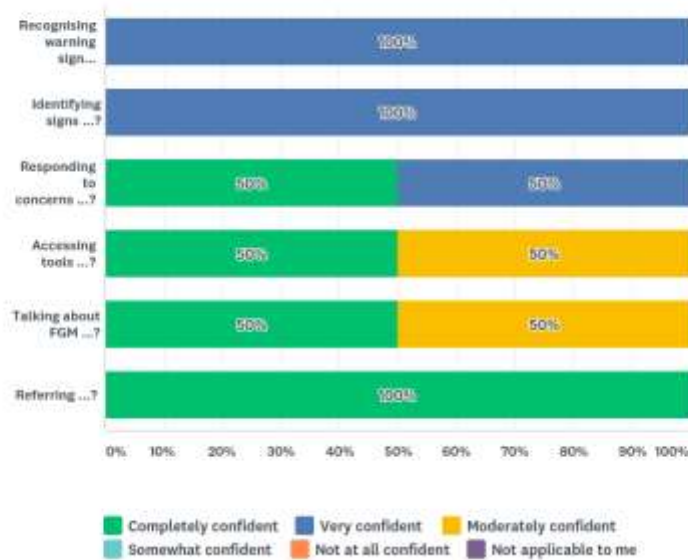


Q4 As a result of this training, do you intend to cover related issues in the classroom, eg, NSPCC PANTS campaign, human rights, bodily integrity?

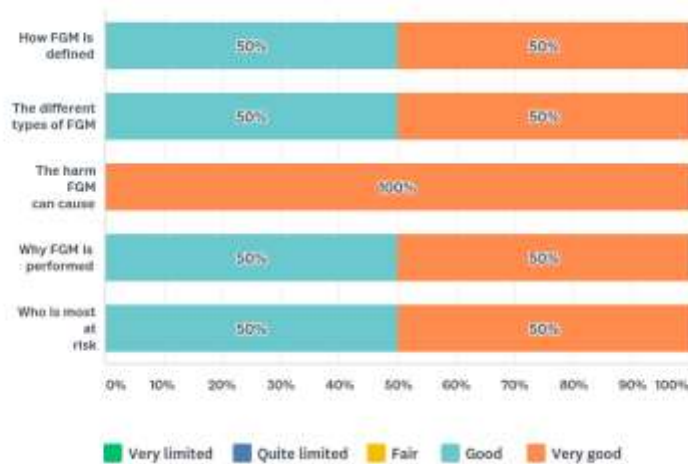


Follow-up evaluation questionnaire (n= 2)

Q1 How would you rate your levels of confidence in dealing with the following?



Q2 How would you describe your current understanding of the following...



Appendix 4 – Delegate comments (collated from questionnaire feedback)

Post-training evaluation questionnaire

I teach early years so tricky to approach

Very informative

It will improve further now through observing and discussing in school

Only just had the training.

The training was brilliant! Really useful!

Am thinking about how to broach the subject in the classroom and link it in to current teaching

Not confident in talking in KS1 classroom about FGM

Very useful course

Thank you. It was done in a very sensitive manner. Approachable and accessible for all.

She is inspirational for sharing her life with us. It was incredibly powerful!

There are some different names for FGM. It would be good to know some of them.

It made us think of vulnerable families in school.

It made me think and reflect on families in school.

Having a survivor talk about her experiences was very powerful.

Excellent

Very helpful. Thank you.

Very useful. Thank you!

Thank you.

Very good course, thank you.

Who is most skilled in bringing it to the classroom - the teacher or safeguard lead

I thought the training was really beneficial. Both speakers were amazing and really brave. Thank you.

I found the training extremely useful and informative.

Great training last night!

Thank you so much for the slides, and for your fabulous training - it was really informative - I hope to work with you more in the future.

There are lots of biological terms used in the presentation which I am not sure everyone would follow. And there is no satisfactory strategy to prevent it from happening. How do you know mum is cut if it's a taboo question?

How to know some parents has plan for FGM

Due to the large number of children travelling to at risk countries, we have raised our awareness and vigilance when reviewing holidays and monitoring children's well-being.

The training was excellent and was made more sobering by engaging with a real [survivor] The discussion and training was thorough and very suitable for primary school.

Appendix 5 - Response to question: As a result of this training, do you intend to cover related issues in the classroom, eg, NSPCC PANTS campaign, human rights, bodily integrity? Do you have any thoughts/comments on this?

Need advice on how to word it

Not in yr 2 yet unless it was relevant

Maybe.

I think it's really important to have it taught in schools.

NSPCC Pants

Discuss as a staff

By a female member of staff

Not specifically in year 1

NSPCC Pants

I teach a nursery class and don't feel that this is age-appropriate

SEN teacher of autistic children. Will closely monitor 1 girl from Kenya and may do 1 to 1

Possibly

We already do

Will look into

Can speak to year 5&6 teachers

Not with current year group

Link it to relationships education

Informing older children but I feel any resources are too challenging for younger children

Not me personally

Due to age of children (KS1)

To a certain extent children's rights - this would be for young children so would be light-hearted and touch on good/bad choices etc. would talk to older children

Need to renew and work with families

Maybe - the age range is 2-4 years - some books that are sold as suitable are not!

Appendix 6 - OAC films

Below is a list of films we have developed as learning materials. Further resources to support awareness-raising and address issues relating to FGM can be found at

<https://www.oxfordagainstcutting.org/resources/>

Who can you tell? A short film to encourage primary school children to talk to their teacher or school health nurse if they are worried about FGM or sexual harm. Includes the NSPCC's PANTS message.

https://www.youtube.com/watch?v=DUGY_bNfUmQ

Let's Talk FGM – Men Speak Up about FGM (3 minute version). Men from FGM affected communities share their views and demonstrate that talking openly about FGM is a step in ending it.

<https://www.youtube.com/watch?v=1eySHWQssNE>

Are You Ready to Know? A film about female genital mutilation (FGM) and the conversations we need to have between the generations. Includes a conversation between a mother and her nine-year-old daughter. Created by Oxford Against Cutting young film-makers. For secondary school and 16 plus

<https://www.youtube.com/watch?v=QRBo9zHD5MI>

Men Speak Up: Are you ready to speak? (full version) A film showing Oxford men discussing female genital mutilation (FGM), with representatives from Gambian, Nigerian, Sudanese and Kurdish communities. Men are joining the drive to end FGM and can help protect girls at risk and support survivors. For secondary school and 16 plus

<https://www.youtube.com/watch?v=c4k4ny6HRkg>

OAC Trustee and Chairperson, Joanne McEwan, talks about her app, Let's Talk FGM

<https://vimeo.com/190068300>