

Introduction	4
The training	5
Content	5
Facilitation and coordination	6
The evaluation	7
Our approach	7
Results.....	8
Pre-training evaluation	8
Post-training evaluation.....	9
Staff workshops.....	9
Student Lessons	13
Evaluation follow-up	13
Final summary and learning points.....	15
Learning points for future projects	16
Additional outcomes.....	17
Appendix 1 – List of participating schools and other institutions for Berkshire.....	20
Appendix 2 – Languages spoken in schools.....	22
Appendix 3 – All evaluation questions.....	23
Appendix 4 – Delegate comments (collated from post-training questionnaire feedback)	30
Appendix 5 – Full results of feedback questionnaires for Berkshire	31
Appendix 6 – Additional feedback from schools	45

Our charity is delighted to have delivered workshops to schools across the Thames Valley over this two-year project. We passionately believe that education is the key to social change. Schools can both safeguard children and support them to make healthy decisions for the next generation. With mandatory lessons on FGM and forced marriage being introduced in September this year, this project has enabled us to further build our expertise and facilitator team to support schools.

Kate Agha, CEO, Oxford Against Cutting

Introduction

Oxford Against Cutting (OAC) is an Oxford-based charity working to end harmful cultural practices suffered by girls and women living in the Thames Valley. These include female genital mutilation (FGM), 'honour'-based abuse (HBA) and early and forced marriage (EFM) and female cosmetic genital surgery. Our mission is to end cultural practices that harm girls and women by providing education, supporting survivors, raising awareness of support services and empowering young people to champion initiatives against harmful practices. People from affected communities and young people are at the forefront of our activities.

Between January 2018 and October 2019, OAC provided 60 FGM-awareness training sessions¹ for schools and other educational institutions across the Thames Valley. These primarily covered FGM, with a small number being adapted (at the request of schools) to combine sessions on FGM and forced marriage. This involved in excess of 1800 school and teaching staff, over 840 students² and 130 other stakeholders.³ These represented at least 97 primary schools, 22 secondary schools,⁴ and 13 other organisations/institutions across Berkshire, Buckinghamshire and Oxfordshire.

In addition, between December 2017 and October 2018, four 'Train the Trainers' sessions were run for new facilitators, incorporating representatives of local communities from Sierra Leone, Kenya, Sudan, Somalia and Gambia. These included training at the ACRE offices in Reading, West Oxford Community Centre, The Point in Milton Keynes and Restore in Oxford.

¹ Which included training on forced marriage for sessions with family support advisors in Berkshire, two primary schools in Berkshire and a cross-county 'train the trainer' event.

² These included primary students KS1 (Year 2) and secondary students from Year 6, 7, 8, 10 and 12/13.

³ See Appendix 1 for a breakdown of institutions involved

⁴ Sessions included a small number of nursery and infant school staff, as well as staff from other schools that spanned the age groups to include both primary and secondary-aged children.

This report covers the evaluation results for the training carried out in Berkshire.⁵ Training sessions within the county involved in excess of 640 school and teaching staff, over 90 students⁶ and 70 other stakeholders.⁷ These represented at least 54 primary schools, 11 secondary schools,⁸ and 7 other organisations/institutions.

This work was funded by the Office of the Thames Valley Police and Crimes Commissioner in 2018. Key aims of the training were to increase the confidence and knowledge of school teams in supporting girls at risk of FGM and survivors, recognise warning signs, understand mandatory reporting duties and safeguarding, encouraging reporting through the appropriate referral pathways. We are very grateful to them for their ongoing support.

The training

Training for school teams is effective for several reasons. Firstly, school teams spend longer with children than any other professionals so they are most likely to identify and report concerns about FGM. Secondly, school teams work with children from families who may be hard to reach through other avenues. Thirdly, up-skilling teachers has significant reach across high numbers of students. During this project, OAC training across the Thames Valley was delivered to staff at primary, secondary and college levels, in addition to others who may encounter FGM and HBA as part of their occupation, eg, social workers or police officers. Both primary and secondary students were also included.

Most of the workshop sessions for staff were 90 minutes long, though could be 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). Lessons for students were usually 45 minutes to one hour long.

Content

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. As stated above, some sessions contained additional material on forced marriage and/or honour based abuse at the request of the school/organisation involved. The content is adjusted to suit the audience.

⁵ For some groups, where numbers were smaller, findings have been reported which include all three counties to ensure the results are meaningful – these are clearly indicated.

⁶ These were students from Year 6.

⁷ See Appendix 1 for a breakdown of institutions involved

⁸ Sessions included a small number of nursery and infant school staff, as well as staff from other schools that spanned the age groups to include both primary and secondary-aged children.

Resources that teachers can use in lessons is covered throughout teacher training (for example films), along with other material such as the PANTS⁹ lessons for primary school teachers. 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 the Oxford Rose Clinic, we adapted the package to include images of "healed" FGM. These images were printed in hard copy and shown to the pre-school teams after the session (if they wished to see them) to ensure that this graphic material was shared on a strictly "need to know" basis. Film and, where possible, interactive elements are included to enhance learning.

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. In terms of focusing on the schools where need was greatest, the languages spoken by the appropriate nationalities were used as an indicator. See Appendix 2 for further detail around languages spoken.

Facilitation and coordination

The sessions were run by two or three members of a team which varied according to group size, location and expertise required. 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 and HBA as a reality rather than simply as an academic subject.

The OAC facilitation team for the project overall consisted of: Sobia Afridi (Facilitator), Kate Agha (CEO), Fatou Ceesay (Facilitator), Lena El-hindi (Community Outreach Director), MbaKaddy Touray Jarju (Community Outreach Director), Dot Pritchard (Senior Project Coordinator), Renee Rose (Volunteer and Observer), Hassan Sabrie (Men's Champion), Mariama Sallah (Facilitator), Dr Nesreen Yanni (Facilitator). They were further supported, within Berkshire) by: Victoria Hunter (ACRE), Jammie Koroma (Women with Vision), Ifrah Mohamed (Slough Integration Services) and Cecily Mwaniki (Utulivu).

OAC provided 'Train the Trainers' sessions for facilitators, and opportunities for new/potential facilitators to observe sessions. All facilitators were asked to agree/sign a Service Level Agreement. In addition, the facilitators



⁹ NSPCC 'PANTS resources for schools and teachers' <https://learning.nspcc.org.uk/research-resources/schools/pants-teaching>

completed a Facilitator Record Sheet with personal data, and were asked to confirm agreement to our Child Protection and Vulnerable Adults Policies.¹⁰ Those with links to community groups other than OAC were encouraged to share leaflets and materials about their projects so these could be displayed and distributed at all training sessions in their county and to share photographs of their projects to include in the training slides. All facilitators' project contact details were included at the end of the presentation slides. As a result of this work, OAC created a Lead Facilitator Checklist for OAC facilitators to ensure continued consistency of approach and maintain good practice.

Finally, during the life of the project freelance schools coordinators were recruited to contact schools and organise training sessions with this support including representation from the Somali and Sierra Leonean communities which helped us build links with anti-FGM communities.

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 providing some thoughts on areas for improvement for our ongoing schools work.

Our approach

For the purposes of this project, feedback was collected in a number of ways. Where practicable, delegates were issued with a pre-training questionnaire (online), a post-training questionnaire (paper-based, on the day of the training) and a follow-up, online questionnaire approximately 6 weeks later. These asked them to report on levels of **confidence** in dealing with FGM/HBA- related issues, in addition to ascertaining their **understanding** of the background. Additionally, for teaching staff and other professionals where group size or time constraints meant it was not appropriate/possible to administer this 3-stage process a simpler, post-training questionnaire was used. All questionnaires provided free-text space to encourage participants to comment. Finally, if logistics permitted, feedback from student groups was obtained at the end of each session using more informal methods, for example, collecting one-word feedback and writing comments on Post-it notes.

The evaluation questions are available in Appendix 3. All feedback from participants has been anonymised, and forms the 'Results' section below. Delegates' free-text comments have been provided in Appendix 4, with some comments that reflect how the training was received generally highlighted throughout this report (*in italics*).

¹⁰ All OAC facilitators are DBS registered. Copies of our Child Protection and Vulnerable Adults Policies are available via <https://www.oxfordagainstcutting.org/wp-content/uploads/2020/07/OAC-Child-Protection-and-Safeguarding-Policy-final-Jan-2020.pdf> and <https://www.oxfordagainstcutting.org/wp-content/uploads/2020/07/Vulnerable-Adults-Policy-Jan-2020.pdf> respectively.

Results

Overall, the training proved to be extremely successful. Feedback analysis showed that respondents across the three counties who felt moderately/very/ completely confident in their ability to respond to issues around FGM¹¹ increased from 25% to 67.3%, and those who felt 'not at all confident' fell significantly from 20.3% to 0.5% and with those responding on a numeric scale reporting an average increase from 5 to 8.5 on a ten-point scale (n=65).¹²

Across the entire set of staff participants for the Thames Valley, 1197 pre-training questionnaires were collected, 1468 post-training questionnaires (on the day). Within the training for Berkshire those figures were 309 and 490.¹³ Across all three counties, 110 follow-up questionnaires were completed.

A little under half (48%) of Berkshire attendees who completed questionnaires were teachers (including head and assistant head teachers and a small number of trainee teachers). There were also a very wide range of attendees with different roles, including teaching assistants, early years practitioners, safeguarding leads, SENCOs, welfare support officers, pre-school assistants, play workers, nursery practitioners, learning mentors, counsellors, pastoral tutors, speech and language specialists, behaviour and attendance managers, finance officers, school nurses and medical staff, housekeepers, administrators and first-aiders. Those from outside the school environment included police officers and social workers.

Key findings from the evaluation feedback are discussed below, showing some notable results from the questionnaire analysis in graph form. A set of graphs showing the full results is provided in Appendix 5.

Pre-training evaluation

Prior to training, many delegates reported lacking confidence in dealing with FGM, and the areas of concern shared high levels of similarity for both primary and secondary staff. The issue that caused greatest concern, for primary staff, was talking about FGM in the classroom, with 56% of primary school delegates feeling 'not at all confident' in this. This was less of an issue for secondary school delegates, 38% of whom felt only 'somewhat confident' or 'not at all confident', though still represents a significant concern for over a third of delegates. This is an area which has also caused most concern in our findings from previous schools training evaluation work.

¹¹ See Appendix 5

¹² In answer to a question about their confidence levels in "Responding to concerns that FGM/forced marriage is being planned or has happened".

¹³ Plus specialised 84 pre-training and 92 post-training questionnaires for some of the sessions which included both FGM and Forced Marriage training.

The highest levels of confidence differed between primary and secondary schools, where the former were more confident about responding to concerns that FGM is being planned or happened with 55% showing some confidence in this. The latter were most confident about referring a case of FGM to the relevant agency with 64% of secondary respondents feeling some confidence about this aspect.

Delegates generally felt they lacked understanding of the issues surrounding FGM. The different types of FGM were least understood, with almost 56% of primary school respondents and 37% of secondary respondents having ‘very limited’ or ‘quite limited’ knowledge. Even the area where delegates were most knowledgeable – the harm FGM can cause - showed just 40% of primary school respondents having ‘good’ or ‘very good’ knowledge (these figures being 37% for secondary respondents).

Post-training evaluation

Staff workshops

In keeping with the aims of the training, 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, identified as one area of low confidence in the pre-evaluation. For primary school respondents, these increased to 51% who felt ‘completely’ or ‘very’ confident, with a further 42% being ‘moderately’ so. This showed a notable increase, given that over half of both primary and secondary school delegates had no confidence at all in this prior to the training. Secondary staff, who had lacked confidence at similar levels, showed 64% as ‘completely’ or ‘very’ confident, with 20% being moderately confident.

“I now understand who I need to turn to for help/ advice and I have more understanding of what it is, and how I can help. I also know of some symptoms and when to notify someone with concerns if FGM or Forced Marriage is possibly happening.”

Primary school teacher, attendee of HBA training session (follow-up questionnaire)

Importantly, talking about FGM in the classroom, an area where a high proportion of delegates indicated as lacking confidence, improved hugely, with 68% of primary respondents showing moderate to complete levels of confidence in this and over a third of all respondents either feeling ‘completely’ confident or ‘very confident’. This was similarly significant for secondary respondents, 80% of whom showed these higher levels of confidence. See figures 1 and 2 below.

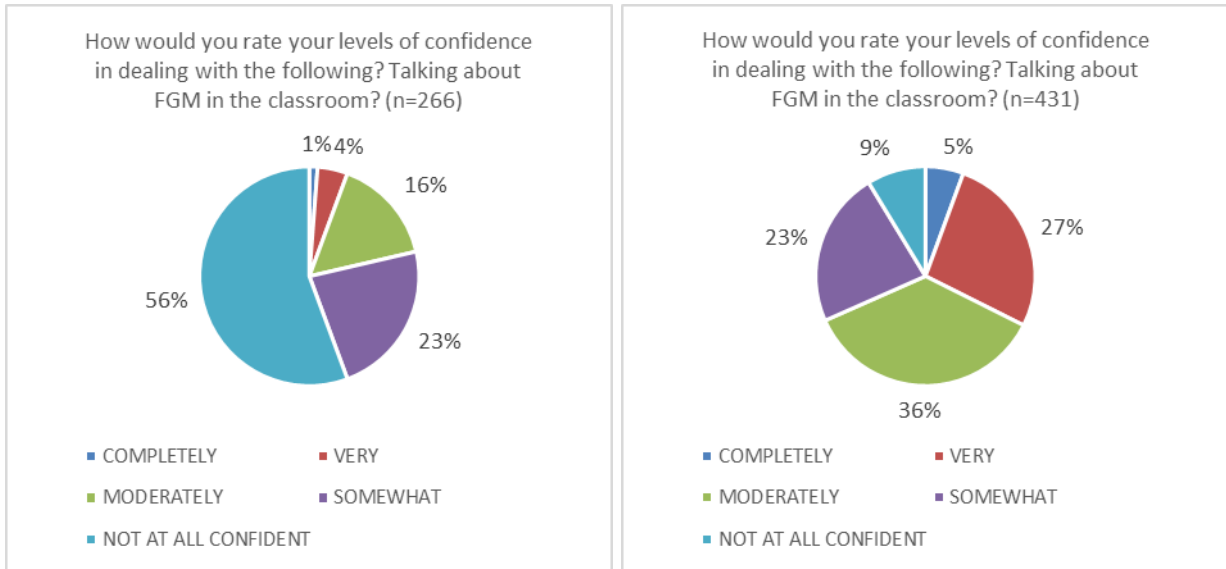


Figure 1: Berkshire primary schools – Increased confidence in talking about FGM in the classroom

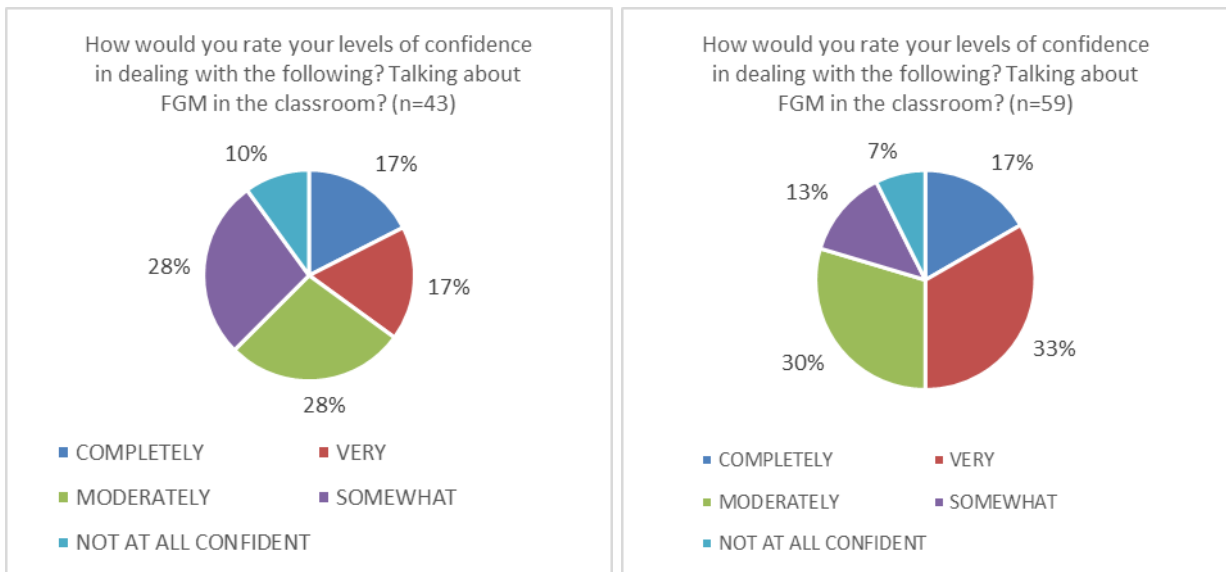


Figure 2: Berkshire secondary schools – Increased confidence in talking about FGM in the classroom

Levels of understanding of the issues also increased to a significant extent. For example, after training 85% of primary, and 84% of secondary delegates reported their understanding of the types of FGM (the least understood prior to training) as ‘good’ or ‘very good’. Understanding of the harm it can cause is also now very high, with both groups indicating that 95% of them had a good or very good understanding. See figures 3 and 4, below.

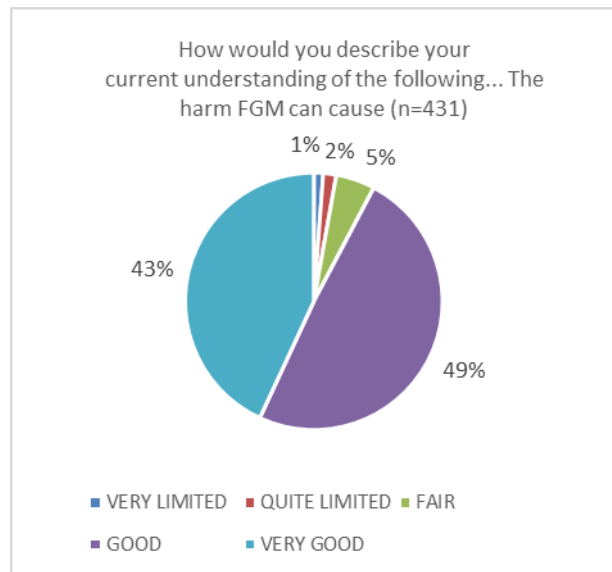
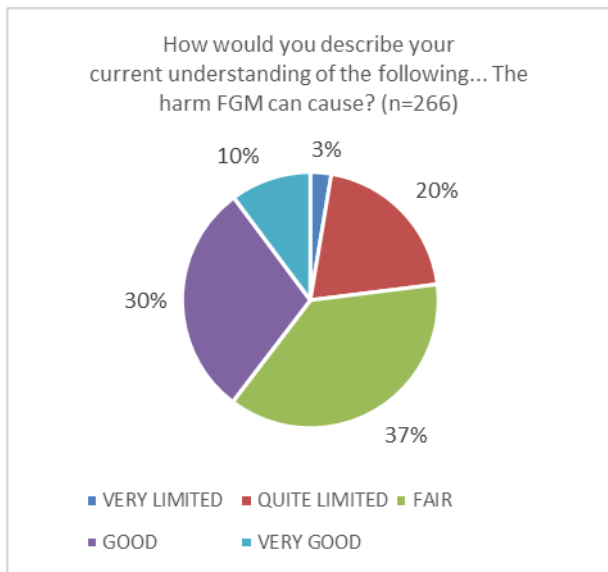


Figure 3: Berkshire primary schools – Increased understanding about the harm FGM can cause

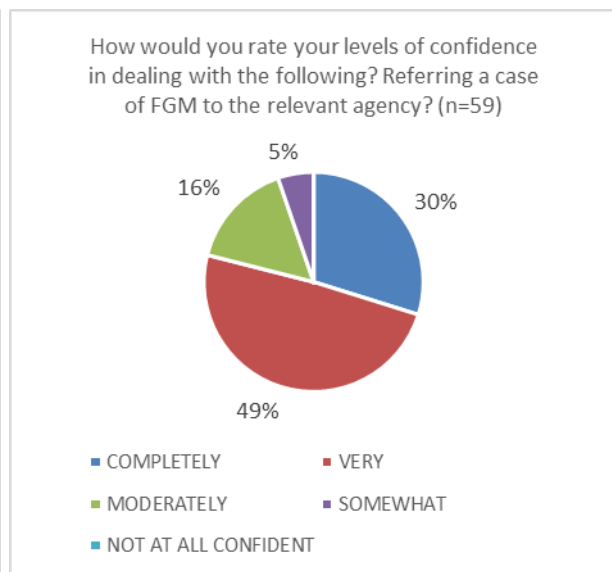
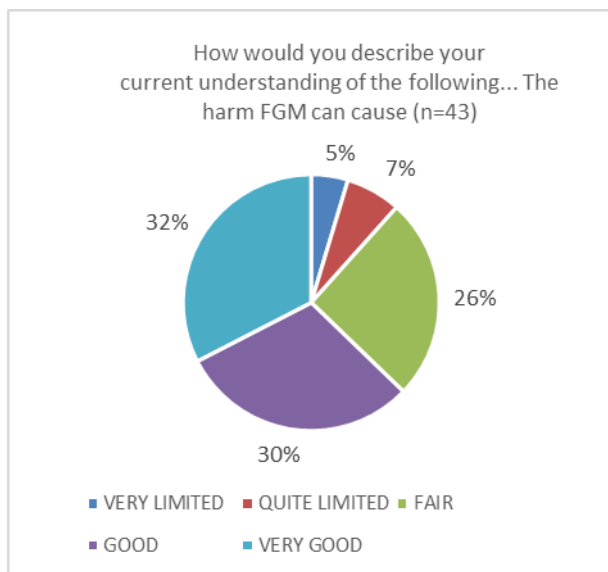


Figure 4: Berkshire secondary schools – Increased understanding about the harm FGM can cause

In terms of the forced marriage aspects of some of the training session, the improvements were particularly notable in the increase of confidence in accessing tools for

“We will develop follow up activities/visits across the primaries in the trust.”

Head teacher and safeguarding lead, Primary school

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

Teaching assistant, primary school

support and guidance (eg, from 11% of delegates being 'completely' or 'very' confident to 55%); and talking about forced marriage in the classroom which increased from 43% being 'not at all confident' to 71% showing they felt 'completely', 'very' or 'moderately' confident.

Lastly, those completing the shorter evaluation forms (N=65) all agreed that they would recommend the course to others. Furthermore they rated the training course overall, its content and the delivery by facilitators as 9.4 on a scale of 1-10.

The free-format text feedback for the Berkshire training sessions is shown in Appendix 4, below.

Feedback was very positive, particularly in relation to the facilitators. Across the three counties, some delegates made suggestions about things to be changed. Comments were primarily about the length of the session, with some finding it too long and some too short. Unfortunately, this is rarely within the control of the facilitation team as the time constraints are generally set by the school/institution. Some feedback related to the type of delivery, ie, the focus on PowerPoint presentations or talks with less room for discussion. Again, this is generally dictated by the forum, number of delegates and institutional time constraints. It will, however, be considered in our learning points from this evaluation.

Many comments were made specifically regarding the involvement of facilitators from affected communities and the use (where appropriate) of their personal stories and, this was an encouraging endorsement of the approach taken. In addition to the written positive feedback in the evaluations, our facilitators have sometimes been personally approached by delegates, with one, for example, saying "*thank you for the training, you are so inspirational, I can't believe how brave you are*". Some of the schools that organised the training gave additional feedback and this is shown in Appendix 6.

Student Lessons

In terms of schools work, in Berkshire 90+ students were involved in sessions. Because of the format (eg, large-scale open lessons) it is not always possible to obtain feedback.



However for these students we recorded their comments on Post-it notes and also the outputs from some of the group work relating to understanding different cultures to show the breadth of their engagement and ideas. These are shown as montages in images 1 and 2.

Image 1: Montage of comments on 'What are you passionate about' - Y6 Berkshire students (N=90+)



Image 2: Montage of comments on what culture means - Y6 Berkshire students (N=90+)

Evaluation follow-up

Across the training for all three counties, 110 delegates took the opportunity to complete the follow-up questionnaire. Those who took part showed very high levels of confidence and understanding of the issues, with 83.2% reporting that they felt 'completely', 'very' or 'somewhat' confident and 85.7% that their understanding is 'good' or 'very good' across all of the questions. Respondents felt particularly confident in being able to access the tools they needed, and knowledgeable about the definitions of FGM and the at-risk groups.

Some respondents specifically mentioned that they would feel calmer and more confident if dealing with a disclosure. Many of those who responded were able to give examples of ways in which the training had been useful, with comments that included how important it had

been *“Understanding that the age range of children who are at risk is far younger than I originally thought”*. Many felt much more confident *“Knowing the signs and conversations to look for”*, and being *“more aware of the subtle signs that a victim may exhibit or indeed discussions about possible holidays to suspected countries”*. A very small number would have liked to build on the learning from the session, suggesting it could be extended to allow more discussion, repeated periodically to refresh knowledge or, as one participant (a teaching assistant) stated:

“I feel I’m confident with the training and what I have read but until I deal with it would I truly know how to react and deal with the situation (but hope I don’t come across FGM).” All of this will be fed into our learning from this work.

Several also described activities which they had undertaken as a result of the training. One, for example, *had felt comfortable in “Having an open discussion with female parents over a coffee and bringing FGM to their attention. Some of them knew adult females who had this.”* Another said that they had: *“Better awareness of talking about this to a family member or an individual and equipping myself with the tools and agencies available for further support.”* One participant (a primary school deputy head teacher) fed back on a session they had run as a result of the OAC session:

“Although FGM was not directly mentioned, I taught a lesson about keeping safe in the holidays during the last week of term which included the pants rule and who to speak to when not at school. This was as a result of having the FGM training recently and having a heightened awareness of what may occur during school holidays.”

Another primary teacher described how they were:

“More aware of children in class, particularly quieter girls and what they may be going through or experiencing at home.”

Some described how the training had helped develop wider school policy, for example, in a review of PHSE lessons. Moreover, a head teacher described how:

“I went straight to the girls and boys toilets in my Department and taped posters on the inside of the door of each cubicle.”

Secondary school teacher, attendee of FGM training session (follow-up questionnaire)

“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.”

Additional feedback

The substantive questionnaires included some additional questions to inform thinking on the way we provide training. Interestingly, prior to the training **websites** were identified as

“It has made me more observant as to what’s happening to girls I work with who are at risk”

Teaching assistant, attendee of FGM training session (follow-up questionnaire)

the most popular source of information (with 68% 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 76%. This possibly reflects the successful use of video on our training sessions, and reflects findings from other schools work we have carried out in the past.¹⁴ Furthermore, delegates

suggested a range of other learning resources (in addition to specialist training) that they would consider useful, which included running face-to-face sessions internally, perhaps with an inclusion or safeguarding lead, in-class teaching and materials such as lesson plans and other media such as radio or television documentaries, news articles, leaflets and posters.

Finally, prior to their training sessions, just 6.8% of primary school delegates reported covering FGM as an issue related to bodily integrity in the classroom, with 29% using the ‘NSPCC Pants’ materials. Secondary school delegates indicated that 13.7% address FGM in the classroom, 19.5% child exploitation and 38.4% issues of consent. A small number across all delegates indicated other ways the

“[I have] Better awareness of children at risk and having a better understanding of why/what it is thus enabling me to have conversations with children when appropriate.”

Primary school teacher, attendee of FGM training session (follow-up questionnaire)

subject is introduced, with examples including that the school nurse mentions FGM in Y5 or Y6 puberty lesson, personal relationships and personal space, pornography. Following the training, over 63% across primary and secondary stated that, as a result of the session they intended to cover these issues in the classroom showing a significant increase following our training.

Final summary and learning points

This section covers learning from and ‘additional outcomes’ of the training delivered. All three counties from the project are addressed here, to ensure that this is shared widely and gives everyone involved an opportunity to develop from our schools work. Feedback on the training OAC provides was overwhelmingly positive, with comments regularly confirming it has been delivered to a high standard. One primary school teacher, for example, said that she had been to about nine anti-FGM safeguarding training sessions on FGM and that the OAC session was “*by far the best*”, with others describing it as “*exceptional*”.

¹⁴ OAC makes extensive use of film in its training materials and has been involved in developing material for a range of audiences. Our latest films are available via <https://www.oxfordagainstcutting.org/resources/>.

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 future projects

The following arose which we would learn from when running similar projects.

- There was a fairly low number of follow-up surveys, which is a typical pattern based on our previous evaluation work even though we now send the follow-up after six weeks (rather than three months) so the training will still be relatively recent for our delegates. Those who completed them, however, gave a really rich set of comments and indication of ongoing work after the training. It is therefore a worthwhile exercise to continue this as part of online evaluation exercises.
- The main areas of concern which come out from the pre-evaluation work (eg, speaking in the classroom and recognising when FGM is planned) have been similar across this and previous schools work evaluation exercises.
- On a small number of occasions, it was helpful to challenge some of the decisions schools took in terms of how the training was delivered, for example, to highlight the limitations of delivering the training in an assembly format. When this has occurred, the feedback from schools has been positive.
- The opportunity to work with a range of community groups, in this case as facilitators, as part of projects such as this is a very positive aspect of this work.
- Delivery to students was well-received, with some of them expressing a wish to be active in anti-FGM campaigning. This offers potential to expand OAC's youth work, with some of the students invited to join the OAC Youth Wing. As well as taking part in lessons (as indicated in previous feedback sessions), there was also engagement with a small number of sixth-formers who produced their own material on FGM and joined a training session.¹⁵ A learning point for future projects is that there is scope to give young people some specific actions (in addition to joining the Youth Wing) at the end of lessons.
- Suggestions for improvement in our delivery or course content have been taken on board and will also feed into our learning processes for future projects.

"We need regular revisits to this training. It is new to most of us and, as we don't deal with this on a daily basis, it is easy to lack confidence. Though not the same as First Aid training, there is a similarity -if you aren't using some or all of it all the time, you don't feel confident or practised."

Primary school teacher, attendee of FGM training session (follow-up questionnaire)



¹⁵ These are featured on the OAC Schools Champions pages: <https://www.oxfordagainstcutting.org/schools-champions/>

- Some participants indicated that they would like to revisit the subject to refresh and build on their knowledge, or simply have a space to reflect and discuss the implications for their work of FGM and HBA. OAC has been developing a series of webinars to address the constraints placed on our work by COVID-19, and this is a format which lends itself well to creating a discursive space.

Additional outcomes

Finally, we identified a set of additional actions and outcomes that resulted from the training. Firstly, this work enabled us to spread our 'reach' and message, for example:

- Over 420 delegates, and all of the non-OAC facilitators signed up to receive our email newsletter, increasing the reach of our work and core messages. Some participants expressed an interest in joining OAC and supporting our work.
- BBC Look East filmed an interview with OAC facilitator Kaddy Touray, the training session and an interview with a teacher (following a press release by the PCC) and created a piece about FGM.
- OAC were invited to speak at a police conference in October 2018.
- The project also gave us the opportunity to both widen the number of groups we work with across the Thames Valley, in Slough, Reading and Milton Keynes and engage with others expressing an interest in our work. We will continue to build on joint work to tackle FGM.
- Staff took part in the UN's International FGM Zero Tolerance Day (6 February) wearing the blue ribbons designed for this Day by the charity 28 Too Many.
- To amplify the message and increase awareness of the sessions, these were shared on social media after each of the events, with a selection of these images shared throughout this report.
- Pilot the primary school toolkit with groups of Y2 students, which a teacher was able to observe and then deliver internally. Other schools expressed an interest in using the toolkit.
- On one occasion, where two faith leaders joined the training, OAC facilitators and a young film-maker created a short film in the school hall, interviewing the faith leaders and introducing a further way to share the anti-FGM message.
- Several institutions expressed an interest in OAC delivering further training. This included workshops on body image for their students, with the training for the

 OxfordAgainstCutting @OAgainstCutting · Dec 21, 2018
We have now reached over 1000 teachers and students in 2018! - with our final safeguarding workshop this year at @UTCReading Education can #EndFGM



🗨️ 2 ❤️ 3 📤

current project offering an opportunity for OAC facilitators to build relationships to develop this further; running a children's workshop for year 6 students, running an assembly for year 8 students and additional primary school lessons.

We supported organisations in their anti-FGM work, for example:

- OAC provided feedback for Thames Valley Police on their internal presentation material and added some further resources (map, data charts etc). These slides are now available to officers on their intranet, in the police “Knowzone” intranet.
- We created local versions of our grandmother helplines posters in consultation with local groups, councils and the Oxford Rose Clinic. We now therefore have versions of the poster adapted for Oxfordshire, West Berkshire, East Berkshire and Buckinghamshire.
- Provided 100 hard copies of the poster to ACRE to circulate in West Berkshire; 100 hard copies to Slough Integration to circulate in East Berkshire and 100 to the Somali Outreach Project and Be Bold to circulate in Buckinghamshire.
- This also supported sharing of the work of other groups, for example through encouraging facilitators from community groups to distribute photographs and leaflets relating to their own projects, and introducing schools to these groups so that they could explain their work.
- Contributing to teaching staff professional development, providing certificates of attendance when requested. In addition, the sessions prompted some staff who could not attend on the day to organise subsequent online training.
- Some schools recognised the importance of raising awareness amongst parents, in recognition that this is an area where they can play a positive role. They were able to discuss this with OAC facilitators, including, for example, how to establish a coffee morning and ways to involve local community groups in planning this.
- It was suggested that schools exchange their experiences through lessons plans and discuss ways they have been able to discuss FGM in schools. OAC have been supportive of these ideas, and able to make helpful suggestions.

Finally, we were able to provide focused support on individual cases, including:

- OAC staff were able to provide research on the practices in a specific country of origin of a family of concern for the police and send these to an officer. The police requested a link directly for future advice.
- When approached by staff with safeguarding concerns related to specific individual students or situations, OAC were able to signpost to sources of support. This included directing to/obtaining Home Office material; providing the suggested questions drafted for Health Visitors; linking them with the PCC and appropriate MASH; and advising on contacting Social Care, on a ‘no names’ basis if preferred.

On a final note, we would like to thank all of the delegates who took the time to complete our questionnaires, which

“The training was excellent and was made more sobering by engaging with a real victim. The discussion and training was thorough and very suitable for primary school teachers.”

Primary school teacher, attendees of FGM training sessions (follow-up questionnaire)

allowed us to develop this evaluation and feeds into our continuous improvement. Going forward, OAC's aim is to raise further funds to extend the programme to other schools and design refresher training for school teams who took part in our training 3 years ago, though this may be subject to restrictions in place because of COVID-19. Our training pack and toolkit will also ensure the sustainability of this work. We are delighted that our charity was able to deliver such a comprehensive programme of training, for all levels of state school with significant numbers of children from FGM-affected communities across the Thames Valley. As a result, many teachers have confirmed that they feel much more confident in identifying the warning signs of FGM, safeguarding girls and making appropriate referrals to Social Care. Teachers also feel much more confident talking about FGM or body rights in the classroom. Our thanks to the Thames Valley Police and Crime Commissioner for their support with this two-year programme.

Appendix 1 – List of participating schools and other institutions for Berkshire

ACRE Conference
Alexander First School
Alfred Sutton
All Saints Junior School
Alwyn Infant School
Beechwood School, Slough (secondary)
Blagdon Nursery School
Boyne Hill Infant and Nursery
Bracknell Family Support Advisors Networking meeting
Bracknell Forest Council
Braywood CofE First School, Windsor
Churchend Academy
Churchmead School
Claire's Court Senior Boys / Senior Girls and Sixth Form
Cookham Dean
Cookham Rise Primary
Cox Green School
Crownwood Primary
Desborough College
Designated Safeguarding Leads (DSLs) Networking Meeting
Eton College
Eton Wick
Forest Bridge School
Fox Hill Primary
Furze Platt Junior School
Geoffrey Field Infant School
Geoffrey Field Junior School
Harmans Water School
Hilltop First School
Holly Spring Junior School
Holy Trinity C of E Primary
Holyport College
Homer First School
James Elliman Academy, Slough
Larchfield Primary and Nursery School
Littledown Special School, Slough (special primary)
Lowbrook Academy
Lynch Hill School, Slough (primary)

Maiden Erlegh School, Reading (secondary)
Maiden Erlegh School, Slough (secondary)
Manor Green School
Meadow Park Academy, Reading
Meadow Vale
Montem Academy
Nursery School Federation
Oldfield Primary School, Maidenhead
Park Lane Junior School
Parlaunt Park Primary Academy
St Edmund Campion
St Edward's Royal Free
St Francis Catholic Primary School, Ascot
St George's School, Windsor
St John's CE Primary
St Luke's C of E School, Maidenhead
St Mary's Catholic Primary
St Michaels Easthampstead
St Piran's
Thames Valley Police Officers
The Kings House Primary School
The Langley Academy Primary
The Queen Anne Royal Free First School
The Ridgeway
The Windsor Boys School
Trinity St Stephen's Church of England First School
UTC Reading
Victims First, Reading
Waltham St Lawrence Primary
Warfield
Wexham Court Primary School
Whitley Park Primary and Nursery School, Reading
Wildridings Primary School
Winkfield St Mary's & Wescott Infant School
Wooden Hill School

Appendix 2 – Languages spoken in schools

The languages identified included:

Afar – Saho

Akan Fante

Akan Twi – Fante

Akan Twi Asante

Amharic

Arabic (Iraq)

Arabic (Sudan)

Arabic (Yemen)

Ebira

Edo / Bini

Efik – Ibibio

Hausa

Krio

Kurdish

Oromo

Pashto / Pahkto

Somali

Swahili

Urdu

Wolof

Yoruba

Note that Urdu and Pashto have not been included for Reading and Slough due to the high numbers of Asian families who live there and this might skew the data.

Appendix 3 – All evaluation questions

Primary Schools – training pre-evaluation (FGM) (SurveyMonkey)

How would you rate your levels of confidence in dealing with the following? (Completely, Very, Moderately, Somewhat, Not at all confident, Not applicable to me)

- Recognising warning signs that FGM is being planned?
- Identifying signs that FGM may have happened?
- Responding to concerns that FGM is being planned or has happened?
- Accessing tools for support and guidance?
- Talking about FGM in the classroom?
- Referring a case of FGM to the relevant agency?

Do you have any comments to add to this?

How would you describe your current understanding of the following... (Very limited, Quite limited, Fair, Good, Very good)

- How FGM is defined
- The different types of FGM
- The harm FGM can cause
- Why FGM is performed
- Who is most at risk

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))

Do you cover any of the following issues related to bodily integrity in the classroom? (FGM, NSPCC Pants, Other?)

Do you have any further comments or questions?

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))

Please confirm which school you work in:

Primary Schools – training post-evaluation (FGM) (SurveyMonkey)

How would you rate your levels of confidence in dealing with the following? (Completely, Very, Moderately, Somewhat, Not at all confident, Not applicable to me)

- Recognising warning signs that FGM is being planned?
- Identifying signs that FGM may have happened?
- Responding to concerns that FGM is being planned or has happened?
- Accessing tools for support and guidance?
- Talking about FGM in the classroom?
- Referring a case of FGM to the relevant agency?

How would you describe your current understanding of the following... (Very limited, Quite limited, Fair, Good, Very good)

- How FGM is defined
- The different types of FGM
- The harm FGM can cause
- Why FGM is performed
- Who is most at risk

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))

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?

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))

Please confirm which school you work in:

Secondary Schools – training pre-evaluation (FGM) (SurveyMonkey)

How would you rate your levels of confidence in dealing with the following? (Completely, Very, Moderately, Somewhat, Not at all confident, Not applicable to me)

- Recognising warning signs that FGM is being planned?
- Identifying signs that FGM may have happened?
- Responding to concerns that FGM is being planned or has happened?
- Accessing tools for support and guidance?
- Talking about FGM in the classroom?
- Referring a case of FGM to the relevant agency?

Do you have any comments to add to this?

How would you describe your current understanding of the following... (Very limited, Quite limited, Fair, Good, Very good)

- How FGM is defined
- The different types of FGM
- The harm FGM can cause
- Why FGM is performed
- Who is most at risk

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))

Do you cover any of the following issues related to bodily integrity in the classroom? (FGM, Child sexual exploitation, Consent, Other?)

Do you have any questions/comments on this?

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))

Please confirm which school you work in:

Secondary Schools – training post-evaluation (FGM) (SurveyMonkey)

How would you rate your levels of confidence in dealing with the following? (Completely, Very, Moderately, Somewhat, Not at all confident, Not applicable to me)

- Recognising warning signs that FGM is being planned?
- Identifying signs that FGM may have happened?
- Responding to concerns that FGM is being planned or has happened?
- Accessing tools for support and guidance?
- Talking about FGM in the classroom?
- Referring a case of FGM to the relevant agency?

How would you describe your current understanding of the following... (Very limited, Quite limited, Fair, Good, Very good)

- How FGM is defined
- The different types of FGM

- The harm FGM can cause
- Why FGM is performed
- Who is most at risk

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))

As a result of this training, do you intend to cover related issues in the classroom, eg, consent, human rights, bodily integrity? Yes/no

Do you have any thoughts/comments on this?

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))

Please confirm which school you work in:

Primary Schools – training pre-evaluation (FGM + FM) (SurveyMonkey)

How would you rate your levels of confidence in dealing with the following? (Completely, Very, Moderately, Somewhat, Not at all confident, Not applicable to me)

- Recognising warning signs that FGM is being planned?
- Recognising warning signs that forced marriage is being planned?
- Responding to concerns that forced marriage is being planned or has happened?
- Responding to concerns that FGM is being planned or has happened?
- Accessing tools for support and guidance on FGM?
- Accessing tools for support and guidance on forced marriage?
- Talking about FGM in the classroom?
- Talking about forced marriage in the classroom?
- Referring a case of FGM to the relevant agency?
- Referring a case of forced marriage to the relevant agency?

Do you have any comments to add to this?

How would you describe your current understanding of the following... (Very limited, Quite limited, Fair, Good, Very good)

- How FGM is defined
- The different types of FGM
- The harm FGM can cause
- Why FGM is performed
- Who is most at risk
- What forced marriage is
- Why forced marriage happens
- Who is most at risk

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))

Do you cover any of the following issues in the classroom? (FGM, NSPCC PANTS campaign, Forced marriage, Other issues relating to honour-based abuse and/or bodily integrity (please specify)?)

Do you have any thoughts/comments on this?

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))

Please confirm which school you work in:

Primary Schools – training post-evaluation (FGM + FM) (SurveyMonkey)

How would you rate your levels of confidence in dealing with the following? (Completely, Very, Moderately, Somewhat, Not at all confident, Not applicable to me)

- Recognising warning signs that FGM is being planned?
- Recognising warning signs that forced marriage is being planned?
- Responding to concerns that forced marriage is being planned or has happened?
- Responding to concerns that FGM is being planned or has happened?
- Accessing tools for support and guidance on FGM?
- Accessing tools for support and guidance on forced marriage?
- Talking about FGM in the classroom?
- Talking about forced marriage in the classroom?
- Referring a case of FGM to the relevant agency?
- Referring a case of forced marriage to the relevant agency?

Do you have any comments to add to this?

How would you describe your current understanding of the following... (Very limited, Quite limited, Fair, Good, Very good)

- How FGM is defined
- The different types of FGM
- The harm FGM can cause
- Why FGM is performed
- Who is most at risk
- What forced marriage is
- Why forced marriage happens
- Who is most at risk

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))

As a result of this training do you intend to cover any of the following issues in the classroom? (FGM, NSPCC PANTS campaign, Forced marriage, Other issues relating to honour-based abuse and/or bodily integrity (please specify)?)

Do you have any thoughts/comments on this?

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))

Please confirm which school you work in:

Secondary Schools – training pre-evaluation (FGM + FM) (SurveyMonkey)

How would you rate your levels of confidence in dealing with the following? (Completely, Very, Moderately, Somewhat, Not at all confident, Not applicable to me)

- Recognising warning signs that FGM is being planned?
- Recognising warning signs that forced marriage is being planned?
- Responding to concerns that forced marriage is being planned or has happened?
- Responding to concerns that FGM is being planned or has happened?
- Accessing tools for support and guidance on FGM?
- Accessing tools for support and guidance on forced marriage?
- Talking about FGM in the classroom?
- Talking about forced marriage in the classroom?
- Referring a case of FGM to the relevant agency?
- Referring a case of forced marriage to the relevant agency?

Do you have any comments to add to this?

How would you describe your current understanding of the following... (Very limited, Quite limited, Fair, Good, Very good)

- How FGM is defined
- The different types of FGM
- The harm FGM can cause
- Why FGM is performed
- Who is most at risk
- What forced marriage is
- Why forced marriage happens
- Who is most at risk

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))

Do you cover any of the following issues in the classroom? (FGM, Child sexual exploitation, Forced marriage, Other issues relating to honour-based abuse and/or bodily integrity (please specify)?)

Do you have any thoughts/comments on this?

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))

Please confirm which school you work in:

Secondary Schools – training post-evaluation (FGM + FM) (SurveyMonkey)

How would you rate your levels of confidence in dealing with the following? (Completely, Very, Moderately, Somewhat, Not at all confident, Not applicable to me)

- Recognising warning signs that FGM is being planned?
- Recognising warning signs that forced marriage is being planned?
- Responding to concerns that forced marriage is being planned or has happened?
- Responding to concerns that FGM is being planned or has happened?
- Accessing tools for support and guidance on FGM?
- Accessing tools for support and guidance on forced marriage?
- Talking about FGM in the classroom?
- Talking about forced marriage in the classroom?
- Referring a case of FGM to the relevant agency?
- Referring a case of forced marriage to the relevant agency?

Do you have any comments to add to this?

How would you describe your current understanding of the following... (Very limited, Quite limited, Fair, Good, Very good)

- How FGM is defined
- The different types of FGM
- The harm FGM can cause
- Why FGM is performed
- Who is most at risk
- What forced marriage is
- Why forced marriage happens
- Who is most at risk

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))

As a result of this training, do you cover any of the following issues in the classroom? (FGM, Child sexual exploitation, Forced marriage, Other issues relating to honour-based abuse and/or bodily integrity (please specify)?)

Do you have any thoughts/comments on this?

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))

Please confirm which school you work in:

Follow-up evaluation (FGM) (SurveyMonkey)

How would you rate your levels of confidence in dealing with the following? (Completely, Very, Moderately, Somewhat, Not at all confident, Not applicable to me)

- Recognising warning signs that FGM is being planned?
- Identifying signs that FGM may have happened?
- Responding to concerns that FGM is being planned or has happened?
- Accessing tools for support and guidance?
- Talking about FGM in the classroom?
- Referring a case of FGM to the relevant agency?

Do you have any comments to add to this?

How would you describe your current understanding of the following... (Very limited, Quite limited, Fair, Good, Very good)

- How FGM is defined
- The different types of FGM
- The harm FGM can cause
- Why FGM is performed
- Who is most at risk

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?

As a result of this training, have you covered related issues in the classroom, eg, NSPCC PANTS campaign (primary only), human rights, bodily integrity? Yes/no

Do you have any thoughts/comments on this?

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))

Please confirm which school you work in:

Follow-up evaluation (FGM + FM) (SurveyMonkey)

How would you rate your levels of confidence in dealing with the following? (Completely, Very, Moderately, Somewhat, Not at all confident, Not applicable to me)

- Recognising warning signs that FGM is being planned?
- Recognising warning signs that forced marriage is being planned?
- Responding to concerns that forced marriage is being planned or has happened?
- Responding to concerns that FGM is being planned or has happened?
- Accessing tools for support and guidance on FGM?
- Accessing tools for support and guidance on forced marriage?
- Talking about FGM in the classroom?
- Talking about forced marriage in the classroom?
- Referring a case of FGM to the relevant agency?
- Referring a case of forced marriage to the relevant agency?

Do you have any comments to add to this?

How would you describe your current understanding of the following... (Very limited, Quite limited, Fair, Good, Very good)

- How FGM is defined
- The different types of FGM
- The harm FGM can cause
- Why FGM is performed
- Who is most at risk
- What forced marriage is
- Why forced marriage happens
- Who is most at risk

As a result of this training, have you covered related issues in the classroom? FGM, NSPCC PANTS campaign (primary only), Forced marriage, Other issues relating to honour-based abuse and/or bodily integrity (please specify)

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

Do you have any further comments or questions?

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))

Please confirm which school you work in:

Abbreviated, post-evaluation questionnaire for teachers and other professionals (paper-based)

Would you recommend this course to others? Y/N

How would you rate this training course overall? (Likert scale 1-10)

How would you rate the content overall (Likert scale 1-10)

How would you rate the delivery by the facilitators? (Likert scale 1-10)

Please comment on your experience of this course and why you have awarded the above ratings accordingly (Free text)

How confident were you in the subject matter before you attended this course? (Likert scale 1-10)

How confident were you in the subject matter now you have attended this course? (Likert scale 1-10)

Would you change anything about this course? (Free text)

Please add any other comments you would like to make (Free text)

Which school/organisation do you belong to? (Free text)

Appendix 4 – Delegate comments (collated from post-training questionnaire feedback)

Primary sessions

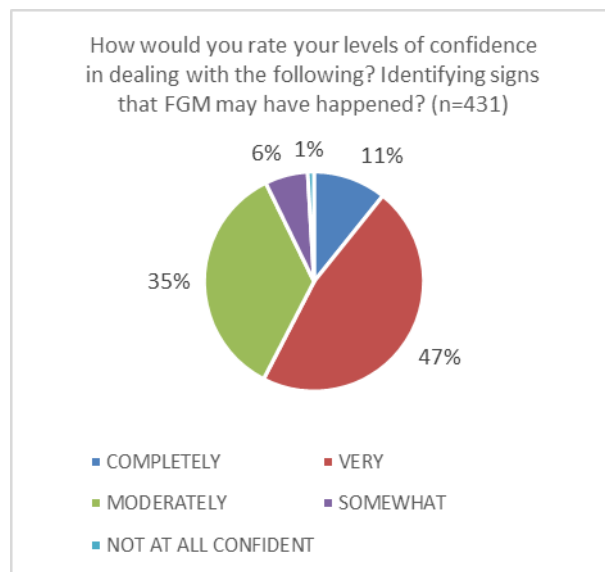
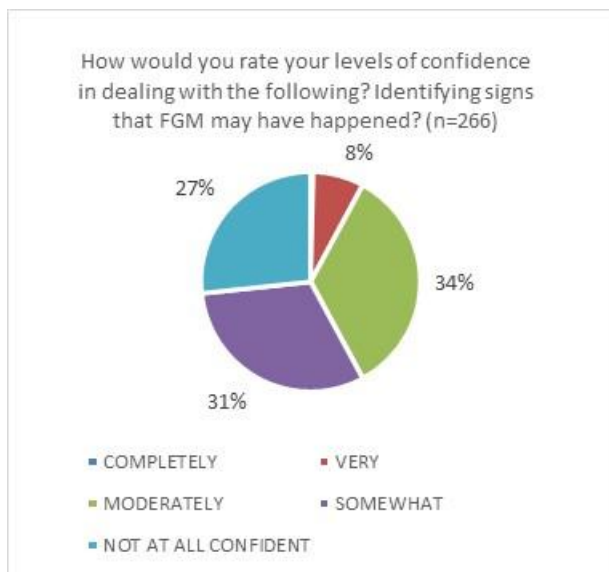
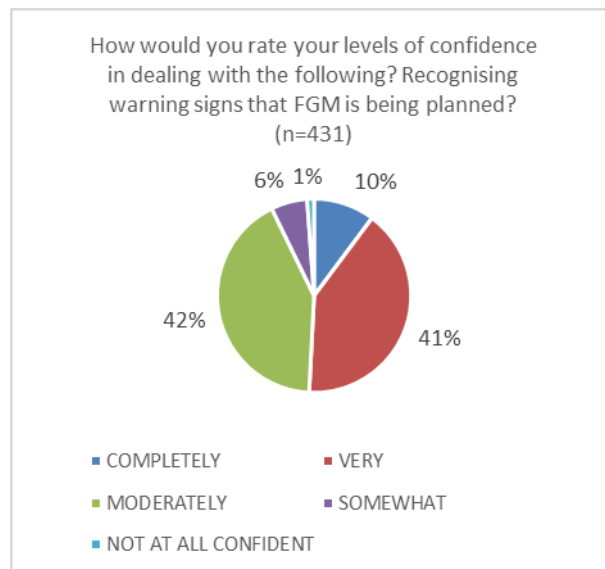
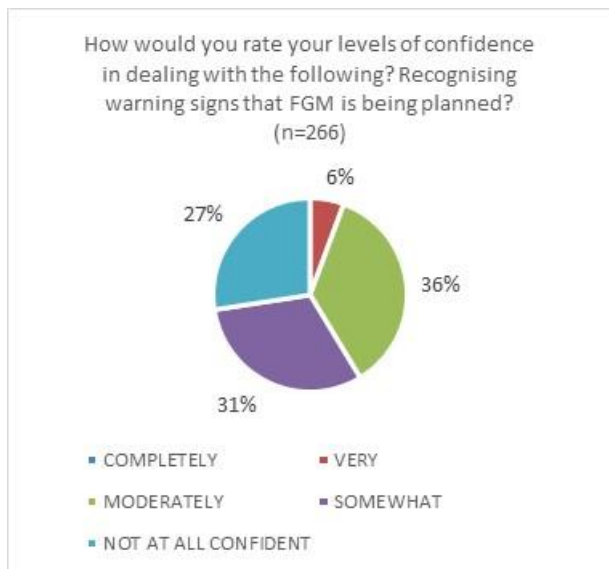
Really informative training
Training was well-delivered
Very useful session - thank you!
Work with Primary School children so not appropriate.
Would love to start PANTS ASAP
Any children's books available for younger ages?
Currently training at Reading Uni - would be great to have FGM training at uni on my course.
Great training. Really useful.
I now understand Who I need to turn to for help/ advice and I have more understanding of what it is, and how I can help. I also know of some symptoms and when to notify someone with concerns if FGM or Forced Marriage is possibly happening.
I think that the children should have training on this.
I thought the speaker was very brave as a survivor and very inspirational.
I thought the training was really beneficial. Both speakers were amazing and really brave. Thank you.
It was slow paced - its a vital topic but could benefit from more engaging presentation.
It was useful that an adult from the FGM community/culture was here to help with the talk.
It would be good to do more training on how you can educate children about FGM
'Survivors' and 'Champions', be good to hear more about their work
Thank you x 6
Thank you - clear and informative.
Thank you raising awareness of this topic. A challenging area to discuss.
Thank you! It was very interesting.
Thank you. It was done in a very sensitive manner. Approachable and accessible for all
Thank you. Very informative
Thanks so much for excellent training and sharing
The training was comprehensive
Training helpful/useful. Quite long - could be more succinct for over 1 1/2 hours!
Very good course, thank you.
Very helpful.
Very informative
Very informative talk
Very informative, I would prefer that PowerPoints weren't read out, thanks
Very useful, really learnt so much, thank you
We already do PANTS - just concerned about how to deliver to younger students - what resources re FGM bearing in mind average age for cutting 5-8
We will develop follow up activities/visits across the primaries in the trust
Which age range to target when specifically teaching FGM
Who is most skilled in bringing it to the classroom - the teacher or safeguard lead
Excellent training was given that was powerful and informative.
I feel I'm confident with the training and what I have read but until I deal with it would I truly know how to react and deal with the situation (but hope I don't come across FGM).
Informative training, could have had more discussion/talking time to keep participants active in the session

Secondary sessions

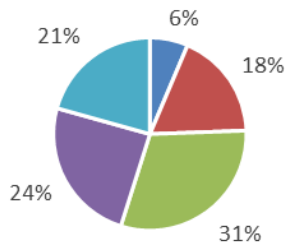
How does breast ironing relate? In prevalence
I personally feel a video of a young female who has been through the procedure would be impactful.
More time to speak to [the facilitator]
Very good training to understand more about FGM. One point would be further work of how police can help deal with FGM.
Very useful training/input would be good to perhaps add this to initial police training.
Your work must continue particularly in school and communities. Some communities will refuse to accept the change, the next generation will be more adaptable.

Appendix 5 – Full results of feedback questionnaires for Berkshire

Anti- FGM training: Berkshire primary schools – pre- (column 1) and post- (column 2) evaluation results

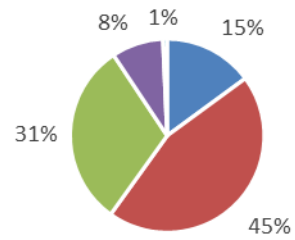


How would you rate your levels of confidence in dealing with the following? Responding to concerns that FGM is being planned or has happened? (n=266)



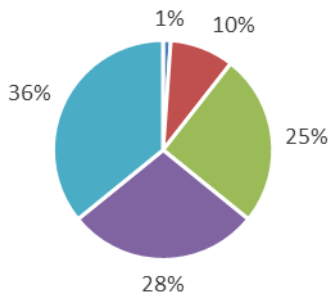
- COMPLETELY
- MODERATELY
- NOT AT ALL CONFIDENT
- VERY
- SOMEWHAT

How would you rate your levels of confidence in dealing with the following? Responding to concerns that FGM is being planned or has happened? (n=431)



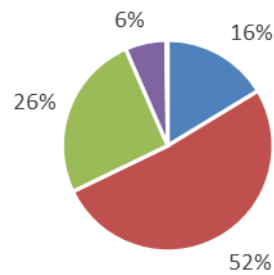
- COMPLETELY
- MODERATELY
- NOT AT ALL CONFIDENT
- VERY
- SOMEWHAT

How would you rate your levels of confidence in dealing with the following? Accessing tools for support and guidance? (n=266)



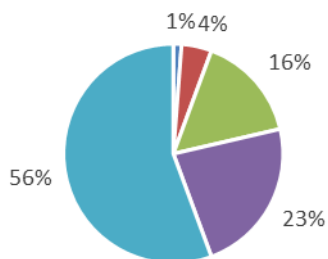
- COMPLETELY
- MODERATELY
- NOT AT ALL CONFIDENT
- VERY
- SOMEWHAT

How would you rate your levels of confidence in dealing with the following? Accessing tools for support and guidance? (n=431)



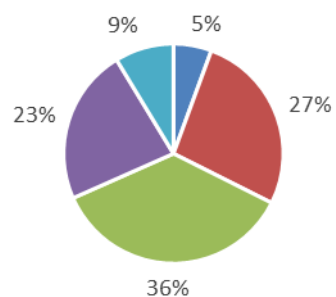
- COMPLETELY
- MODERATELY
- NOT AT ALL CONFIDENT
- VERY
- SOMEWHAT

How would you rate your levels of confidence in dealing with the following? Talking about FGM in the classroom? (n=266)



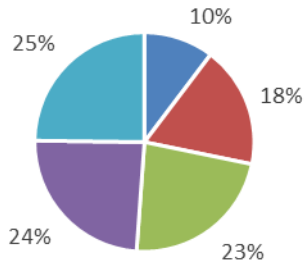
- COMPLETELY
- MODERATELY
- NOT AT ALL CONFIDENT
- VERY
- SOMEWHAT

How would you rate your levels of confidence in dealing with the following? Talking about FGM in the classroom? (n=431)



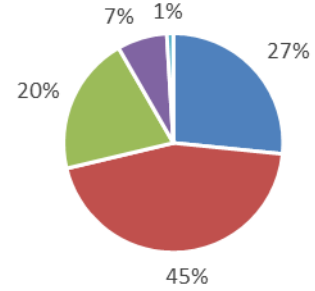
- COMPLETELY
- MODERATELY
- NOT AT ALL CONFIDENT
- VERY
- SOMEWHAT

How would you rate your levels of confidence in dealing with the following? Referring a case of FGM to the relevant agency? (n=266)



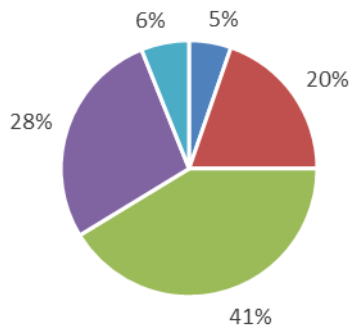
- COMPLETELY
- VERY
- MODERATELY
- SOMEWHAT
- NOT AT ALL CONFIDENT

How would you rate your levels of confidence in dealing with the following? Referring a case of FGM to the relevant agency? (n=431)



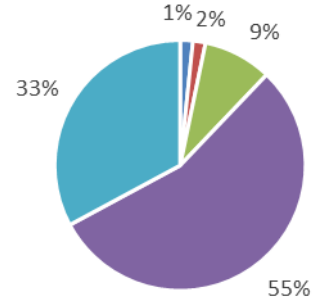
- COMPLETELY
- VERY
- MODERATELY
- SOMEWHAT
- NOT AT ALL CONFIDENT

How would you describe your current understanding of the following... How FGM is defined (n=266)



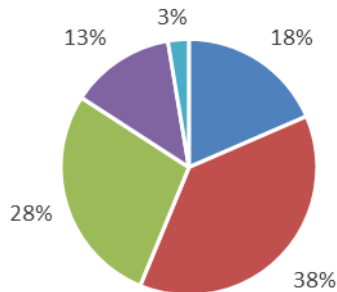
- VERY LIMITED
- QUITE LIMITED
- FAIR
- GOOD
- VERY GOOD

How would you describe your current understanding of the following... How FGM is defined (n=431)



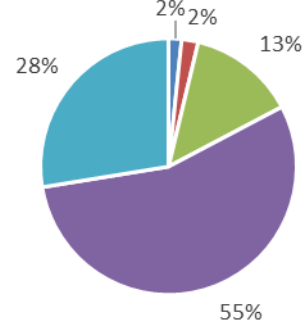
- VERY LIMITED
- QUITE LIMITED
- FAIR
- GOOD
- VERY GOOD

How would you describe your current understanding of the following... The different types of FGM? (n=266)



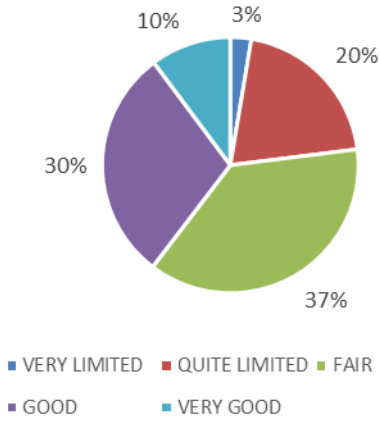
- VERY LIMITED
- QUITE LIMITED
- FAIR
- GOOD
- VERY GOOD

How would you describe your current understanding of the following... The different types of FGM (n=431)

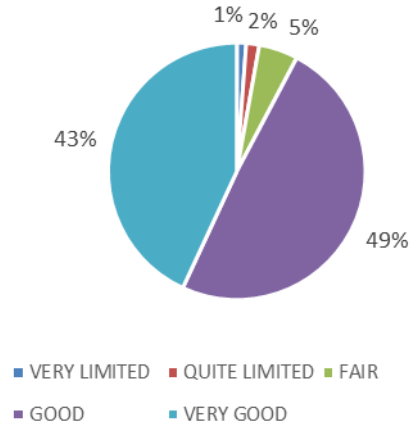


- VERY LIMITED
- QUITE LIMITED
- FAIR
- GOOD
- VERY GOOD

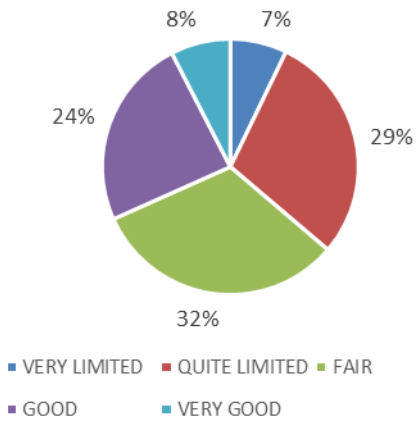
How would you describe your current understanding of the following... The harm FGM can cause? (n=266)



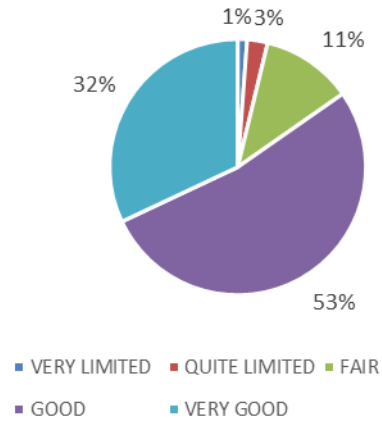
How would you describe your current understanding of the following... The harm FGM can cause (n=431)



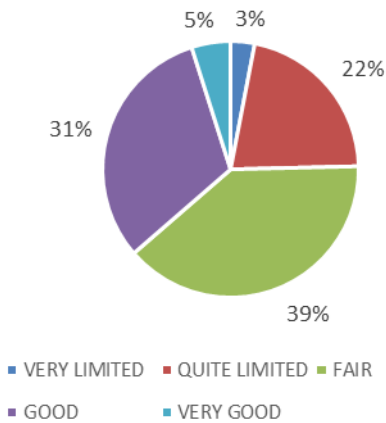
How would you describe your current understanding of the following... Why FGM is performed? (n=266)



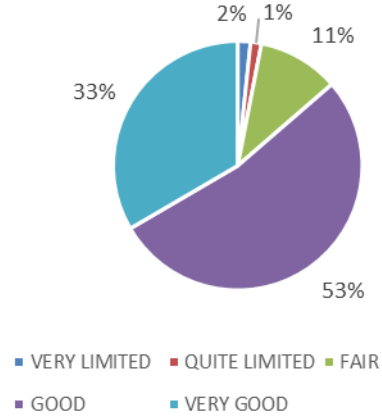
How would you describe your current understanding of the following... Why FGM is performed (n=431)



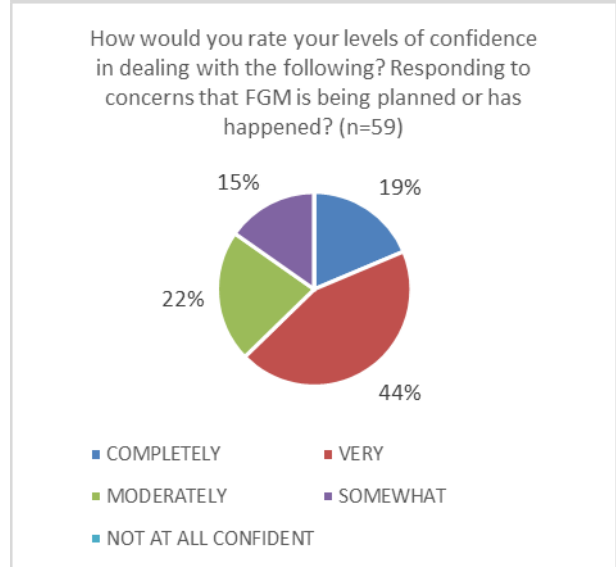
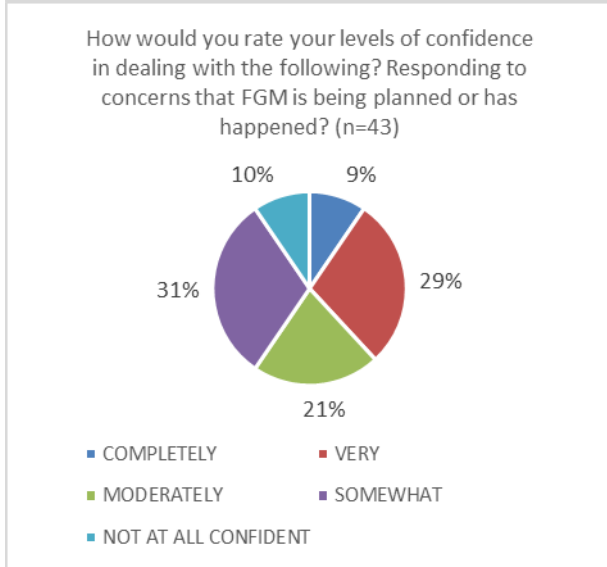
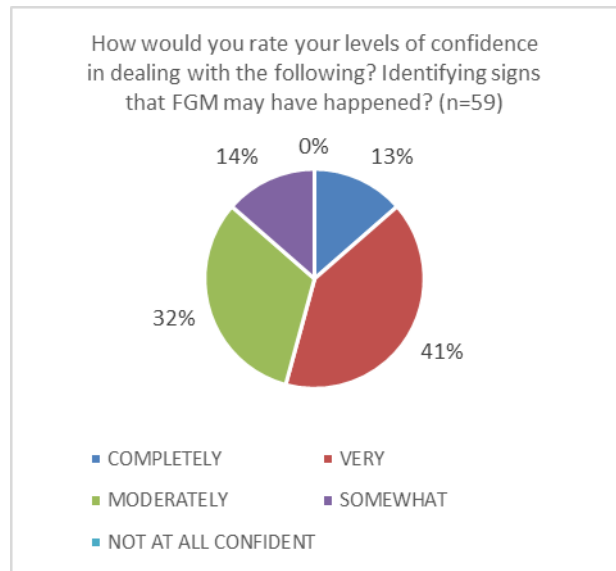
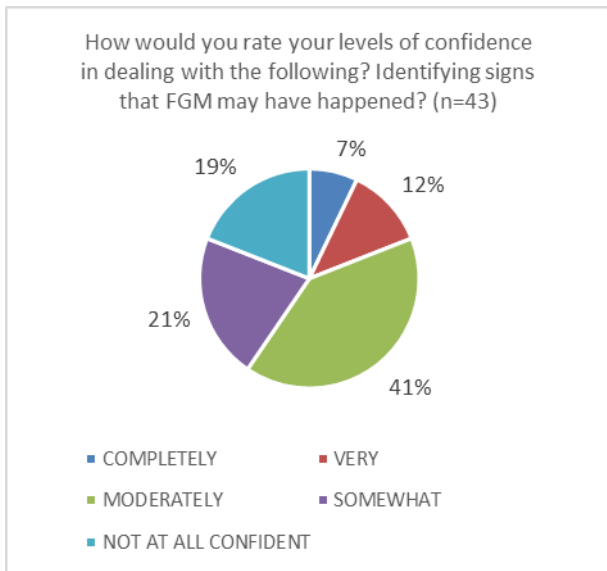
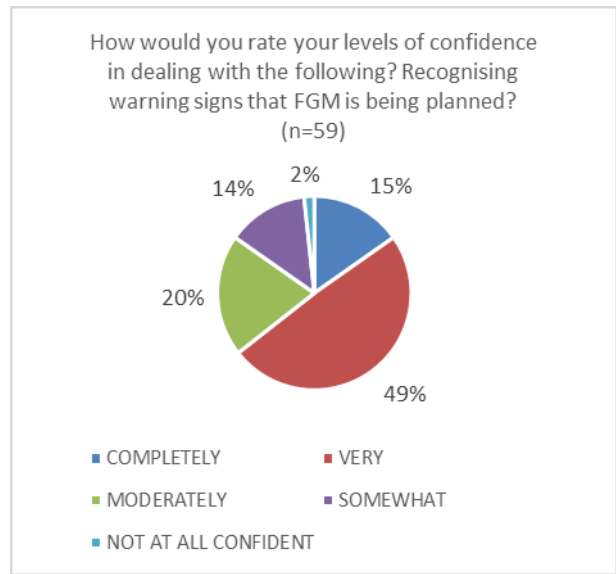
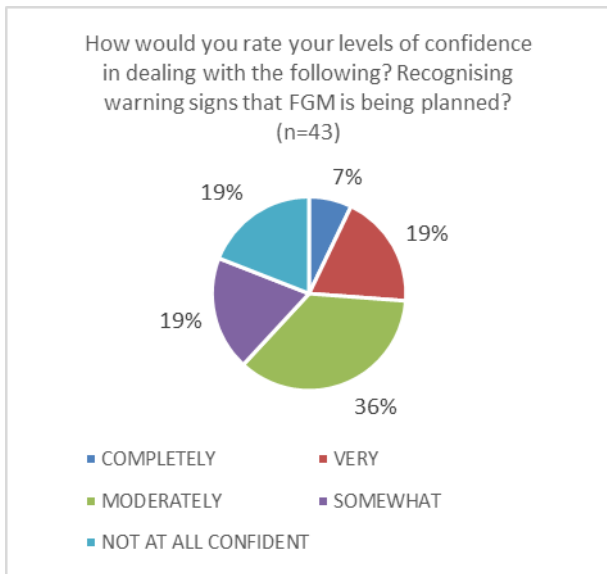
How would you describe your current understanding of the following... Who is most at risk? (n=266)



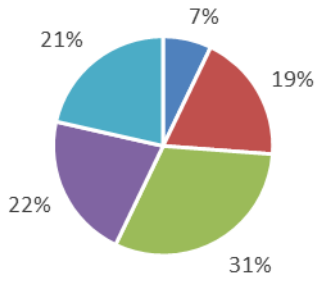
How would you describe your current understanding of the following... Who is most at risk (n=431)



Anti-FGM training: Berkshire secondary schools – pre- (column 1) and post- (column 2) evaluation results

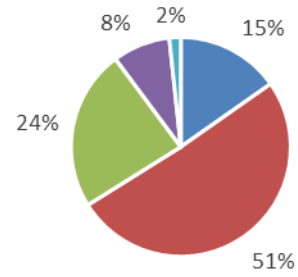


How would you rate your levels of confidence in dealing with the following? Accessing tools for support and guidance? (n=43)



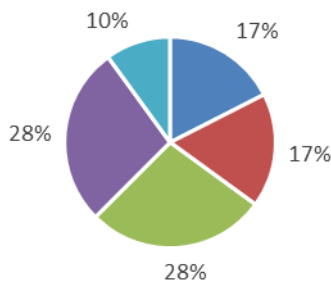
■ COMPLETELY
 ■ MODERATELY
 ■ NOT AT ALL CONFIDENT
 ■ VERY
 ■ SOMEWHAT

How would you rate your levels of confidence in dealing with the following? Accessing tools for support and guidance? (n=59)



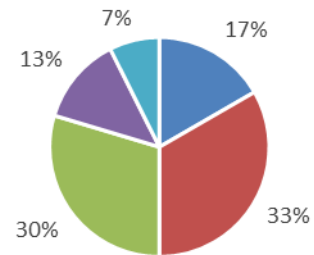
■ COMPLETELY
 ■ MODERATELY
 ■ NOT AT ALL CONFIDENT
 ■ VERY
 ■ SOMEWHAT

How would you rate your levels of confidence in dealing with the following? Talking about FGM in the classroom? (n=43)



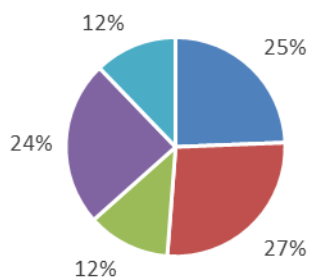
■ COMPLETELY
 ■ MODERATELY
 ■ NOT AT ALL CONFIDENT
 ■ VERY
 ■ SOMEWHAT

How would you rate your levels of confidence in dealing with the following? Talking about FGM in the classroom? (n=59)



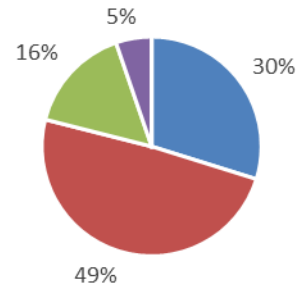
■ COMPLETELY
 ■ MODERATELY
 ■ NOT AT ALL CONFIDENT
 ■ VERY
 ■ SOMEWHAT

How would you rate your levels of confidence in dealing with the following? Referring a case of FGM to the relevant agency? (n=43)



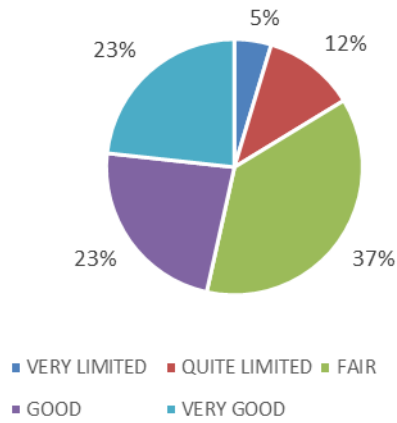
■ COMPLETELY
 ■ MODERATELY
 ■ NOT AT ALL CONFIDENT
 ■ VERY
 ■ SOMEWHAT

How would you rate your levels of confidence in dealing with the following? Referring a case of FGM to the relevant agency? (n=59)

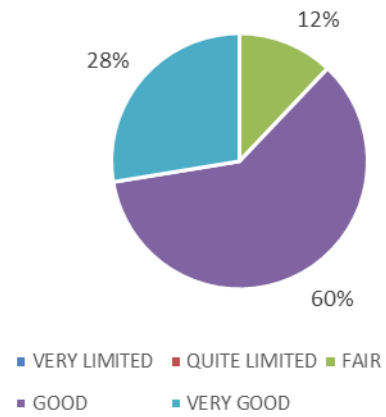


■ COMPLETELY
 ■ MODERATELY
 ■ NOT AT ALL CONFIDENT
 ■ VERY
 ■ SOMEWHAT

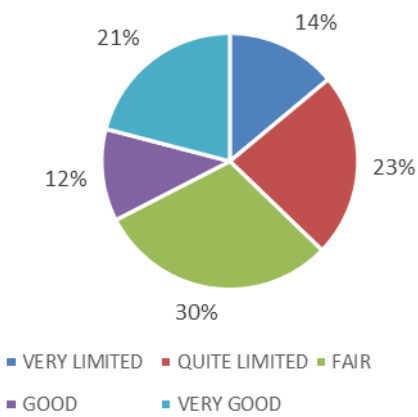
How would you describe your current understanding of the following... How FGM is defined (n=43)



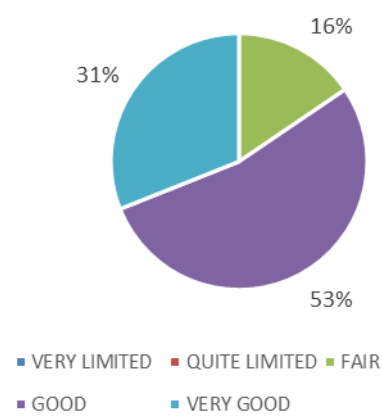
How would you describe your current understanding of the following... How FGM is defined (n=59)



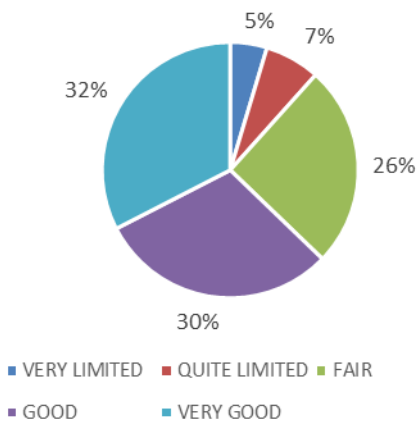
How would you describe your current understanding of the following... The different types of FGM (n=43)



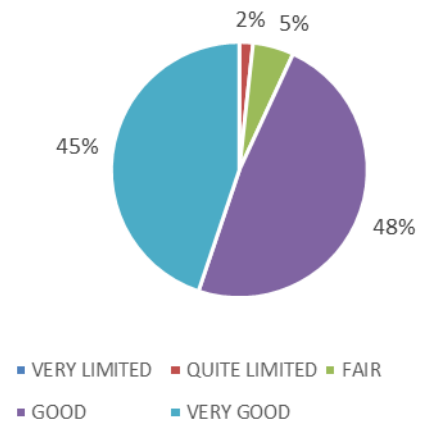
How would you describe your current understanding of the following... The different types of FGM (n=59)



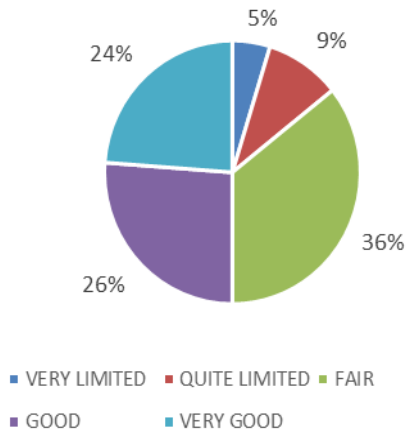
How would you describe your current understanding of the following... The harm FGM can cause (n=43)



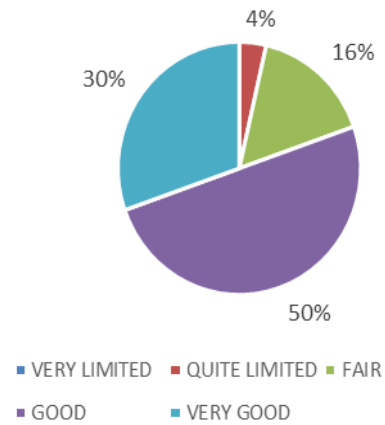
How would you describe your current understanding of the following... The harm FGM can cause (n=59)



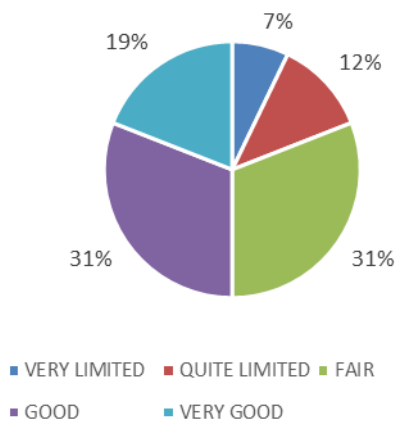
How would you describe your current understanding of the following... Why FGM is performed (n=43)



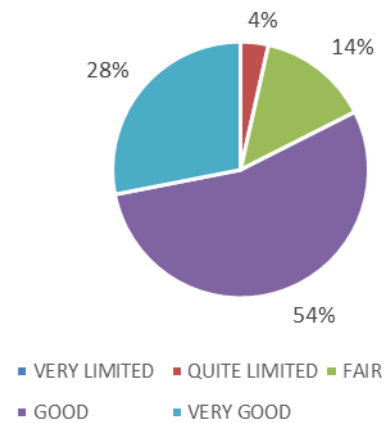
How would you describe your current understanding of the following... Why FGM is performed (n=59)



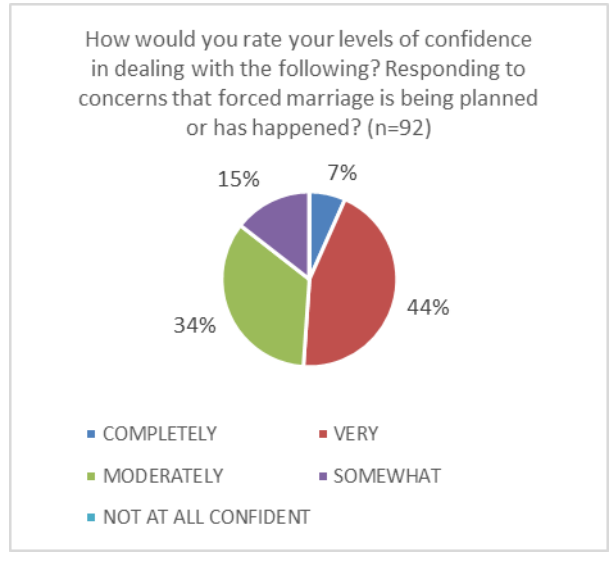
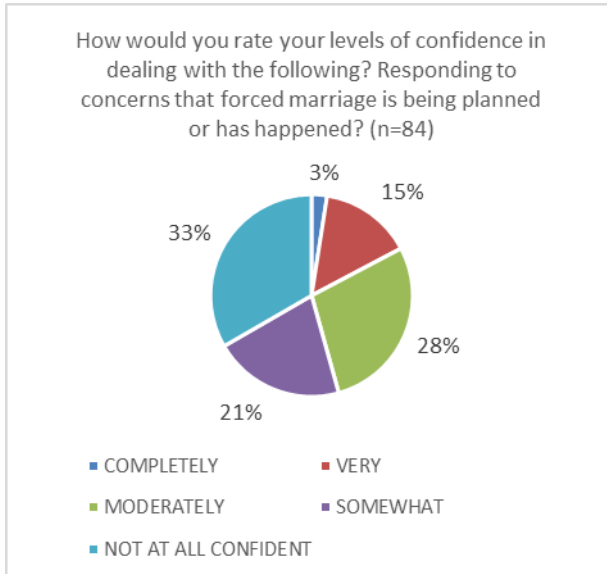
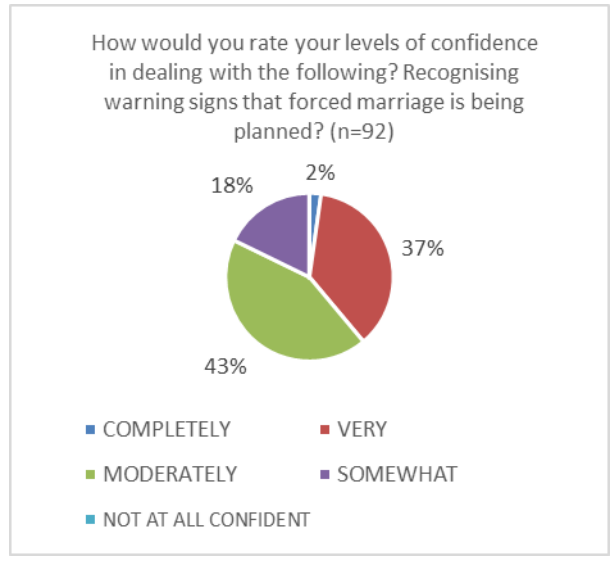
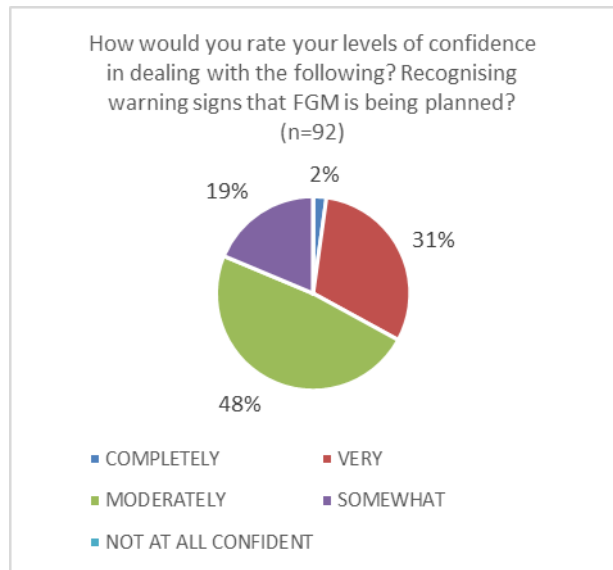
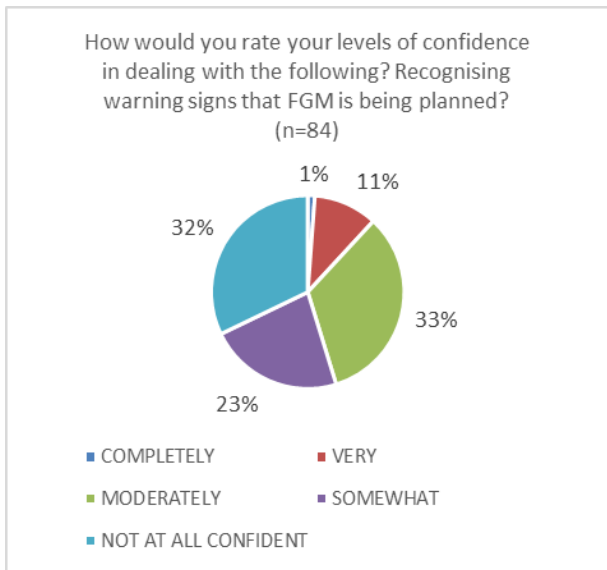
How would you describe your current understanding of the following... Who is most at risk (n=43)



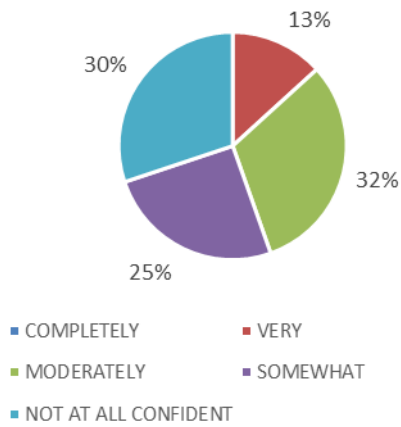
How would you describe your current understanding of the following... Who is most at risk (n=59)



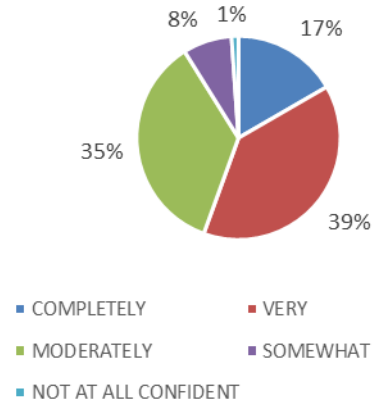
Anti FGM and FM training: Berkshire primary schools – pre- (column 1) and post- (column 2) evaluation results



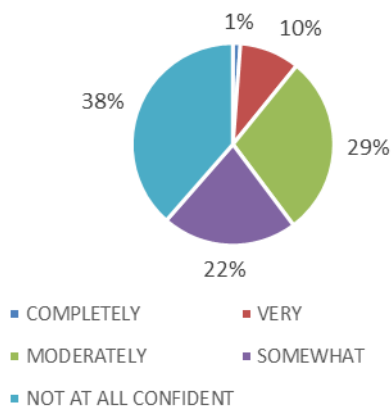
How would you rate your levels of confidence in dealing with the following? Accessing tools for support and guidance on FGM? (n=84)



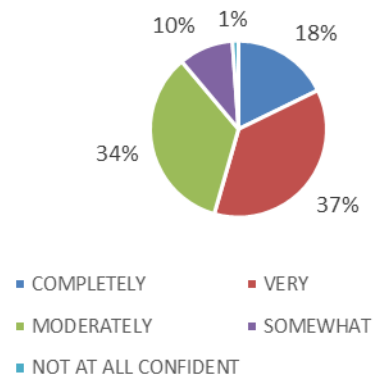
How would you rate your levels of confidence in dealing with the following? Accessing tools for support and guidance on FGM? (n=92)



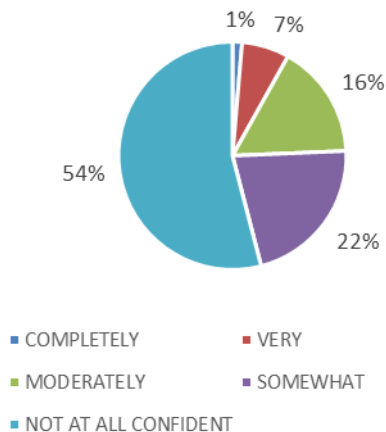
How would you rate your levels of confidence in dealing with the following? Accessing tools for support and guidance on forced marriage? (n=84)



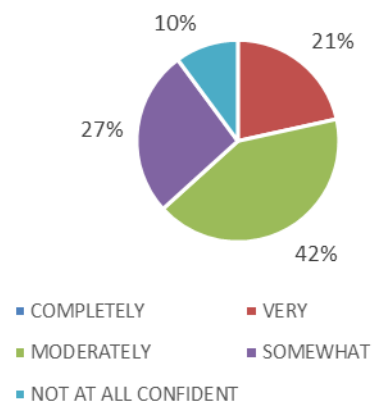
How would you rate your levels of confidence in dealing with the following? Accessing tools for support and guidance on forced marriage? (n=92)



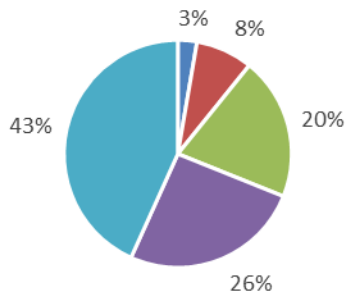
How would you rate your levels of confidence in dealing with the following? Talking about FGM in the classroom? (n=84)



How would you rate your levels of confidence in dealing with the following? Talking about FGM in the classroom? (n=92)

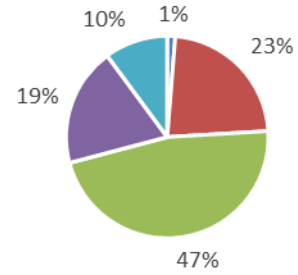


How would you rate your levels of confidence in dealing with the following? Talking about forced marriage in the classroom? (n=84)



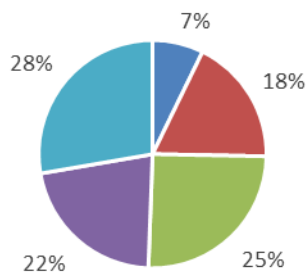
- COMPLETELY
- VERY
- MODERATELY
- SOMEWHAT
- NOT AT ALL CONFIDENT

How would you rate your levels of confidence in dealing with the following? Talking about forced marriage in the classroom? (n=92)



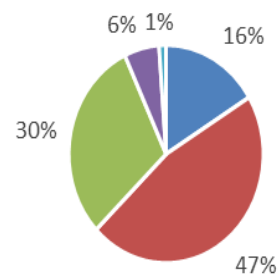
- COMPLETELY
- VERY
- MODERATELY
- SOMEWHAT
- NOT AT ALL CONFIDENT

How would you rate your levels of confidence in dealing with the following? Referring a case of FGM to the relevant agency? (n=84)



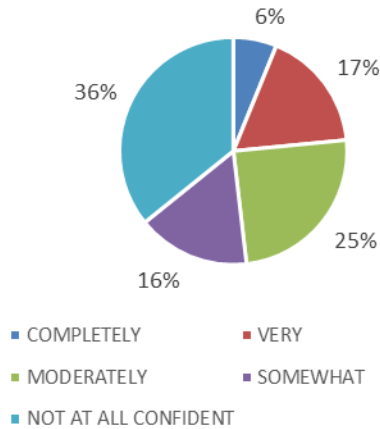
- COMPLETELY
- VERY
- MODERATELY
- SOMEWHAT
- NOT AT ALL CONFIDENT

How would you rate your levels of confidence in dealing with the following? Referring a case of FGM to the relevant agency? (n=92)

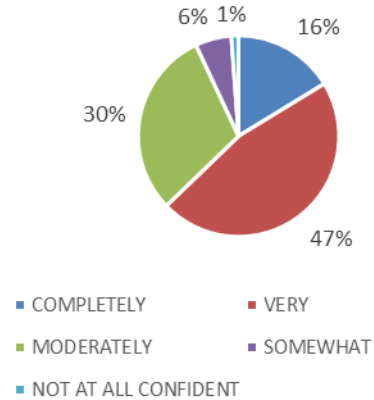


- COMPLETELY
- VERY
- MODERATELY
- SOMEWHAT
- NOT AT ALL CONFIDENT

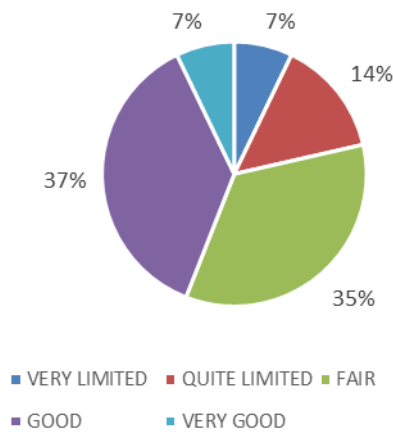
How would you rate your levels of confidence in dealing with the following? Referring a case of forced marriage to the relevant agency? (n=84)



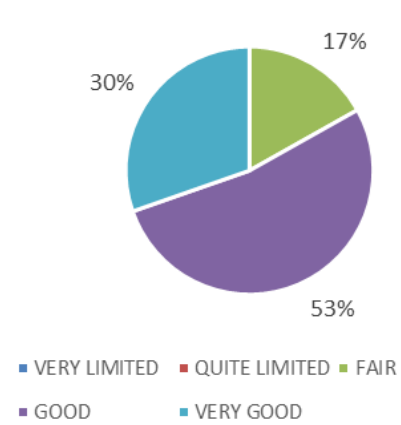
How would you rate your levels of confidence in dealing with the following? Referring a case of FGM to the relevant agency? (n=92)



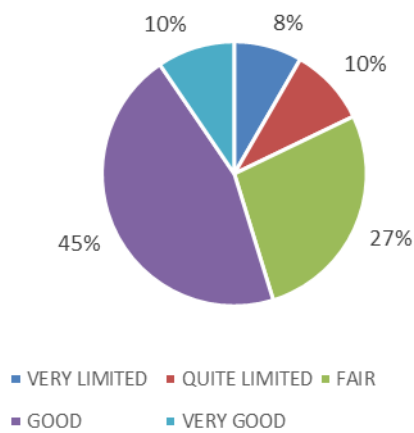
How would you describe your current understanding of the following... How FGM is defined (n=84)



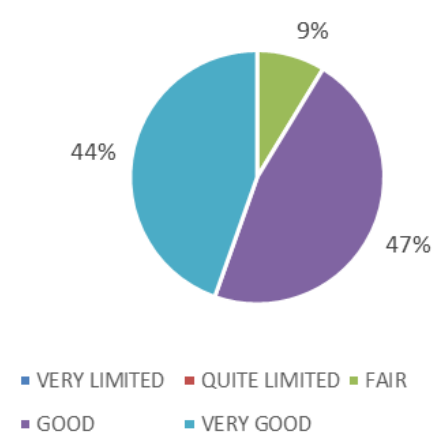
How would you describe your current understanding of the following... How FGM is defined (n=92)



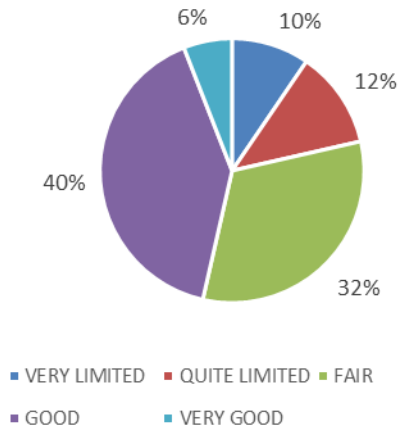
How would you describe your current understanding of the following... The harm FGM can cause (n=84)



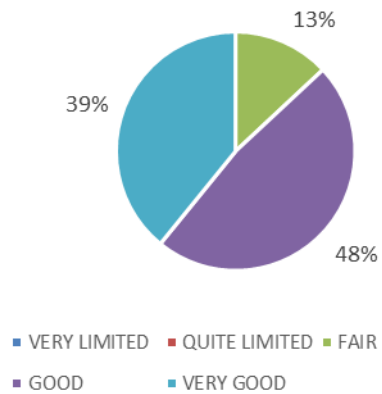
How would you describe your current understanding of the following... The harm FGM can cause (n=92)



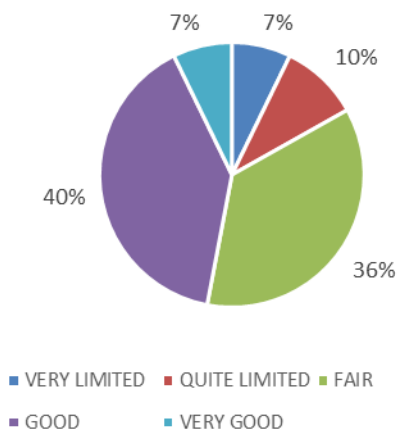
How would you describe your current understanding of the following... Why FGM is performed (n=84)



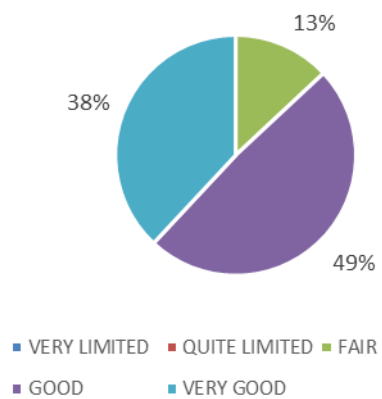
How would you describe your current understanding of the following... Why FGM is performed (n=92)



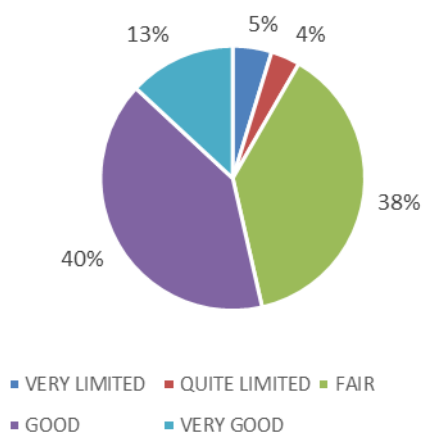
How would you describe your current understanding of the following... Who is most at risk (n=84)



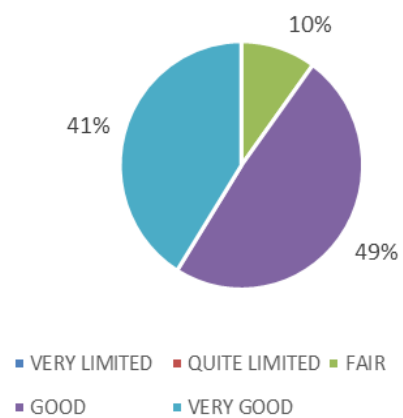
How would you describe your current understanding of the following... Who is most at risk (n=92)

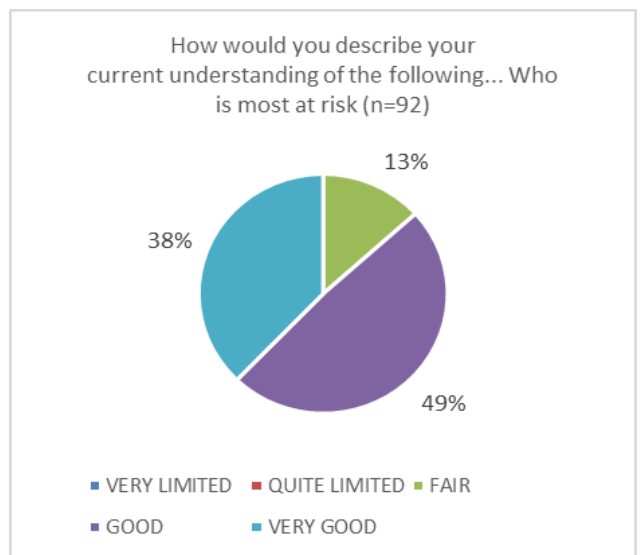
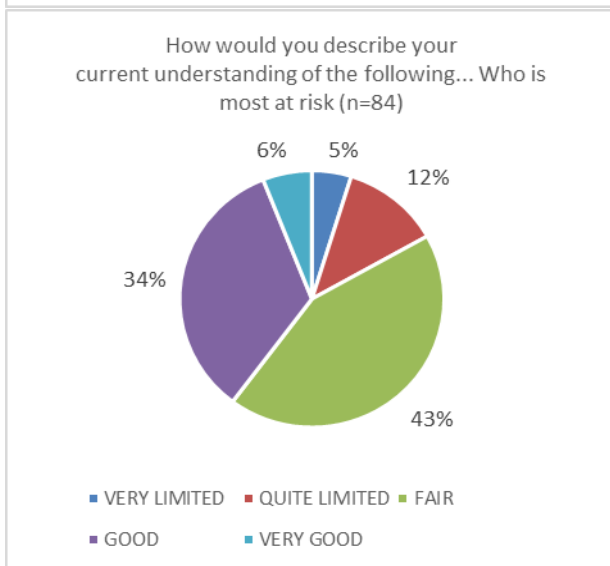
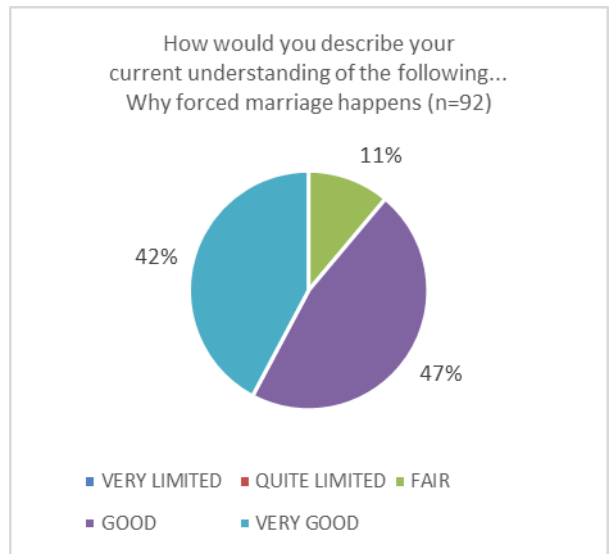
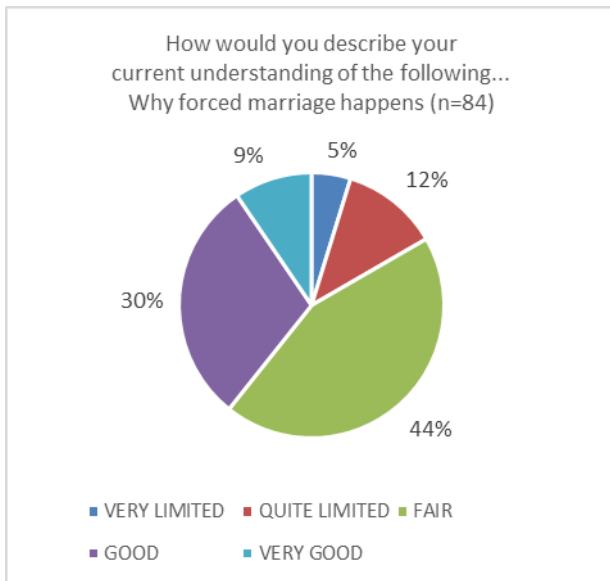


How would you describe your current understanding of the following... What forced marriage is (n=84)



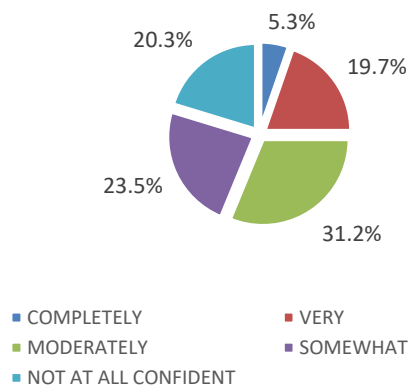
How would you describe your current understanding of the following... What forced marriage is (n=92)



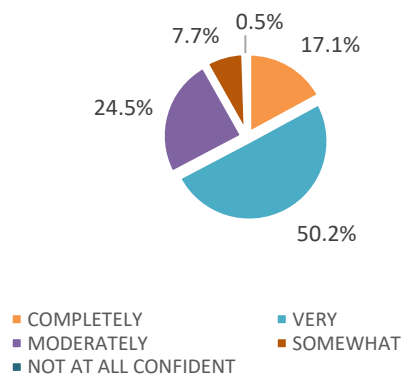


All counties: FGM-related training: confidence in responding to concerns about FGM

Pre-training: How would you rate your levels of confidence in responding to concerns that FGM is being planned or has happened? (n=1188)



Post-training: How would you rate your levels of confidence in responding to concerns that FGM is being planned or has happened? (n=1394)



Appendix 6 – Additional feedback from schools

Thank you for this, I found the training so useful and I will most definitely be passing this information on to all staff.

Thanks again

Chloe

Chloe O'Connor

Reception Teacher
Assistant SENDCo – Lynch Hill School

From: Roseanna Orsi <rorsi@wexhamprimary.com>
Date: Fri, Nov 29, 2019 at 10:41 AM
Subject: Anti-FGM workshops year 6
To: Kate Agha <kate.agha@oxfordagainstcutting.org>
Cc: Charlotte Thistle <cthistle@wexhamprimary.com>

Hi Kate,

We would really like to book you guys in again to deliver workshops to our Year 6 pupils. We thought the workshops you delivered last year were amazing and very powerful. As I am going on Maternity leave in January I would really like to get these dates booked in now. Can you do w/c 29th June? It will be for 3 classes at 1 hour each.

I have cc'ed Charlotte into this email as she is the Head of Year and will be your point of contact when I leave for maternity.

Looking forward to working with you again.

Many thanks,
Roseanna



OxfordAgainstCutting

ProtectingGirls&Women

Acknowledgements: Many thanks to the Office of the Police and Crime Commissioner, Thames Valley for supporting this work. Thanks also to: all of the facilitators; those who took part in the training and took time to feed back; and Laura Cottle for her support as Research Assistant.

Download this report from: <https://www.oxfordagainstcutting.org/resources/>

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



<https://www.facebook.com/OxfordAgainstCutting/>



<https://twitter.com/OAgainstCutting>



<https://www.linkedin.com/company/10359484/admin/>



@oxfordagainstcutting