



Evaluation report of the missdorothy.com learning programme

2007



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Introduction



The Kids Taskforce formerly The Missdorothy.com Foundation is a UK registered charity founded in September 2000. The foundation is dedicated to raising awareness of the educational needs of children all over the world.

The missdorothy.com foundation has one aim, to raise awareness of the safety of children and young people and prevent them from coming to harm. In May 2007 the charity signed a strategic Partnership agreement with the Association of Chief Police Officer's, The Chief Fire Officer's Association and the Professional Footballers's Association and formed the Kids Taskforce to bring the missdorothy.com learning programme to every child by 2010.

The missdorothy learning programme helps raise the self confidence of children and allows them to make their own strategies for dealing with everyday risk and potentially dangerous situations. It teaches emotional and social skills, so that they know how to ask for help and vulnerable children can more easily be identified. The programme is delivered to children aged 7 -16 years, with the primary school children learning from the character Dot Com and the teenagers engaging with the personal safety soap opera, Watch Over Me. The sustained approach to learning has now become accepted as a base line resource to teach consistent safety messages to children and young people.

The approach is extremely high quality and has been developed with the full involvement of young people and professionals who work with them. The character-based learning for both primary and secondary school children allows them to develop confidence, knowledge and understanding without feeling they are being told what to do. The primary school children even receive their own personal workbook which allows them to communicate their feelings and worries to adults.



There is a missdorothy work book for each child in every year of primary school and all materials are supported by teachers guides created by educationists, police officers, fire-fighters, football coaches and teachers.



Watch Over Me

The soap opera for teenagers is now into its third series and is based on the real life experiences of young people.

The first series was in memory of Milly Dowler, the murdered Surrey school girl and issues featured in the drama include the journey to school, being home alone, street robbery, text bullying, 'binge' drinking and the effects of domestic violence on children.

The second series, in memory of George Atkinson, a young boy accidentally shot and killed by his cousin with an air rifle tackles tougher issues around gangs, guns, drugs, domestic violence, forced marriage and the effects of bereavement on young people.

Series three, in memory of Damilola Taylor, was launched in December 2006 and looks at the the consequences of carrying knives, dangerous driving, being in prison, community cohesion, internet safety in chat rooms and highlights the positive effect of football coaches in the community. The missdorothy.com learning programme is taught by the teacher but supported by outside agencies, mainly the police, fire service and football coaches. The materials allow the police, fire service and football coaches to be certain that every child will receive the important safety messages whether they are able to visit schools or not and they ensure that all children are able to have their voice heard.

The Professional Footballers's Association have assisted in eight pilots across the country.

Series 1: 2003

In memory of Milly Dowler looks at issues around:
Attempted abduction
Being Home alone
Carrying knives
Alcohol
Domestic violence
Knives / self-harm



Series II: 2004/5

In memory of George Atkinson looks issues around:
Guns & Gangs
Drugs & Alcohol
Forced Marriage
Bereavement
Domestic Violence



Series III: 2006/7

In memory of Damilola Taylor, looks at issues around;

Football in the community (Kickz)
Community Cohesion
Roads' Policing
Knives
Dealing drugs
Stop & Search
Internet Safety



Acknowledgements

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Sheila Gaukroger

Methodology

The evaluation was conducted using a questionnaire and telephone interviewing. The questionnaire was devised to incorporate an evaluation of the training, the ease of implementation, the effectiveness of the services' input and the impact on the children. The reason for the telephone interviews rather than face to face interviewing was due to time and cost e.g. the main contributors were the difficulty in accessing teachers very near to the end of term and the geographical factors

Interviews were arranged by prior agreement.

The children's questionnaire that has been incorporated into the report to evaluate the effectiveness of the service providers was devised by Elaine Loveridge in Wolverhampton and was completed by each child who had completed a one day workshop event.

Target group

4 of the 7 areas were targeted; The Wirral, Humberside, Wolverhampton, Hounslow and a total of 21 schools 42 respondents were involved in the evaluation.

The Findings

The findings have been written under three sections:

Section 1 :

The evaluation from the teachers

Section 2 :

The evaluation from the young people

Section 3:

Summary

The Appendices :

Contains a copy of the questionnaire used with the teachers in the evaluation and the questionnaire used by the children

Sections 1 and 2 use the questions asked as headings.

The Findings

Section 1

Teacher evaluation

Class approach to PSHE

All schools had in place PSHE but some had a more structured approach than others. Examples of PSHE approaches used; circle time, QCA document on drugs, alcohol and tobacco, the Nurturing Programme, Hopscotch, cross curricular opportunities Primed and Folens - citizenship A variety of one off lessons were also used for PHSE devised mainly by individual class teachers.

9 of the 11 schools reported using SEAL for the first time and that the majority thought it dealt adequately with feelings but did not mention the aspect of keeping children safe. The PSHE programmes did not necessarily have outside services working to enhance this aspect of the curriculum either although one school did mention that they worked with the Community Safety Partnership and outside agencies for bullying.

None of the schools appeared to have a fully functioning PHSE consistent personal safety programme across every class

Miss Dorothy programme welcomed by 100% of schools and 100% of teachers

Both Head Teachers, (100%) supportive of consistent Miss Dorothy approach to personal safety. Quote 'I like the ambition'

Preparation to use the programme

Information, generally, was cascaded to other teaching staff by the teacher who attended the Miss Dorothy training session. One school commented that they would have liked a longer session and another thought the training was, 'a bit long winded and should get right to the resource and not sell the organisation'.

One school recommended that every teacher in the school should receive the training prior to implementation and it was suggested that a teacher should lead and deliver the programme within school.

All but two schools received the workbooks between 2 weeks and 1 month prior to implementation. Of the other two, one received theirs within one week and the other after one month. For the majority it took on average 1h 23 mins to prepare for the use of the entire programme. It was considered more problematic for a very small school because of mixed age groups and very few staff.

Some said they had had limited time because it was near the end of term.

In the Wirral they had problems linking in with local fire and PFA but not the Police because they had a single point of contact.

One school used a whole day with more activities and 'tapped into community funds because of the benefits the programme would have on everyone'.

Whole school needs to get involved at the same time

Summary

The programme has a huge impact on children's safety in ways that other programmes do not.

The services have an important role to play within the programme as role models in delivering messages in being another adult other than the teacher looking out from them. The services certainly enhance the Miss Dorothy programme and therefore the recommendations are important for the services to continue to have the impact.

Some schools 'rushed' to deliver the programme and as a result those were the ones who 'struggled' to get the services in or just ran out of time.

Benefits the school if it is a whole school approach,

Recommendations

Training - more focused which would reduce the need felt by some to extend

To help the implementation of the programme there should be one person in each area who is responsible for the programme. This would also have an impact on the liaison between the schools and the service's to ensure access to the schools.

So as not to lose the impetus and good work achieved in the Primarys the Secondary schools should implement Watch Over Me series

Workshops - agencies can't spread themselves so centralised days

To launch the programme and involve the community and the services.

Method of delivery

The teacher's impression of the materials was that they were, 'very P.C. covers all aspects of risks and dangers in the world'; 'A well thought out resource'.

Some said that using the introductory lesson was vital others used circle time to introduce the Miss Dorothy characters.

Another way some introduced the characters was with an assembly however one teacher commented that it was better one month into the programme than at the beginning.

The majority found the workbooks were easy to use.

Input from Services (PFA, Police & Fire)

Those schools that had used the services were impressed with the impact they had had on the children. These are some of the comments from the respondents;

'Footballers made a big impact on the children and definitely were a role model, especially for the boys. Children really took on board what the footballers told them about healthy eating. They had to design a meal for a footballer. One child suggested the drink Lucozade but was persuaded to change it to water after gentle questioning from the football player'.

'Better to have varied deliverer - enjoyed it more seeing the kit and the uniforms and having the 'experts' in. It was also good profile with the press, a really good scheme which showed community involvement'.

'Gave different dimension'

It is good for the children to 'listen to adults other than teachers'

They got important messages over to the children'.

It was good for the children to 'see speak and listen to recognised professions in normal surroundings in circumstances different from how they are usually seen'

Police support fantastic! Knowledge far in excess of the teacher on the issues

Police inputs invaluable

Kids impressed and listened because it was the police

A few schools did struggle to make contact with the services but for some schools that were contacted by the services it was the school that was struggling to 'fit them in' because it was too near the end of term.

In one area the Police force was annoyed because two went on the training but only one was relocated to help in schools

Would be nice to see a wider variety of PCSOs /Bobbies - Impression was that they were reluctant to come into school

Strengths of the Programme

The strength of the programme is the way it arms children with knowledge, understanding and skills to deal with issues that could make them unsafe. 'Understanding things that could harm them, about friendships and road safety gave them more confidence and awareness of how they could keep safe'.

It 'covers a wide range of issues thoroughly', was a comment from one respondent and from another, 'it's about children - not abstract - in context of their lives - so they had fun with it'.

The respondents said it presents situations to the children which they can identify with and then learn how to deal with them and it is the identification with the characters that helps.

Some explained how the programme helped explore feelings in an easy and helped look at positive and negative aspects of their feelings which has made them more caring towards each other.

From a teachers perspective it is user friendly and helps them to have a comprehensive approach to delivering the lesson.

In some schools it has brought about disclosures which the school has dealt with but it has been the programme that has 'helped the kids say what was happening'.

If not happy with things then would refer to Miss Dorothy - learn confidence - given power to say no to things and make right choices

Some comments from the respondents

Definitely raised self esteem especially the quite ones
Great in helping understand that it was OK to be different
Helped understand that you could share your problems with someone else
Helped pupils share ideas on how to stay safe
Helping hands a big hit
Just helped from every angle
It gave the children more freedom to express themselves
A lot of SEN's but all managed because they can all relate to the issues
Diet and healthy eating
Not to put themselves in risky situation
Instigated a lot of discussion

One respondent said how the children would talk about twagging when they get to Secondary school but now they say not to do that and instead to get an education to be able to get a good job. She said. 'this was not the feeling before the programme, attitudes have changed and it is seeing the good role models (in the services) that have made them see a different way'.

Other comments were;

Satisfies the requirements of Ofsted 'completely' (see graph 2 for other's opinions - a little 4 some elements 7 most elements 21 Completely 10)

Fits in well with SEAL

Fits in with 'our' deprived area issues

Good as a resource to tap into. If you have nothing it's great

Lots in place but Miss Dot contributed

www.missdorothy.com website

Children go on site most days to read the news. Used in lessons too.

Looked at dots diary every day.

Areas for development

The main area for development as identified by the respondents was training.

A few wanted every teacher in the school to receive the training input prior to implementation especially the Headteacher.

At the training session one respondent asked for, 'a discussion about how to fulfil lesson objectives when pupils get into discussion and there isn't time to finish the lesson', and another on 'how to fit into established programmes - should be used as a resource in conjunction with SEAL'.

One school reported PCSO had not had the training and they were 'not good' at engaging

Although these were some 'one off' remarks they are still worth noting;

Could not download characters from the Website

Front cover of all of the books had fallen off

Difficult to write on

Needs to be planned a year ahead

Finding an hour in an already overcrowded curriculum - most PSHE lessons last 30 - 40 mins

High turn over of children - not enough books

Needs to be pushed and promoted in Secondary's

Of the areas highlighted for development only two would require assistance from 'other people' to help to implement, namely a lead person for the services and helping to access Secondary Schools and get them involved in the Watch Over Me series which follows on from the Miss Dorothy programme. The remainder could be easily resolved 'in house'.

An outstanding 91% said the whole day had been at least OK but over 75% had given the day the highest score they could!

Among the workshops was one on exercise delivered by the community coaches which was rated the best workshop as 93% gave it their top mark followed closely by the lesson on knives which was delivered by the police at 84%.

Section 2

The Children's Evaluation

Elaine Loveridge the Youth Crime Reduction Officer for Wolverhampton organised the Y5 children from the schools involved in the pilot in her area to the Molineux Stadium for a day of Miss Dorothy workshops which involved the services.

The children appeared to gain a lot from the exercise session judging by their comments;

"I really enjoyed this activity because it was the first time I did a lot of exercise"

"It was cool because it learnt me new exercises"

"I thought it was very tiring but good fun"

"I enjoyed this session because Kevin told us how to warm up and exercise properly - excellent"

"I think that the exercise workshop was the best because I like sports and it taught me a lot of stretches before I play football".

"I want to do more".

Many Primary Schools do not have a qualified PE teacher although the teacher responsible for the PE curriculum will have been involved in some form of training. Therefore the services can play a vital role in enhancing the PE curriculum because of their specialist knowledge, understanding and skills.

The session on knives which was delivered by the police was very well received by the children. They commented on how they had not realised how much damage knives could do, the dangers and the importance of keeping away from them. They also enjoyed the fun element the police brought to the session and for one child it was "the very, very, very, very best one (session)" Once again the expert is vital when teaching specialised subject that teacher training does not - and cannot be expected to - cover.

Summary

The Miss Dorothy programme was welcomed by 99% of schools and of those schools 100% of the teachers were eager to do Miss Dorothy and of those who were not were involved in the programme they were disappointed!

The programme appears to have a huge impact on children's safety in ways that other PSHE programmes do not.

The services certainly play a vital role within the Miss Dorothy programme which has been identified by both the teachers and the children and therefore it is essential that the services and schools overcome any barriers to access.

The training needs to be cascaded within the schools and should be more focused on teachers needs.

To help the implementation of the programme there should be one person in each school who is responsible for the programme and a person ideally to represent the services. This would have an impact on the liaison between the schools and the service's and ensure access to the schools at a time appropriate to both.

So as not to lose the impetus and the good work achieved in the Primary's the Secondary schools should implement the Watch Over Me series

Workshops - agencies can't spread themselves so centralised days

Finally, it seems there are even more benefits if it is a whole community approach. When launching the programme involve the community and the services, access community funding and make a day of it!!

Miss Dorothy Evaluation - 2007

Teacher Questionnaire

Reference		Date	
School		weeks completed	
Teacher		Year group	
evaluator		ability	

This evaluation will cover the following areas:

- a. Your class approach to PHSE
- b. Your preparations to use the missdorothy.com learning programme
- c. Your chosen method of delivery for the programme
- d. Your experience of the Police/Fire/Football coach input
- e. What you perceive to be the strengths of the programme
- f. Your assessment of any areas for development
- g. Any further recommendations you may have to enhance the resource

Your feedback is important to us. All responses are anonymous and no attributable. The Miss Dorothy Foundation will use all information received through this evaluation to improve the educational resources for the future. You will be provided with a copy of the full evaluation in September 2007

Your class approach to PHSE

1. What resources do you use (if any) in the classroom for PHSE? (Other than missdorothy.com)

2. Which elements of these focuses on helping your pupils recognise and manage risk in their lives?

Preparation to use the missdorothy.com learning programme

3. How did you hear about the programme?

4. What training/information did you receive prior using the programme?

5. How would you grade this training / information?

1- Very poor

2 - Poor

3 - Average

4 - Good

5 - Excellent

6. How could the training be improved?

7. How soon before you commenced the programme did you receive the workbooks? Tick below

Less than one week

One week to one month

One month plus

8. How long did it take you to plan for the use of the programme?

9. What problems, if any did you encounter getting the programme in place?

Method of delivery

9. How did you introduce the programme to the children?

10. Would you do anything different next time? (If so what?) 11. How easy were the workbooks to use with your class?

1. Very difficult

2. Difficult

3. OK

4. Easy

5. Very easy

12. Would you recommend the programme to your colleagues? If so, why?

13. Did you use the website to download resources? If so what did you use?

14. Did your children access Dot's Diary or daily news on the website? If so, what did they learn from the activity?

Input from Police / Fire Service / Football Association

15. Which organisation has supported the delivery of the programme?

Police

Fire Service

Football Association

16. How did their attendance support the programme? (Free text)

Police

17.

Fire Service

18.

Football Association

8. What value did having the Police/Fire and football coaches add to the wider delivery of the programme?

19. How could this be developed? (Free text)

Police

20.

Fire Service

21.

Football Association

Strengths of the Programme

22. Did the programme help your children understand the benefits of a healthy lifestyle? If so, how? (E.g. feel good about themselves, understand things that harm us, eating/drinking habits) (Note top three only.)

1.

2.

3.

23. Did the programme help your class understand what they could do to stay safe? If so, please give some examples. (E.g. tell someone, walking home from school, Internet, avoiding accidents) (Note top three only.)

1.

2.

3.

24. How did the programme contribute to how your young people dealt with feeling confident and good about themselves. (Note top three only)

1.

2.

3.

25. How did the programme add to your children's' ability to relax and have fun?

26. What changes if any did you see in how your young people treat each other? (E.g. helping others, helping out with class tidying, spotting when someone needs help etc.)

27. Can you recall an example where the programme has influenced how your young people see themselves in a positive light in the future? (Good job, happy family, money in the bank etc.)

Areas for Development

28. How do you feel the Miss Dorothy learning programme fits with your expectations of a resource designed to support PHSE?

1. Not at all 2. A little 3. Some elements 4. Most elements 5. Completely

29. How do you feel the Miss Dorothy learning programme fits with your expectations of a personal safety resource as a class teacher?

1. Not at all 2. A little 3. Some elements 4. Most elements 5. Completely

30. How do you feel the Miss Dorothy learning programme satisfies the requirements of Ofsted in terms of managing risk?

1. Not at all 2. A little 3. Some elements 4. Most elements 5. Completely

31. "I would like to make the following comments on how the programme has impacted on my class."

Thank you for taking the time to complete this questionnaire