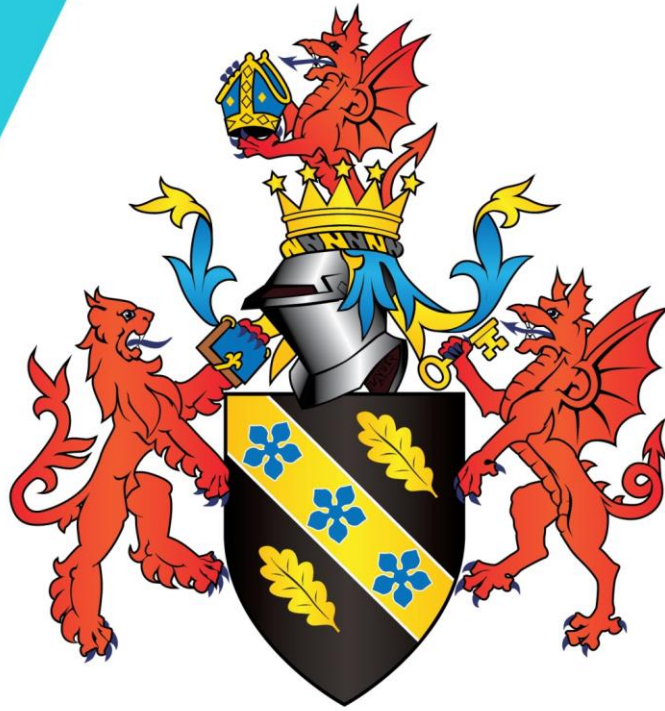




Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David



Hafan Cymru: Spectrum Project Evaluation Report

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Executive Summary

The report outlines the results in relation to the evaluation of Hafan Cymru's Spectrum Project carried out by a team at the University of Wales Trinity Saint David (UWTSD) during the academic year 2015/16. Two previous evaluations have been carried out: 2013/14 and 2014/15. The current evaluation mainly addresses two key recommendations highlighted in the report for the period 2014/15. The recommendations were as follows:

1. The questionnaire identified that at times the staff perspective on the way a child feels were considerably different and may indicate a lack of empathy and awareness of the child's perspective: *Develop a child-centred viewpoint which increases adult understanding of a child perspective.* Teaching Staff perspectives appear to be difficult to capture from a qualitative perspective given the areas that have been identified in the questionnaires in relation to staff there appears to be the need for further training with staff—this training could be based upon evidence of need through engaging in further research with staff.
2. Continued support for Hafan staff in; coding and analysing evaluation questionnaire data.

The following work has been completed:

1. Focus on Staff feedback: Focus groups N=5 with Teaching Staff attending Spectrum INSET training.
2. Coding and analysing questionnaire data : N= 1629 KS2&3; N=97 Staff

Findings and Recommendations

The two key aims of the research have been addressed in this evaluation, the findings are outlined below.

Analysis of pre and post session questionnaires

1. The staff evaluations indicates that there was a statistically significant change in understanding post session in regards to 'Power and Control' (Table 1). The data for KS2 and KS3 pupils also indicates that there was a statistically significant change in understanding post session in regards to 'Power and Control' (Table 2). This indicates that there was a very positive move from a general understanding by pupils as to the causes of Domestic Abuse to a very refined awareness that Domestic Abuse is directly related to issues of Power and Control.
2. It is clear from the session evaluations that staff and students know where to go for support if they were worried about abuse: It is evident that for KS2 (18%) and KS3 (17%) that 'Helpline e.g. Childline & Meic were the most likely to be sighted as where a pupil would access help (Graph 6 & 7).
3. Staff indicated post training that they considered one of the most important aspects of their role in supporting children at risk of domestic abuse was 'that I will listen' (47%) with 'that I am trustworthy' and 'that I will empathise and help them' coming joint second at 15% of the responses each (Chart 1).
4. For KS2 post session it appears pupils '*understood*' the 'facts' surrounding Domestic Abuse but were not convinced that other students who also attended

these lessons would change their behaviour. Most pupils indicated that they felt (Graph 4):

- a. they knew where to go for help, ($n= 595$)
 - b. knew that they should feel 'happy' ($n= 601$) in a relationship
 - c. understood the difference between a 'healthy and unhealthy relationship' ($n= 625$)
 - d. although slightly fewer pupils felt that after these lessons people would be 'nicer in relationships' ($n= 446$)
5. For KS3 pupils post session it appears they *understood* the 'facts' surrounding Domestic Abuse; in addition they also seem to understand what is acceptable/unacceptable in a relationship which bodes well for the futures.

Additional descriptive statistics of the data identify that:

- i. Staff: 16% of the Staff who undertook Inset training were male with 84% female.
- ii. The language of delivery was 1% through the medium of Welsh, 5% bilingual delivery and 94% through the medium of English
- iii. Training was delivered in: Powys, Caerphilly, Flintshire and Swansea with some delivery within Carmarthenshire, Neath Port Talbot and The Vale of Glamorgan
- iv. 67% of training was delivered in the afternoon with 33% delivered in the morning. It could be suggested that as the training was more likely to be delivered in the afternoon these sessions may be considered 'less important' by schools than the core curriculum; although further research would need to be undertaken to explore this in more detail.

Analysis of focus groups

From the focus groups it is evident that staff:

1. Understanding of domestic abuse as a result of the sessions improved: All staff in focus groups agreed that the Spectrum project had a positive impact on raising children's and staff awareness of domestic abuse and its possible effects.
2. In relation to taking on board a child centred perspective, all staff reflected on what more they could do in prompting PSE e.g.: providing additional resources around domestic abuse, well-being and relationship education.
3. All focus groups participants identified the need for such training but also identified an opportunity to engage the wider community e.g. parents in this training also. Wider issues affecting children and young people were noted around both socio-emotional and wider social impacts that are affecting children's well-being.
4. Delivery was effective and met the needs of school staff.

Analysis of Welsh Government Objectives

The evaluation provides some evidence to support Welsh Government Outcomes:

1. Promote awareness of, and to prevent, protect and support victims
2. Strengthen the strategic leadership and accountability for VAWDASV
3. Improve the consistency, quality and join-up of service provision in Wales.

Recommendations

Questionnaires and Focus Groups

It is evident that the Spectrum project delivers positive outcomes for both Staff, Students and the School; its positive impact and methods of delivery are seen to be effective. **Spectrum should continue to build on its success across Wales and target the areas that are least represented.**

Questionnaires

The evaluation questionnaires are useful tools in gathering evidence to demonstrate the impact and positive outcomes of the training. **Consideration should be given to ensuring the questionnaire is fit for purpose.**

Focus Groups

In addition the focus groups suggest that Hafan should:

- i. Continue to support of teachers through INSET training to raise awareness.
- ii. Consider supporting school staff further, in developing strategies and tactics within schools: e.g. develop action planning and the involvement of children further in addressing issues around DA VAW.
- iii. Consider involving the wider community in the training sessions: both teacher and parent involvement.
- iv. Further signposting of resources for staff to utilise.
- v. And consider broader impacts on children around DA and how to support staff to deal with this.

Background

The report outlines the results in relation to the evaluation of Hafan Cymru's Spectrum Project carried out by a team at the University of Wales Trinity Saint David (UWTSD) during the academic year 2015/16. Two previous evaluations have been carried out: 2013/14 and 2014/15. The current evaluation mainly addresses two key recommendations highlighted in the report for the period 2014/15. The recommendations were as follows:

1. The questionnaire identified that at times the staff perspective on the way a child feels were considerably different and may indicate a lack of empathy and awareness of the child's perspective: *Develop a child-centred viewpoint which increases adult understanding of a child perspective.* Teaching Staff perspectives appear to be difficult to capture from a qualitative perspective Given the areas that have been identified in the questionnaires in relation to staff there appears to be the need for further training with staff—this training could be based upon evidence of need through engaging in further research with staff.
2. Continued support for Hafan staff in; coding and analysing questionnaire data.

The following work has been completed:

1. Focus on Staff feedback: Focus groups N=5 with Teaching Staff attending Spectrum INSET training.
2. Coding and analysing questionnaire data : N= 1629 KS2&3; N=97 Staff

Hafan Cymru Spectrum Project Aims: Welsh Government Expectations

Welsh Government expectations in relation to the funding of the project include addressing delivery progress which is beyond the remit of this evaluation, however the aims of Hafan outlined in their delivery plan and the Welsh Government's strategic priorities to reduce the incidence of violence against women, domestic abuse and sexual violence can be considered in light of the evaluation results.

The Welsh Government's strategic priorities include the following:

1. promote awareness of, and to prevent, protect and support victims;
 - i. Change attitudes at an early age (*e.g. through working in schools*) and change public attitudes (*e.g. through media engagement, campaigns etc.*)
 - ii. Ensure victims are helped to remain in employment (*e.g. through your organisation's own workplace policy or supporting other organisations to achieve this*)
 - iii. Increase professionally trained staff working with victims (*outline what training, the number of recipients and how they benefitted*)
2. strengthen the strategic leadership and accountability for violence against women, domestic abuse and sexual violence; and
 - i. Demonstrate leadership both within your organisation and in influencing other bodies
 - ii. Demonstrate your organisation's commitment and plans to address VAWDASV
 - iii. Ensure VAWDASV is more visible and prioritised across Wales
3. Improve the consistency, quality and join-up of service provision in Wales.
 - i. Ensure a consistent and high quality service is available based on victim need (*e.g. services your organisation supports/funds and their outcomes/ outputs*)
 - ii. Ensure collaboration/multi agency working (*e.g. effective arrangements and outcomes from this collaboration*)
 - iii. Support victims to disclose to speciality organisations and the public service (*e.g. through effective awareness raising & established referral pathways*)
 - iv. Facilitate effective service user groups to contribute to the development and delivery of local or national policy and services.

- v. Provide a robust evidence base (*e.g. evidence of consistent data collection, monitoring and information sharing*)

Spectrum Project: Aims and Objectives

The Spectrum Project is Hafan Cymru's key preventative project and is an integral part of their mission of: "Preventing Abuse, Promoting Independence."

The Spectrum Project has the following key aims which also provide outcomes for the project:

- i. To help prevent Violence Against Women (VAW), Domestic Abuse (DA) and Sexual Violence (SV), by raising awareness and changing attitudes
- ii. To raise awareness amongst children and young people throughout Wales of what constitutes a healthy relationship, and the effects of VAW, DA and SV and to assist in changing their attitudes
- iii. To assist teachers and other school staff understand what constitutes DA, SV and VAW and a whole school response to these issues.
- iv. To create awareness within schools and other youth settings of what constitutes a healthy and an unhealthy relationship
- v. To enable young people to recognise and avoid abusive relationships and to help foster respect between individuals
- vi. To work with the Welsh Government, teachers, PSE Co-ordinators and Domestic Abuse Co-ordinators amongst others to ensure that the work of the Project delivers the strategies relevant to VAW, DA and SV and the PSE curriculum
- vii. To enable children and young people to know how and where to seek support and help if they or someone in their home are experiencing domestic abuse or sexual violence.

These key aims are supported by the following objectives:

- i. To raise awareness of DA, SV and VAW in primary and secondary schools throughout Wales by delivering sessions to young people their teachers and other school staff.

To use the Spectrum resources and sessions with teachers, PSE Coordinators and other school staff to demonstrate links to the school curriculum and clarify issues around young people and domestic abuse and sexual violence.
- ii. To encourage a whole school response to tackling domestic abuse, sexual violence and violence against women and ensure that everyone involved is aware of where help and support can be accessed.
- iii. To work with Domestic Abuse Co-ordinators and other stakeholders to deliver sessions in Crucial Crew and other youth events throughout Wales
- iv. To continuously review, evaluate and update- the work being done in schools to ensure it is being effective in changing attitudes and that it reflects the needs of young people
- v. To review the programme each year to ensure it reflects the needs of schools, in areas such as PSE, Numeracy and Literacy and in the Welsh Government's strategic priorities.
- vi. To keep local Domestic Abuse Forums informed of the work undertaken in their areas by the Project and work with them to promote the uptake of the Spectrum Project in schools.

Methodology

The third evaluation of the Spectrum Project focused on two key aims:

1. A qualitative exploration of the views of teaching staff.
2. Coding and analysing questionnaire data.

The data from this report will be able to identify whether the workshops change attitudes and understanding; how to improve delivery and suggestions for future research and modifications in the data collection process.

There were two components to the evaluation:

- i) qualitative focus groups teachers who attended a Spectrum inset training
- ii) data analysis of session evaluation questionnaires

This approach allowed for between methods triangulation with 'the aim of achieving convergent validity and testing the degree of external validity' (Hussein, 2009, 4). By 'combining both qualitative and quantitative' data collection methods this allows for a greater increase in 'the ability to rule out rival explanations of observed change and reduces scepticism of change-related findings' (Hinds, 1989, pp. 442). Denzin (2008, 317) sees a mixed method paradigm as part of the 'third methodological movement' which allows for between-methods triangulation through using a range of data collection methods on the same context; within this research, the analysis uses an 'interpretive techniques' approach (Denzin, 1970 *cited in* Cohen *et al*, 2011: 196; Adelman *et al*, 1980).

Questionnaire Analysis

Historical Development of Hafan Cymru Questionnaire

Hafan Cymru initially used a range of 'in house' questionnaires to assess the effectiveness of the delivery of sessions in schools exploring Violence against Women, Domestic Abuse and Sexual Violence as supported by the Welsh Government (2015). These sessions were delivered to KS2, KS3 and Staff inset training in schools across Wales. The original data collection tools were revised in 2014/15 to ensure that there was consistency between pre and post session questionnaires which reflected the

content of the sessions delivered. Thematic content analysis was used to ensure that the revised questionnaires reflected the content of the resources used in lessons. To undertake this process the teaching materials were coded to 'capture the dominant themes in' the texts supplied by Hafan Cymru (Lewis-Beck *et al*, 2004: 186). Through thematic content analysis of the original delivery materials it was evident that not all key themes were effectively represented in the questionnaires; in addition there was a lack of consistency between pre- and post- response options on some questions. Some 'open qualitative' questions were also added in order to gain insight to the perceptions of staff and students which would then be analysed through 'a qualitative commentary' (Myers & Shaw, 2004: 198). The revised questionnaires were developed to respond to these issues through matching response options for pre and post-sessions, reflecting the themes in the teaching materials and also considering the layout and literacy levels of respondent groups (Brace, 2008: 221). It was recognised that these questionnaires may need further refinement subject to trialling in the field.

Current Situation of Hafan Cymru Questionnaire

The data analysed in this report was collected by Hafan in Excel spread sheets. Unfortunately since the questionnaires which were redesigned by UWTSD were developed Hafan has again changed these data collection instruments; this has led to some real challenges for analysing the data provided. The questionnaires which were designed by UWTSD would have allowed for a range of statistical analysis to be undertaken through a set of linked questions for pre- and post- training. These questions would have given Hafan a set of results which would indicate whether responses to a question were significant. Correlational analysis as a paired samples is now only possible for one question on the Staff, KS2 and KS3 questions for pre- and post- training:

'Why does domestic abuse happen?'

The data beyond this question from the Hafan revised KS2, KS3 and Staff questionnaires were analysed even though this would be in the form of descriptive

statistics. In addition the response option questions, pre and post, were converted into cluster graphs to indicate trends

Focus Groups

The second evaluation of Hafan Cymru's Spectrum Project, highlighted the need to identify teaching staff perspectives to improve the delivery. Therefore this round of key aim was to explore the perspectives of teaching staff. Focus groups were therefore used as they enable the researcher to capture views, attitudes, beliefs and perceptions in an economical and participatory way (Litosseliti, 2003). While Spectrum pre and post programme questionnaires capture impact, discussion and observation with staff provide additional depth and breadth to understanding the impact of the Hafan sessions as well as their views and opinions (Krueger 2015). Focus groups and observations of sessions further provide triangulation of analysis alongside the questionnaire data therefore ensuring that conclusions drawn about the impact are robust (Creswell, 2013). It further enables the programme team to consider how the programme may be developed in the future.

Ethical Considerations

In all respects, the research was designed to comply with research protocols outlined in The BERA Charter for Research Staff in Education (2012) and Ethical Guidelines for Educational Research (BERA 2011). All research undertaken by staff of University of Wales: Trinity Saint David comply with current ethical standards, including: informed consent, anonymity, privacy, right to withdrawal, and respect for the Individual.

Furthermore, Trinity Saint David is fully committed to the UN Convention on the Rights of the Child and benchmarks its programmes against respect for children and young people. We fully endorse the challenges outlined by Roberts (2008: 264) when he states that:

...since research questions and research agendas are still largely the province of adults, children's narratives tend to be edited, re-formulated or truncated to fit our agendas...

The movement to acknowledge the power and legitimacy of the children and young people's voice (Gearon, 2003; Dahlberg, 2005, 2010; Moss, 2007) expects, for example, that researchers ensure that children and young people's active and informed consent is attained.

[Welsh and English Language Requirements](#)

Respondents were offered the option of completing questionnaires and being interviewed in either Welsh or English. Project staff were available to undertake any questionnaires or interviews bilingually. The University of Wales Trinity Saint David is a sector leader in the provision of Welsh medium resources, having full support of translation facilities.

[Collation and recommendation](#)

Ongoing dialogue took place with client contacts and key staff working on the project. This enabled us to collect the relevant data associated with the project as well as to establish a working relationship through which together we can implement the more participative elements of this evaluation.

Questionnaire / Focus Group Analysis

Questionnaire Analysis

The evaluation questionnaire analysis is based upon the following:

N= 97 Staff pre and post session evaluation questionnaires

N=692 KS2 pre and post session evaluation questionnaires

N= 931 KS3 pre and post session evaluation questionnaires

Results for Staff Questionnaire

The data from Quarter 1 and 2 were combined for analysis for Staff Pre- and Post-Training Questionnaire which had 97 respondents. 16% of the Staff who undertook the training were male with 84% female. The language of delivery was 1% through the medium of Welsh, 5% bilingual delivery and 94% through the medium of English. The Local Authority where Staff Training by Hafan Cymru was delivered included Powys, Caerphilly, Flintshire and Swansea with some delivery within Carmarthenshire, Neath Port Talbot and The Vale of Glamorgan (Graph 1).

Graph 1: Staff Training by Local Authority



Lessons for the delivery of Hafan Cymru's training was timetabled' 27% of the time with 73% of session indicated as not timetabled. 67% of training was delivered in the afternoon with 33% delivered in the morning. It could be suggested that as the training

was more likely to be delivered in the afternoon these sessions may be considered 'less important' by schools than the core curriculum; although further research would need to be undertaken to explore this in more detail.

There is now only one question which allows for any form of statistical analysis since the original design by UWTSD has been modified by Hafan. This meant that the 'pre and post' questions were deleted or modified to such an extent that it was impossible to run a statistical analysis on any other question. One question which still allowed for statistical analysis between pre- and post- staff, KS2 and KS3 questionnaires, although the UWTSD team also had to recode these responses, was:

'Why does domestic abuse happen?'

The Staff Evaluations for Q1 and Q2 were combined for analysis. The data indicates that there was a statistically significant change in understanding in regards to 'Power and Control' with a P value of $< .035$ in a Paired Samples Test (Table 1). This indicates that there was a positive move from a general understanding by staff as to the causes of Domestic Abuse to a more refined awareness that Domestic Abuse is directly related to issues of Power and Control.

Table 1: Staff Pre- and Post- Paired Samples Test

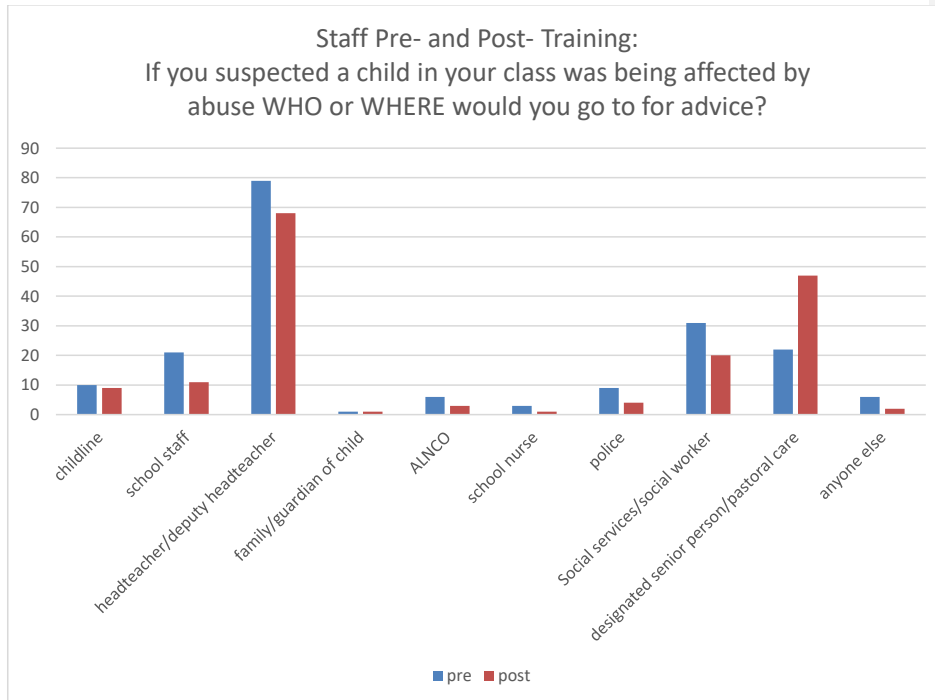
		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
Pair 1	Pre- Why does domestic abuse happen? - Post- Why does domestic abuse happen?	-.286	1.276	.134	-.551	-.020	-2.136	.035

Further questions were coded in such a way that only descriptive statistics could be considered. There was little change in the pre- and post- staff questionnaires in regard to

'If you suspected a child in your class was being affected by abuse WHO or WHERE would you go to for advice?'

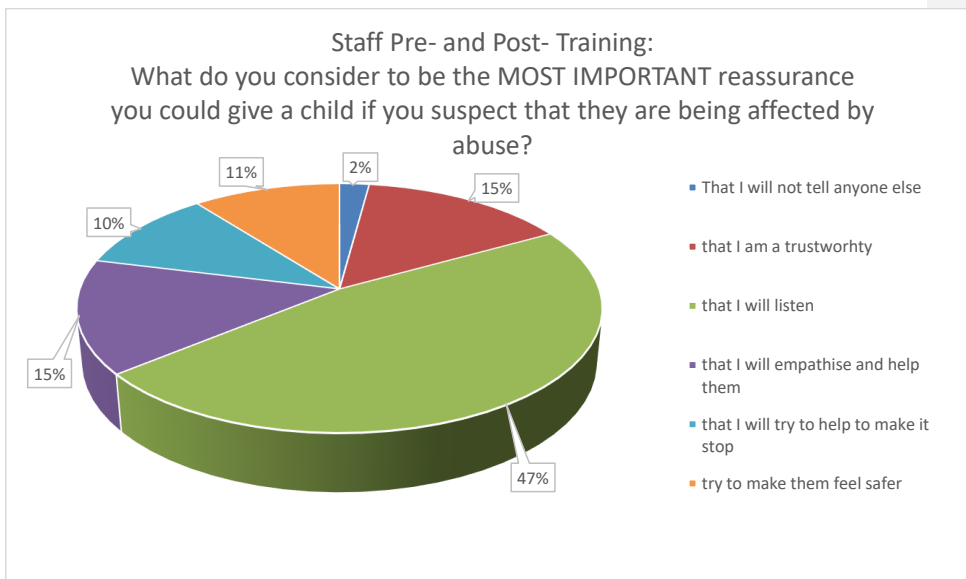
There was some movement from Head Teacher/Deputy Head Teacher to Designated Senior Person/Pastoral Care. There was a reduction in the number of staff who would go to the Social Services/Social Worker (Graph 2).

Graph 2: Staff Pre- and Post- Training: 'If you suspected a child in your class was being affected by abuse WHO or WHERE would you go to for advice?'



When asked Post- Training Staff indicated that they considered one of the most important aspects of their role in supporting children at risk of domestic abuse was 'that I will listen' (47%) with 'that I am trustworthy' and 'that I will empathise and help them' coming joint second at 15% of the responses each (Chart 1).

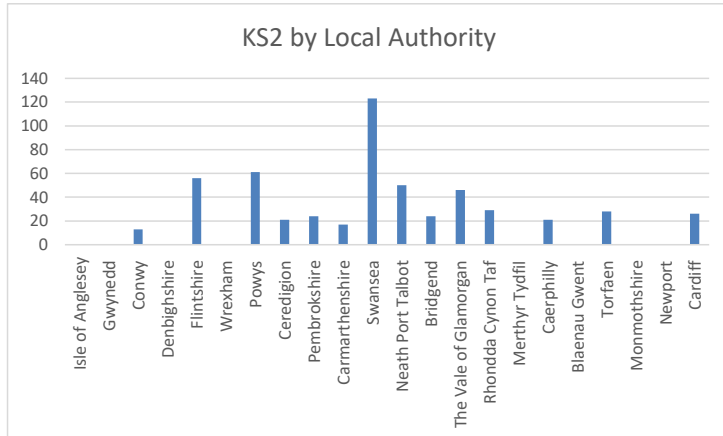
Chart 1: Staff Pre- and Post- Training: What do you consider to be the MOST IMPORTANT reassurance you could give a child if you suspect that they are being affected by abuse?



Results for KS2 Questionnaire

The data from Quarter 1 and 2 were combined for analysis for KS2 Pre- and Post-Lessons Questionnaire which had 692 respondents. 55% of the KS2 pupils who undertook the lessons were male with 45% female. The language of delivery for these lessons was 20% through the medium of Welsh, 7% bilingual delivery and 73% through the medium of English. The Local Authority where pupils' lessons by Hafan Cymru was delivered demonstrates that Swansea was where most sessions took place with Powys and Flintshire following behind. No lessons were delivered in the following Local Authority areas Isle of Anglesey, Gwynedd, Denbighshire, Wrexham, Merthyr Tydfil, Blaenau Gwent, Monmouthshire and Newport (Graph 3).

Graph 3: KS2 Lessons by Local Authority



The data indicates that there was a statistically significant change in understanding in regards to 'Power and Control' with a P value of < .001 in a Paired Samples Test (Table 2). This indicates that there was a very positive move from a general understanding by pupils as to the causes of Domestic Abuse to a very refined awareness that Domestic Abuse is directly related to issues of Power and Control.

Table 2: KS2 Pre- and Post- Paired Samples Test

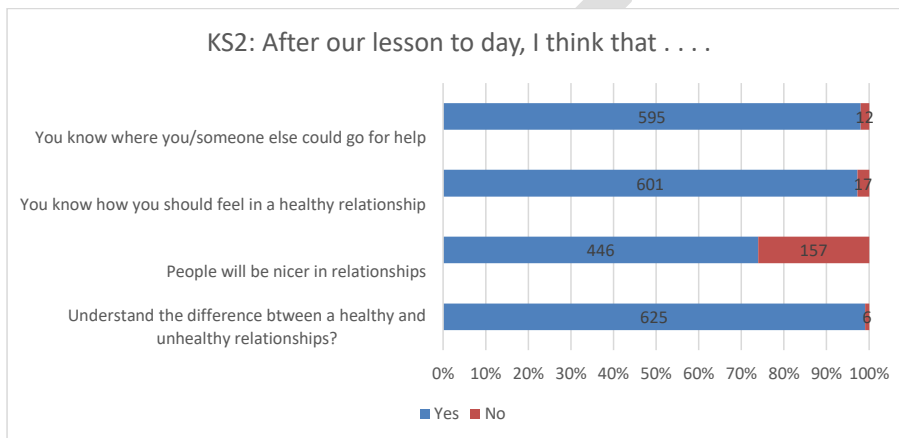
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	KS2 Pre- Why does domestic abuse happen? - KS2 Post- Why does domestic abuse happen?	-2.352	2.250	.088	-2.525	-2.180	-26.776	655	.000

Further questions were coded in such a way that only descriptive statistics could be considered.

Post-Lesson responses to 'After our lesson today, I think that . . .' indicated that most pupils felt that they knew where to go for 'help' (n= 595), knew that they should feel 'happy' (n= 601) in a relationship and understood the difference between a 'healthy

and unhealthy relationship' (n= 625). Although slightly fewer pupils felt that after these lessons people would be 'nicer in relationships' (n= 446) (Graph 4). Certainly it appears from the data that pupils 'understood' the 'facts' surrounding Domestic Abuse but were not convinced that other students who also attended these lessons would change their behaviour.

Graph 4: KS2 Post-Lessons: After our lesson to day, I think that . . .



Results for KS3 Questionnaire

The data from Quarter 1 and 2 were combined for analysis for KS3 Pre- and Post-Lessons Questionnaire which had 937 respondents. 47% of the KS3 pupils who undertook the lessons were male with 53% female. The language of delivery for these lessons was 20% through the medium of Welsh, 7% bilingual delivery and 73% through the medium of English. The Local Authority where pupils' lessons by Hafan Cymru was absent from the data collected by Hafan.

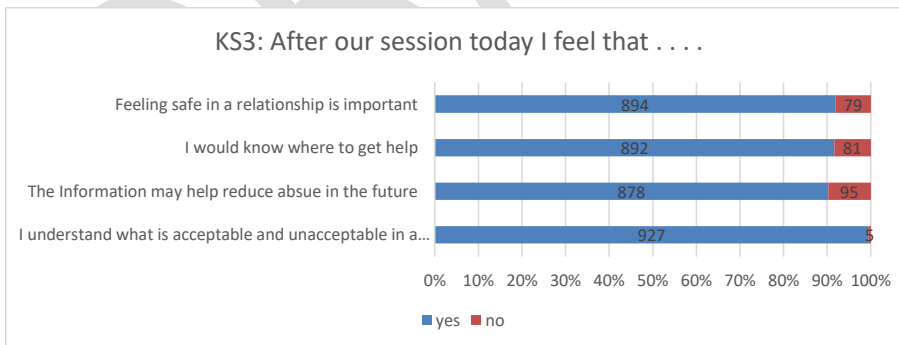
The data indicates that there was a statistically significant change in understanding in regards to 'Power and Control' with a P value of < .001 in a Paired Samples Test (Table 3). This indicates that there was a very positive move from a general understanding by pupils as to the causes of Domestic Abuse to a very refined awareness that Domestic Abuse is directly related to issues of Power and Control.

Table 3: KS3 Pre- and Post- Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	KS3 Pre- Why does domestic abuse happen? - KS3 Post- Why does domestic abuse happen?	-1.08410	2.27119	.08881	-1.25849	-.90971	-12.207	653	.000

Post-Lesson responses to ‘After our lesson today, I think that . . .’ indicated that most pupils felt that they knew that ‘feeling safe in a relationship is important’ (n= 894), knew that ‘I would know where to get help’ (n= 892). Although fewer pupils felt that after these lessons ‘the information may help reduce abuse in the future’ (n= 878) and finally a very strong feeling that pupils now ‘understand what is acceptable and unacceptable in a relationship’ (n= 927) (Graph 5). Certainly it appears from the data that KS3 pupils ‘understood’ the ‘facts’ surrounding Domestic Abuse; in addition they also seem to understand what is acceptable/unacceptable in a relationship which bodes well for the futures.

Graph 5: KS3 Post-Lessons: After our lesson to day, I think that . . .



Results for KS2 and KS3 Questionnaires

When considering some of the more generic questions regarding the timing and delivery of Hafan Cymru's lessons on Domestic Abuse it is interesting to note that the pupils' questionnaires differed from the staff responses; Staff indicated that up to 67% of training was delivered in the afternoon whereas pupils indicated that this was slightly lower at 53% of their lessons on Domestic Abuse being delivered in the afternoon. Again the slightly higher level of afternoon sessions may be related to the status of such lessons within the school curriculum.

The questionnaires for KS2 and KS3 only had a 'Pre-' lesson question for 'Have you HEARD of Domestic Abuse?'; the earlier questionnaires designed by UWTSD had this question both pre- and post- for Staff and pupils. This means that it is not possible to run a statistical analysis on the results although the 'pre- lesson question indicates that at KS2 53% pupils answered that they had heard of Domestic Abuse and 47% had not heard of the term. Whereas at KS3 87% of pupils had heard of Domestic Abuse; with only 13% having NOT heard of Domestic Abuse. This may be indicative either of maturation and exposure to the terminology within society and media. In addition some of these pupils may have had a number of lessons from Hafan in the past; it is difficult to ascertain from the data from where this knowledge came from originally.

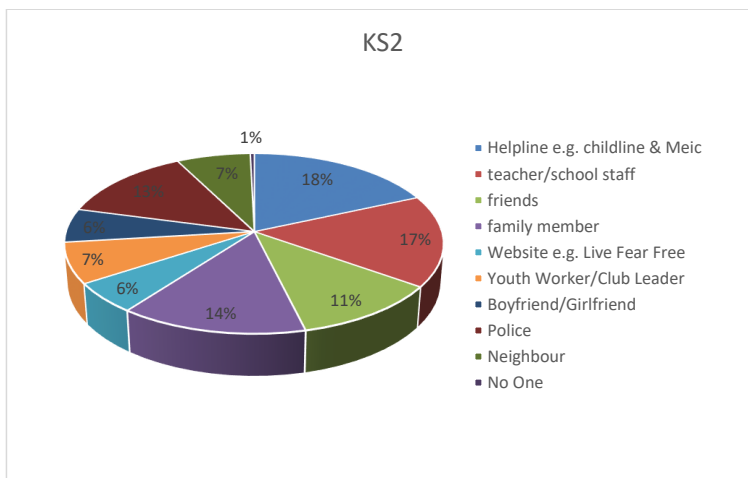
A post- lesson question was asked of both KS2 and KS3 in regard to where to access help which allowed for a comparison between cohorts.

KS2/KS3/KS2&3: If someone was worried about abuse WHO or WHERE could they go for help?

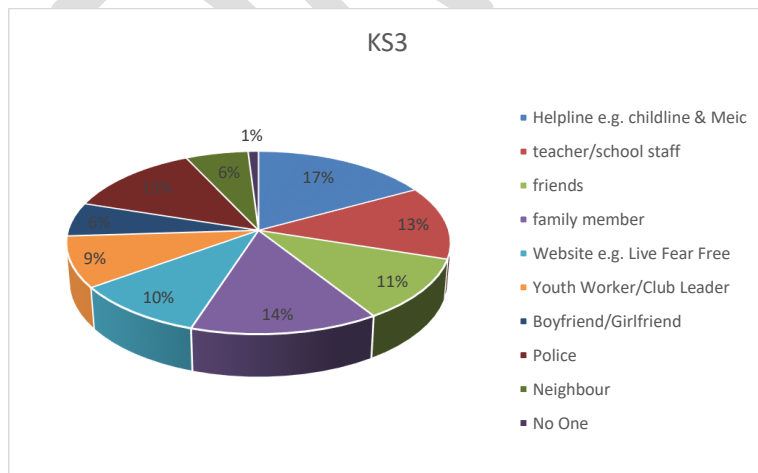
It is evident that for KS2 (18%) and KS3 (17%) that 'Helpline e.g. Childline & Meic were the most likely to be sighted as where a pupil would access help. With no-one being only 1% of both cohorts. There was a slight difference between pupils for 'Teach/School Staff' with KS2 (17%) more likely to go to these adults than KS3 (13%). The biggest differences was between the contacting of neighbours with 11% KS2

pupils and only 6% of KS3 pupils indicating that this was an appropriate person to go to for help (Graph 6 & 7).

Graph 6: KS2: If someone was worried about abuse WHO or WHERE could you go for help?



Graph 7: KS3: If someone was worried about abuse WHO or WHERE could you go for help?





Focus Groups / Observations Themes

In total 5 Primary Schools were visited with 5 focus groups and 4 session observations carried out. The total number of teachers who took part in the sessions was 23. Four key themes were identified:

1. Staff understanding
2. Impact of training
3. Child centred perspective
4. Further training / issues
5. Effective Delivery

Staff understanding

From the focus groups it is clear that staff gained a significant amount of knowledge from the session that is valuable to their practice and their work with Children:

Participant 1:

“learning about different types of behaviour for example how some people are controlling in relationships. Also how the effect of domestic abuse manifests itself in children”.

Participant 2:

“Being aware of behaviours. Psychological/ emotional – it’s useful to know the difference between these and also financial – this was a new controlling behaviour I hadn’t thought about before”.

Participant 3:

“Well – being – more important than academic in this school. Circle time/theme week/ study support/dino groups/ identify children that benefit from 1:1 so that they can offload anything. Taking the fears out of the basket as was shown in the training”.

Participant 6: *“Learnt effect on Children visual ball a good way to learn...”*



Participant 7: *“Amazed at high incidence”*

Participants 9: *“Different types of Abuse”, “Reinforces the importance of following school procedures”...*

Impact of training

All the staff in all focus groups agreed that the Spectrum project had a positive impact on raising children’s and staff awareness of domestic abuse and its possible effects

Participant 1: “

“...they couldn’t see how Harry Potter was being abused. It’s a norm to a lot of them: my brother does that to me all the time. Charlie Bucket – another exercise which showed (1) who had everything (2) who had nothing”.

Participants 9-22

“Made children realise that abusive relationships are not the norm”

“Created an environment where issues can be discussed easily”

“Made children from non-abusive environment realise that for some children life is very different”.

“Realise that there are places people that can go to for help...”

“Needs to be delivered to a wider age group...”

[From a staff perspective](#)

Participant 1:

“Learning about different types of behaviour for example how some people are controlling in relationships. Also how the effect of domestic abuse manifests itself in children”.



Participant 2:

“Being aware of behaviours. Psychological/ emotional – it’s useful to know the difference between these and also financial – this was a new controlling behaviour I hadn’t thought about before.”

Child-centred perspective:

Staff appeared to take on board children’s perspectives, however through discussing with them how children’s views and perspectives are taken into account the teachers reflected on what their current practice is but discussed at length what more they could do:

What do already:

Participant 2:

“We’re looking forward to having the workshops with the children. I do the puberty/sex talk already and we talk about relationships and the message that ‘no means no’. We talk about emotional safety around a positive relationship. Also Child line training – letters get sent home every 2 years. PSE lessons. This would fit in and compliment what we already do”.

Participants 4-5

- *Part of a PSE lesson – we could have one specifically on D.A.*
- *Class displays*
- *Childline number*

Participant 2:

“Yes, we have an eco-council box and school council box, worry box”.

Participant 3:

“Problem box in class – read them out anonymous and they have instant feedback – they are discussed at the end of the week”.



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Participant 9-22:

“Continue to embed SEAL”

“Whole school approaches”

“Continue to embed restorative practice”

What could do more off?

Participants 1-5

- *Involve the school council in the promotion of healthy relationships*
- *Create a display to promote healthy relationships*
- *Use social media to promote healthy relationships*
- *School assembly to promote healthy relationships*
- *Worry box*
- *Listening corner*
- *Break time/after school club*
- *Buddy benches*

Participants 1-2

Participant 2:

“The majority go and talk to a teacher. We thought of asking each child who they’d like as a designated person but problems could arise if this person was absent. A designated person only if a pupil suffered D. A. This would be for a specific reason otherwise they could talk to a teacher”.

Participant 1:

“Family of 5 members – so that they could talk to each of these 5 – this may be a good idea”.



Participant 1:

“One pupil used the room to sleep. We could use Spectrum Ted or Flick and Flack in the meithrin”.

Participant 2:

“Worry dolls – the children used to take them home and tell them the worry. Maybe we could get some more of these and do this again – it had a good impact”.

Participant 7:

“Healthy Relationships need to be revisited every year using older children as mentors”.

Participant 9-22:

- *Update posters –displays*

Participant 7: “Teaching essential need to get this right”



Further Training required / key issues that require attention:

Staff identified clearly additional training and issues that they felt required attention:

Two key issues were noted:

- i. the need for additional sessions for children but also parents were a key issue;*
- ii. Additionally links to resources that they could utilise would be beneficial.*

Participant 1:

"I'd like to book more sessions for the children. It might be possible to send something to the parents. Is there something to send parents?"

Participant 2:

"When doing sessions for children it would be useful. "Action for Children" – they offer early intervention. Confidence courses for mothers. Years 5 and 6 could have it as part of their PSE. Can we purchase some of the resources from today?"

Participant 2:

"I'd like to have the the Bridge Project. This is a nurture and training session with parents and children and confidence course with year 3 and 4".

Participant 3-5:

- Peer education programme for year 6.*
- We would value any training, happy to take on board.*
- Knowledge is power.*

Participant 8:

"A directory that is up to date e.g. referring children for counselling , age range changes, different, e-safety, UNCRC...."

Participant 7:

“Invite Parents to training, but they won’t come! “

Participant 3-5 identified some wider socio emotional and social issues having to deal with:

- *Foster care.*
- *Emotional baggage.*
- *Sullen and quiet.*
- *They’re sad. They are from large families and are young carers.*
- *There’s one young person who is always late – because he has to do things for his younger sister.*
- *We have some issues that come down to “Grand Theft Auto”, games that are “18” – we’ve done a talk on why they think its “18”.*

Participants 9-22:

1. *More info financial abuse*
2. *Support on Social Media*
3. *Physical resources for classes*
4. *Everything place but needs to be embedded.*



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Effective Delivery

The overall feedback was it was well delivered

Participant 1:

"Well delivered. I like the activities we did – kept me focussed".

Participant 2:

"Well delivered broken into smaller chunks"

Participant 3:

"You go on courses sometimes and you're talked at. This was more interactive, different activities, looking at people's opinions. Shows how people have different opinions".

One point raised was in relation to anybody who may be experiencing DA:

Participant 1:

"It wasn't massively new but everyone would have taken something away from it. A disclosure at the start may be useful e.g. what if staff had had experience of D. A? – say that they could leave if they want".

Findings

The two key aims of the research have been addressed in this evaluation, the findings are outlined below.

The Staff evaluations indicates that there was a statistically significant change in understanding in regards to 'Power and Control' (Table 1). The data for KS2 and KS3 pupils also indicates that there was a statistically significant change in understanding in regards to 'Power and Control' (Table 2). This indicates that there was a very positive move from a general understanding by pupils as to the causes of Domestic Abuse to a very refined awareness that Domestic Abuse is directly related to issues of Power and Control.

It is clear from the session evaluations that staff and student know where to go for support if they were worried about abuse: It is evident that for KS2 (18%) and KS3 (17%) that 'Helpline e.g. Childline & Meic were the most likely to be sighted as where a pupil would access help (Graph 6 & 7).

Staff indicated post training that they considered one of the most important aspects of their role in supporting children at risk of domestic abuse was 'that I will listen' (47%) with 'that I am trustworthy' and 'that I will empathise and help them' coming joint second at 15% of the responses each (Chart 1).

For KS2 post session it appears pupils '*understood*' the 'facts' surrounding Domestic Abuse but were not convinced that other students who also attended these lessons would change their behaviour. Most pupils indicated that they felt (Graph 4):

1. they knew where to go for help, ($n= 595$),
2. knew that they should feel '*happy*' ($n= 601$) in a relationship
3. understood the difference between a '*healthy and unhealthy relationship*' ($n= 625$).

4. Although slightly fewer pupils felt that after these lessons people would be '*nicer in relationships*' (n= 446)

For KS3 pupils post session it appears they *understood* the 'facts' surrounding Domestic Abuse; in addition they also seem to understand what is acceptable/unacceptable in a relationship which bodes well for the futures.

Additional descriptive statistics of the data identify

- i. Staff: 16% of the Staff who undertook the training were male with 84% female.
- ii. The language of delivery was 1% through the medium of Welsh, 5% bilingual delivery and 94% through the medium of English
- iii. Training was delivered in: Powys, Caerphilly, Flintshire and Swansea with some delivery within Carmarthenshire, Neath Port Talbot and The Vale of Glamorgan
- iv. 67% of training was delivered in the afternoon with 33% delivered in the morning. It could be suggested that as the training was more likely to be delivered in the afternoon these sessions may be considered 'less important' by schools than the core curriculum; although further research would need to be undertaken to explore this in more detail.

Focus groups

From the focus groups it is evident that staff:

1. Understanding of domestic abuse as a result of the sessions improved: All staff in focus groups agreed that the Spectrum project had a positive impact on raising children's and staff awareness of domestic abuse and its possible effects.

2. In relation to taking on board a child centred perspective, all staff reflected on what more they could do in prompting PSE e.g.: providing additional resources around domestic abuse, well-being and relationship education.
3. All focus groups participants identified the need for such training but also identified an opportunity to engage the wider community e.g. parents in this training also. Wider issues affecting children and young people were noted around both socio-emotional and wider social impacts that are affecting children's well-being.
4. Delivery was effective and met the needs of school staff.

Welsh Government Objectives

The evaluation provides some evidence to support Welsh Government Outcomes:

It can demonstrate that Hafan have successfully:

4. Promote awareness of, and to prevent, protect and support victims

Both the questionnaire and focus groups demonstrate that Hafan have raised awareness, changed attitudes from an "early" age. And influenced training of staff. It can also demonstrate that it is supporting Children, Young People and Staff to know how to and where to access support to some extent. The data provides clear evidence of those who have participated have benefited.

5. Strengthen the strategic leadership and accountability for VAWDASV

The reach of Hafan training is evident from the delivery but in this evaluation the number of evaluation responses of N=1726 and the focus groups. The sessions and evaluation therefore fully demonstrate the organisations commitment to addressing VAWDASV and how it has made it more visible and prioritised across the statutory Education Sector across Wales.

6. Improve the consistency, quality and join-up of service provision in Wales.

The evidence from the evaluation suggests that a quality and appropriate service is being offered to raising awareness across Wales in the statutory education sector. It also demonstrates that participants are provided with awareness training in relation to disclosure. The use of pre and post questionnaires and the investment in on-going “objective” evaluation demonstrate a commitment to developing a robust evidence base to inform future practice.

Recommendations

Questionnaires and Focus Groups

The Spectrum project delivers positive outcomes for both Staff, Students and The School; its positive impact and methods of delivery are seen to be effective. **Spectrum should continue to build on its success across Wales and target the areas that are least represented.**

Questionnaires:

The evaluation questionnaires are useful tools in gathering evidence to demonstrate the impact and positive outcomes of the training. **Consideration should be given to ensuring the questionnaire is fit for purpose.**

Focus Groups

In addition the focus groups suggest that Hafan should :

- i. Continue to support of teachers through INSET training to raise awareness.
- ii. Consider supporting school staff further: in developing strategies and tactics within schools: e.g. develop action planning and the involvement of children further in addressing issues around DA VAW.



- iii. Consider involving the wider community in the training sessions: both teacher and parent involvement.
- iv. Further signposting of resources for staff to utilise.
- v. and consider broader impacts on children around DA and how to support staff to deal with this.

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Appendix

Appendix 1 Focus Group Schedule



Focus Group Class room teachers.

The University of Wales Trinity Saint David are carrying out an evaluation of Hafan Cymru's Spectrum project. The aim of the evaluation is to assess both the quality of the provision as well as its impact on participant's awareness of domestic abuse.

The Focus Group will last for 20-30 minutes

The evaluation team and Hafan Cymru would like to take this opportunity to thank you for taking the time to engage with the study.

CONSENT HAFAN CYMRU EVALUATION: SPECTRUM PROJECT

Iconsent to Participate in the Evaluation of Hafan Cymru's Evaluation of their Spectrum Project with the University of Wales Trinity Saint David :

I also understand that although the data from this study may be published, my identity will be kept confidential.

(Signature) (Date)



Introduce yourselves, gain written consent.

Short Focus Group 20-30 minutes.

There are two sets of questions, 1 specific to INSET training engaged in and 1 in relation to their view on any delivery they have experienced for their children. You may only need to explore questions in section 1.

1. Section 1: Below is to explore impact of Inset Training:

Theme 1 : Staff understanding of issues as a result of session
<p>Q1: Having engaged in the inset training could you outline to what extent your knowledge of the subject has improved and in what ways?</p> <p><i>Probe: What learnt, how it may impact practice...?</i></p>
<p>Q2 Would you now feel confident in addressing the issues raised with your children/ pupils? How might you go about this?</p> <p><i>Probe: Examples</i></p>
Theme 2: Child-centered perspective:
<p>Q3: What strategies might you adopt to further children's understanding of the issues raised today?</p> <p><i>Probe: To what extent are Children's views and perspectives taken into account? How could this be done?</i></p>
Theme 3: Further Training required / key issues that require attention:
<p>Q4 What if any additional support/ information/ training do you require to support children in relation to the issues raised today (e.g. domestic abuse....)</p> <p><i>Probe (Examples)</i></p>
<p>Q5 Could you outline what the key issues are currently in your school that you feel need addressing and were additional support may be required?</p> <p><i>Probe: e.g bullying, sexual relationships and relationships on-line?</i></p>

Commented [A1]: where?



2. Section 2: The questions below are specifically in relation to the delivery of the Spectrum project to pupils (this may not be relevant to all inset training).

Theme 4: Impact of Spectrum Project

What do you believe are the positive outcomes for children/ young people as a result of engaging in the Spectrum project?

(Prompts... do you think it makes a different to their awareness of domestic abuse and what ways?)

Commented [A2]: difference?

Can you tell me about any examples of positive outcomes for your pupils as a result of engaging in the spectrum project

(prompts) examples of where awareness has been raised or it has made a difference to a child/ young person)?

Are there any wider impacts you can think in relation to the spectrum project

(prompts, e.g. does it help to address issues of positive relationships that may influence other PSE objectives in and beyond school)?

Commented [A3]: think of in relation?

Question 4 (wider reach/ areas for improvement)

From your perspective do you think the Spectrum project could be improved upon in any way? If so in what ways?

(prompts delivery, impact, reach.....)

How well do you think the spectrum project addresses issues faced by young people today



Any other comments

Please outline any other comments you would like to make in relation to the spectrum project.

1. While there is evidence to support that staff and pupils know that they can ask for help there would seem to be the need for :
 - a. *Further focused sessions with staff/school to identify procedure/designated person and*
 - b. *For pupils sessions need either greater clarity or reinforce of understanding of who is an appropriate adult to **information** about domestic abuse.*
2. There appears to be a lack of **understand** indicated in staff responses in regard to their role of 'making the abuse stop'. Staff appear not to see this as their responsibility:
 - a. *Further focused sessions which outline roles and responsibilities at teacher, head teacher and other school staff levels.*
3. Further enhance teacher specific strategies to support children and reduce abuse. Teachers need to be reassured that there is both a clear whole school strategy and a supportive environment for disclosures.
4. *For Key stage 3 & 4 it was identified in both the questionnaire and focus groups/observations the need to have extra sessions for specific issues indicated by the pupils. As well as enhance current provision including more*

Commented [A4]: inform?

Commented [A5]: understanding?



in depth sessions, and relate to a range of relevant and associated topics, e.g bullying, sexual relationships and relationships on line. .

Delivery Recommendations

3. Children and Young people responded well to the participatory nature of the delivery but some requested more participation and inclusion.
4. Consideration of Inclusion of more multimedia, online resources to support delivery.
5. The questionnaire identified that at times the staff perspective on the way a child feels were considerably different and may indicate a lack of empathy and awareness of the child's perspective: *Develop a child-centred viewpoint which increases adult understanding of a child perspective.*
6. For both staff and pupil sessions would benefit for more time to explore issues in depth and provide opportunities for discussion.

Many thanks for taking the time to be interviewed.



Grŵp Ffocws Athrawon Dosbarth

Mae Prifysgol Cymru Y Drindod Dewi Sant yn cynnal gwerthusiad o brosiect Sbectrwm gan Hafan Cymru. Nod y gwerthusiad yw asesu ansawdd y ddarpariaeth yn ogystal â'i heffaith ar ymwybyddiaeth cyfranogwyr am gam-drin domestig.

Bydd y Grŵp Ffocws yn parhau am 20-30 munud

Hoffai'r tîm gwerthuso a Hafan Cymru fanteisio ar y cyfle hwn i ddiolch ichi am roi o'ch amser i gymryd rhan yn yr astudiaeth.

CYDSYNIO I WERTHUSIAD HAFAN CYMRU: PROSIECT SBECTRWM

Rwyf i yn cydsynio i gymryd rhan yn y Gwerthusiad o Brosiect Sbectrwm gan Hafan Cymru ar y cyd â Phrifysgol Cymru Y Drindod Dewi Sant.

Deallaf hefyd er ei bod yn bosibl y cyhoeddir y data o'r astudiaeth hon, y cedwir unrhyw fanylion amdanaf yn gyfrinachol.

(Llofnod) (Dyddiad)



Cyflwynwch eich hun, sicrhewch gydsyniad ysgrifenedig.

Grŵp Ffocws Byr 20-30 munud.

Mae dwy set o gwestiynau. Mae un yn benodol i'r Hyfforddiant mewn Swydd y cymerwyd rhan ynddo ac un yn gysylltiedig â'u barn am unrhyw ddulliau cyflwyno i'w plant y buont yn dyst iddynt. Mae'n bosibl mai cwestiynau yn adran 1 yn unig y bydd angen ichi eu harchwilio.

3. Pwrpas adran 1 isod yw archwilio effaith Hyfforddiant mewn Swydd:

Thema 1: Dealltwriaeth staff o'r materion yn sgil y sesiwn

C1: Ar ôl ymgymryd â'r hyfforddiant mewn swydd, allwch chi nodi i ba raddau mae'ch gwybodaeth am y pwnc wedi gwella ac ym mha ffyrdd?

Holi ymhellach: Beth a gafodd ei ddysgu, sut gallai effeithio ar arfer...?

C2 Fyddech chi bellach yn teimlo'n hyderus wrth fynd i'r afael â'r materion a godwyd gyda'ch plant/disgyblion? Sut byddech chi'n mynd ati i wneud hyn?

Holi ymhellach: Enghreifftiau

Thema 2: Safbwynt plentyn-ganolog:

C3: Pa strategaethau fyddech chi'n eu dilyn er mwyn gwella dealltwriaeth plant am y materion a godwyd heddiw?

Holi ymhellach: I ba raddau y caiff ystyriaeth ei rhoi i farn a safbwyntiau'r plant? Sut mae modd gwneud hyn?

Thema 3: Angen hyfforddiant pellach / materion allweddol sydd angen sylw:

C4: Pa gymorth / gwybodaeth / hyfforddiant pellach (os o gwbl) sydd eu hangen arnoch chi er mwyn cefnogi plant ynglŷn â'r materion a godwyd heddiw (e.e. cam-drin domestig...)

Holi ymhellach: (Enghreifftiau)

C5: Allwch chi nodi beth yn eich barn chi yw'r materion allweddol y mae angen mynd i'r afael â nhw yn eich ysgol chi ar hyn o bryd a ble mae angen cymorth ychwanegol o bosibl?

Holi ymhellach: e.e. bwlio, perthnasau rhywiol a pherthnasau ar-lein?



4. Adran 2: Mae'r cwestiynau isod yn benodol yn gysylltiedig â chyflwyno prosiect Sbectrwm i ddisgyblion (mae'n bosibl na fydd hyn yn berthnasol i'r holl hyfforddiant mewn swydd).

Thema 4: Effaith Prosiect Sbectrwm
<p>Yn eich tyb chi beth yw'r deilliannau cadarnhaol i blant/pobl ifanc yn sgil cymryd rhan ym mhrosiect Sbectrwm?</p> <p><i>(Promt...yn eich barn chi, ydy e'n gwneud gwahaniaeth i'w hymwybyddiaeth o gam-drin domestig, ac ym mha ffyrdd?)</i></p>
<p>Allwch chi ddweud wrthyf i am unrhyw enghreifftiau o ddeilliannau cadarnhaol i'ch disgyblion chi yn sgil cymryd rhan ym mhrosiect Sbectrwm?</p> <p><i>(promt... enghreifftiau lle codwyd ymwybyddiaeth neu lle mae wedi gwneud gwahaniaeth i blentyn/berson ifanc)?</i></p>
<p>Allwch chi feddwl am unrhyw effeithiau ehangach mewn perthynas â phrosiect Sbectrwm?</p> <p><i>(promt, e.e. ydy e'n helpu mynd i'r afael â materion yn ymwneud â pherthnasau cadarnhaol a allai ddylanwadu ar amcanion ABCh eraill o fewn a thu hwnt i'r ysgol)?</i></p>

Cwestiwn 4 (cwmpas ehangach / meysydd i'w gwella)
<p>O'ch safbwynt chi a ydych chi o'r farn y gellid gwella prosiect Sbectrwm mewn unrhyw fodd? Os felly ym mha ffyrdd?</p> <p><i>(promt – dulliau cyflwyno, effaith, cwmpas...)</i></p>
<p>Yn eich tyb chi pa mor dda y mae prosiect Sbectrwm yn mynd i'r afael ag anawsterau y mae pobl ifanc yn eu hwynebu heddiw?</p>



Unrhyw sylwadau eraill

A wnewch chi nodi unrhyw sylwadau eraill yr hoffech eu gwneud mewn perthynas â phrosiect Sbectrwm.

5. Ceir tystiolaeth i gefnogi'r rhagdybiaeth bod staff a disgyblion yn gwybod y gallant ofyn am help, ond ymddengys fod angen y canlynol:
 - a. *Mwy o sesiynau â ffocws gyda'r staff/ysgol er mwyn dynodi gweithdrefnau/yr unigolyn dynodedig ac*
 - b. *Yn achos y disgyblion, yn y sesiynau mae angen naill ai fwy o eglurder neu atgyfnerthu'r ddealltwriaeth o bwy sy'n oedolyn priodol i'w hysbysu am gam-drin domestig.*
6. Ymddengys fod ymatebion staff yn nodi diffyg dealltwriaeth ynghylch eu rôl o ran 'gwneud i'r cam-drin ddod i ben'. Ymddengys nad yw staff yn gweld hyn yn gyfrifoldeb arnynt hwythau:
 - a. *Mwy o sesiynau â ffocws sy'n nodi rolau a chyfrifoldebau ar lefel athro/athrawes, pennaeth a staff eraill yr ysgol.*
7. Gwella ymhellach strategaethau ar gyfer athrawon yn benodol, er mwyn cefnogi plant a lleihau cam-drin. Mae angen rhoi sicrwydd i athrawon y ceir strategaeth ysgol gyfan eglur ynghyd ag amgylchedd sy'n gefnogol i ddatgeliadau.
8. *Ar gyfer Cyfnodau Allweddol 3 a 4, dynodwyd yn yr holiadur a'r grwpiau ffocws/arsylwadau bod angen cynnal sesiynau ychwanegol ar gyfer materion*



penodol a nodwyd gan y disgyblion, yn ogystal â gwella'r ddarpariaeth gyfredol, gan gynnwys sesiynau mwy manwl, a chysylltu ag ystod o bynciau perthnasol a chysylltiedig, e.e. bwlio, perthnasau rhywiol a pherthnasau ar-lein.

Argymhellion ynghylch Dulliau Cyflwyno

7. Ymatebodd plant a phobl ifanc yn dda i natur gyfranogol y dulliau cyflwyno ond gofynnodd rhai am fwy o gyfranogiad a chynhwysiant.
8. Rhoi ystyriaeth i gynnwys mwy o adnoddau amlgyfrwng, ar-lein i gefnogi'r dulliau cyflwyno.
9. Dynododd yr holiadur fod barn y staff ynghylch sut mae plentyn yn teimlo'n amrywio'n sylweddol ar brydiau a gallai hyn ddangos diffyg empathi ac ymwybyddiaeth am safbwynt y plentyn: *Datblygu safbwynt plentyn-ganolog sy'n cynyddu dealltwriaeth oedolion am safbwynt y plentyn.*
10. Ar gyfer y staff a'r disgyblion, byddai'n fuddiol cael mwy o amser yn y sesiynau i archwilio materion yn fanwl a darparu cyfleoedd am drafodaeth.

Diolch yn fawr am roi o'ch amser i gael eich cyfweld.

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Appendix 2

INSET Training attended

School Names and County	SLO	Language
Ysgol Bro Tawe Ystradgynlais	Rhianydd Lewis	English
Hafod Primary - RCT	Lesley Curtis	English
Ysgol Carrog & Caer Derwyn Powys	Sian Griffith	Welsh
Tre Uchaf Primary Swansea	Lesley Curtis	English
Caerau Primary Maesteg		English

