

MENTORS IN VIOLENCE PREVENTION PROGRAMME

UPDATED MARCH 2023

INSIGHT INTO YOUNG PEOPLE & SCHOOL STAFF VIEWS



PREPARED AND PRESENTED BY
MERSEYSIDE YOUTH ASSOCIATION

Merseyside Youth Association's

**Mentors in
Violence
Prevention**



CONTENTS

INTRODUCTION

YOUNG PEOPLE

- Mentors & mentees
- What young people say about MVP
- Films: Working with Collaborate Digital
- Breakdown of participants
- Scenarios
- Asking for help and support
- Worries and concerns
- Mental health & emotional wellbeing

SCHOOL STAFF

- Breakdown of participants
- Confidence levels dealing with different issues
- Staff skills
- Embedding mental health and resilience support in schools
- Mental health issues and priorities
- Impact of Covid-19 in schools
- Training requirements
- Strategies to support staff wellbeing
- MVP & PSHE benefits

INTRODUCTION

What is the Mentors in Violence Prevention Programme?

Merseyside Youth Association's Mentors in Violence Prevention (MVP) is a peer education programme. Funded by the Merseyside Violence Prevention Partnership, it provides young people with the language and framework to explore and challenge the attitudes, beliefs and cultural norms that underpin gender-based violence, bullying and other forms of abuse while building resilience and promoting positive mental health.

By supporting schools to have a 'whole school' approach to early intervention and prevention of bullying, harassment and risky behaviours, the programme empowers pupils to identify and communicate concerns with peers and school staff alike.

At the end of the school year, we hold a 'graduation event' for all mentors. Watch the 2023 event [here](#).



"MVP is an incredible journey for The RAISE Team to take schools on. It is incredibly rewarding to see the mentors develop their skills and confidence in topics that are important and be able to relate this information to younger pupils.

It is an empowering and inspiring programme, and to see pupil-led conversations around topics such as racism, online abuse, suicide and much more is amazing."

Leigh Horner, MVP Project Coordinator, RAISE Team.

ABOUT THIS REPORT

Following the delivery of each MVP session, Merseyside Youth Association's RAISE mental health promotion team have been inviting members of the workforce and students to take part in online surveys.

The surveys explore similar topical and current issues but through the eyes of each audience (staff and students). They are asked how they would respond to a range of situations that relate to areas covered in the MVP programme.

This report captures the survey responses - views held by young people and school staff, reinforcing the value of the MVP programme.

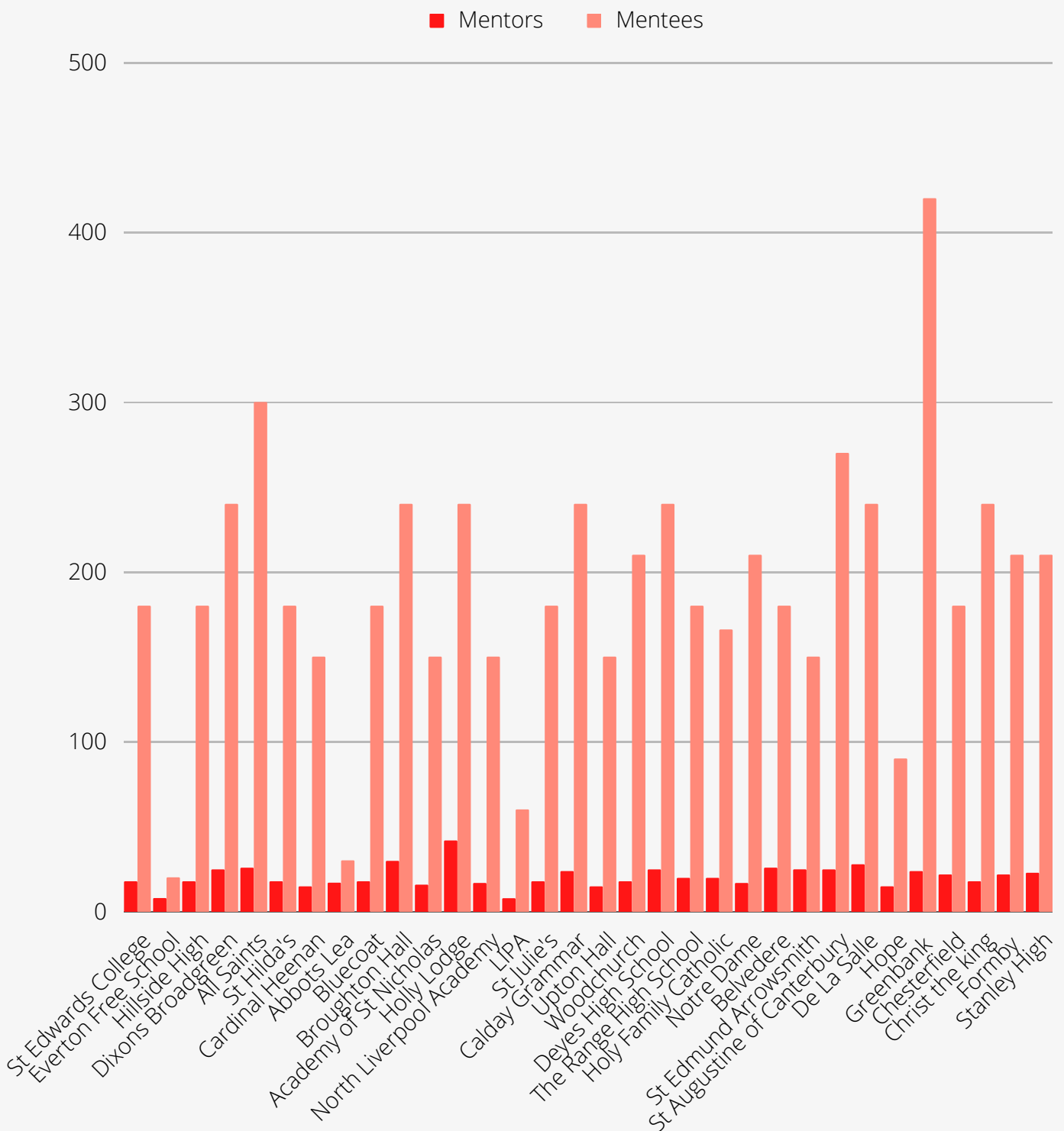
Comparisons between local authorities have been highlighted where differences in views are evident.

It should be read alongside the **Evaluation of the Mentors in Violence Prevention Programme across Merseyside** - researched and written by Nadia Butler, Charley Wilson, Rebecca Bates and Zara Quigg, Public Health Institute, Liverpool John Moores University.



YOUNG PEOPLE

661 mentors have completed the MVP training, who then went on to train 6066 mentees (to the end of the 2023 spring term)



YOUNG PEOPLE

What young people said about the MVP Programme

What part of the course had the biggest impact on you, and why?

“The part of the course where we were taught about how media representation affects people's views and just society as a whole.

It made me realise just how influential things online are and how we should be careful.”

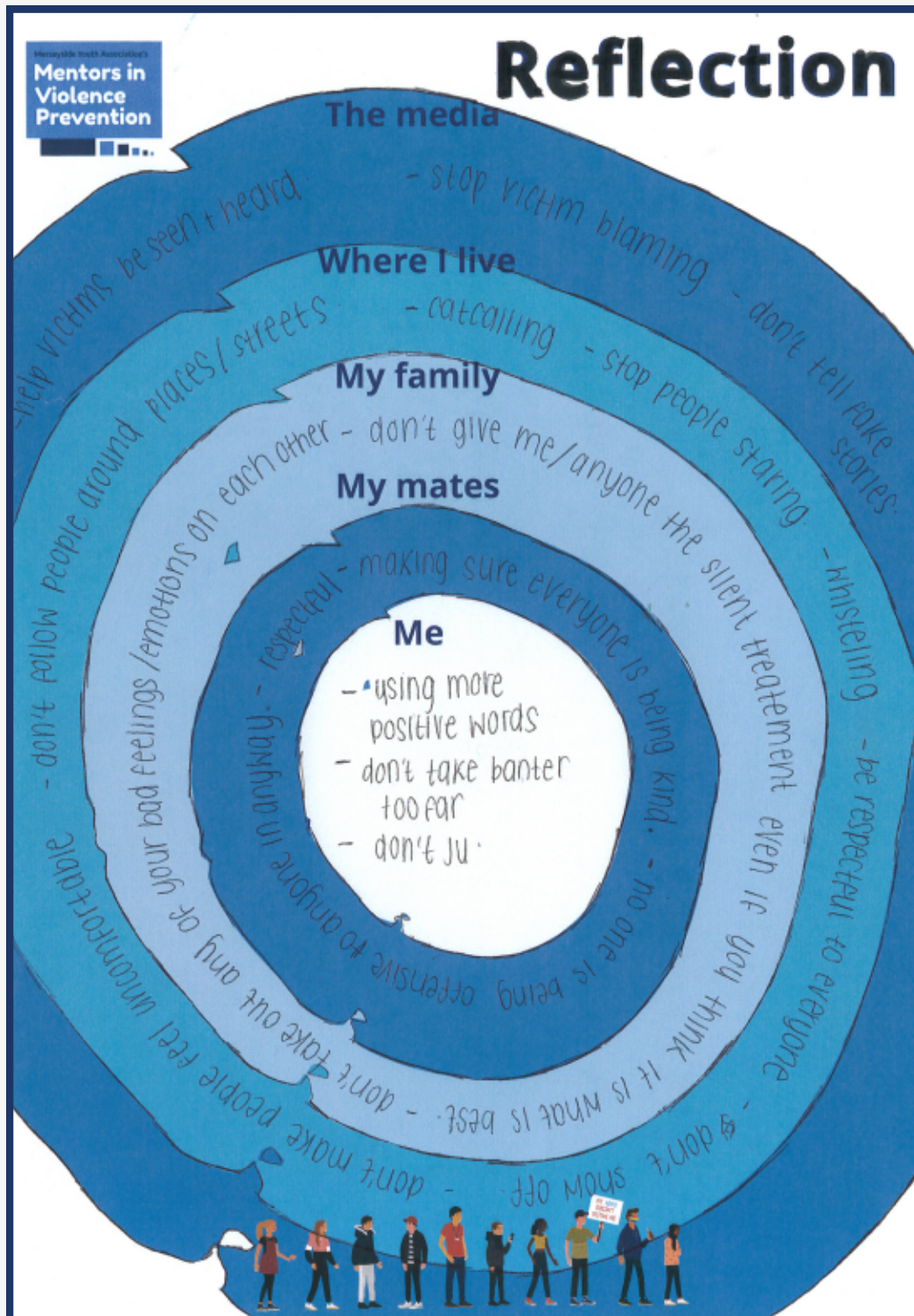
- Bluecoat Mentor in Violence Prevention

What do you think about the top three topics you will be delivering? Do you think they are the biggest issues? Or do you think there is something else?

“I think racism is an a big issue in the list. I think we also need to talk about homophobic bullying and sexual harassment in school as well as racism because these are things that will affect those who are the victims of this abuse for the rest of their lives. I believe all the topics overall should be talked about because there is at least one that affects or will affect all of us whether we like or not.”

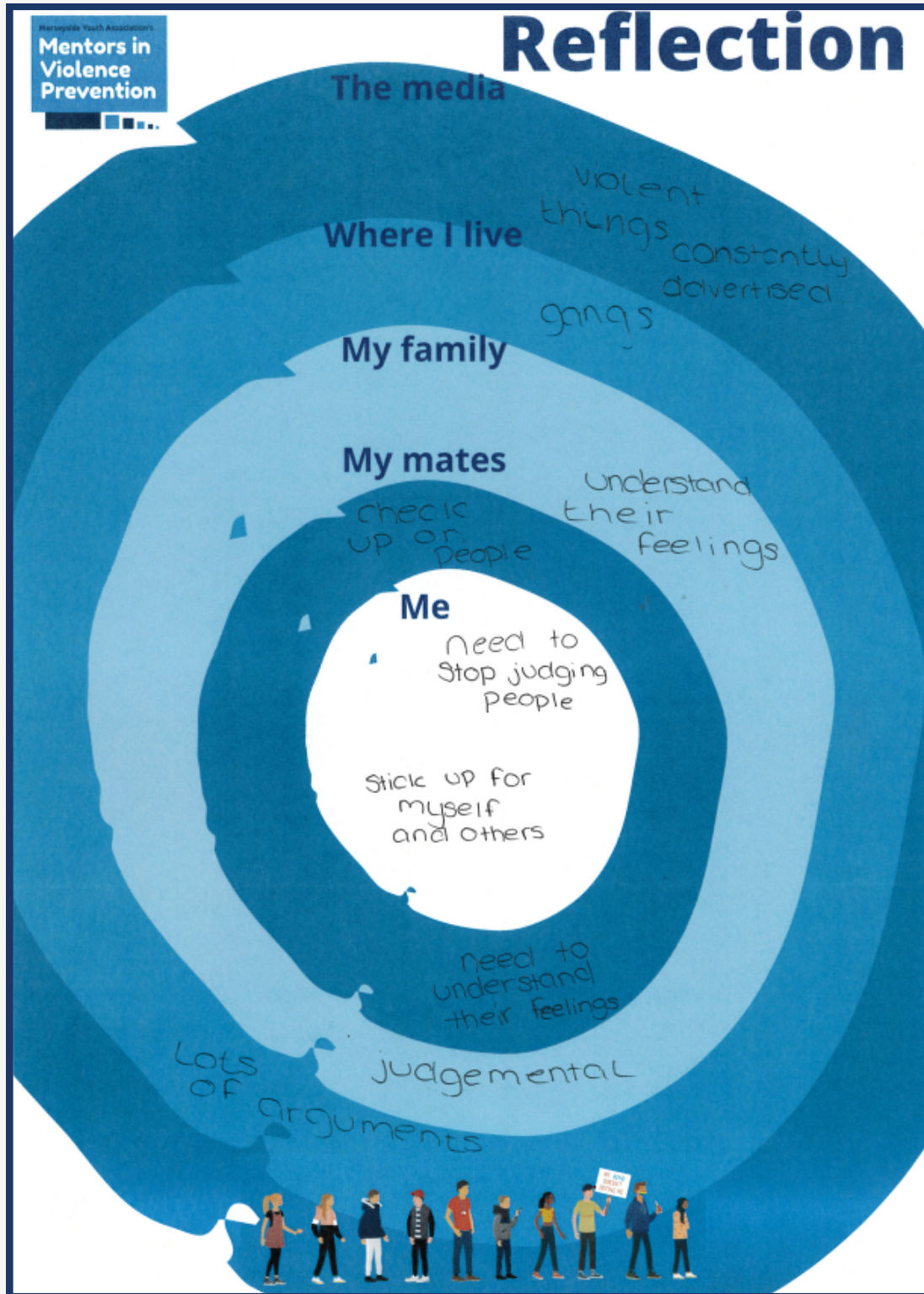
YOUNG PEOPLE

Lasting Thoughts: What young people said when reflecting on the MVP Programme



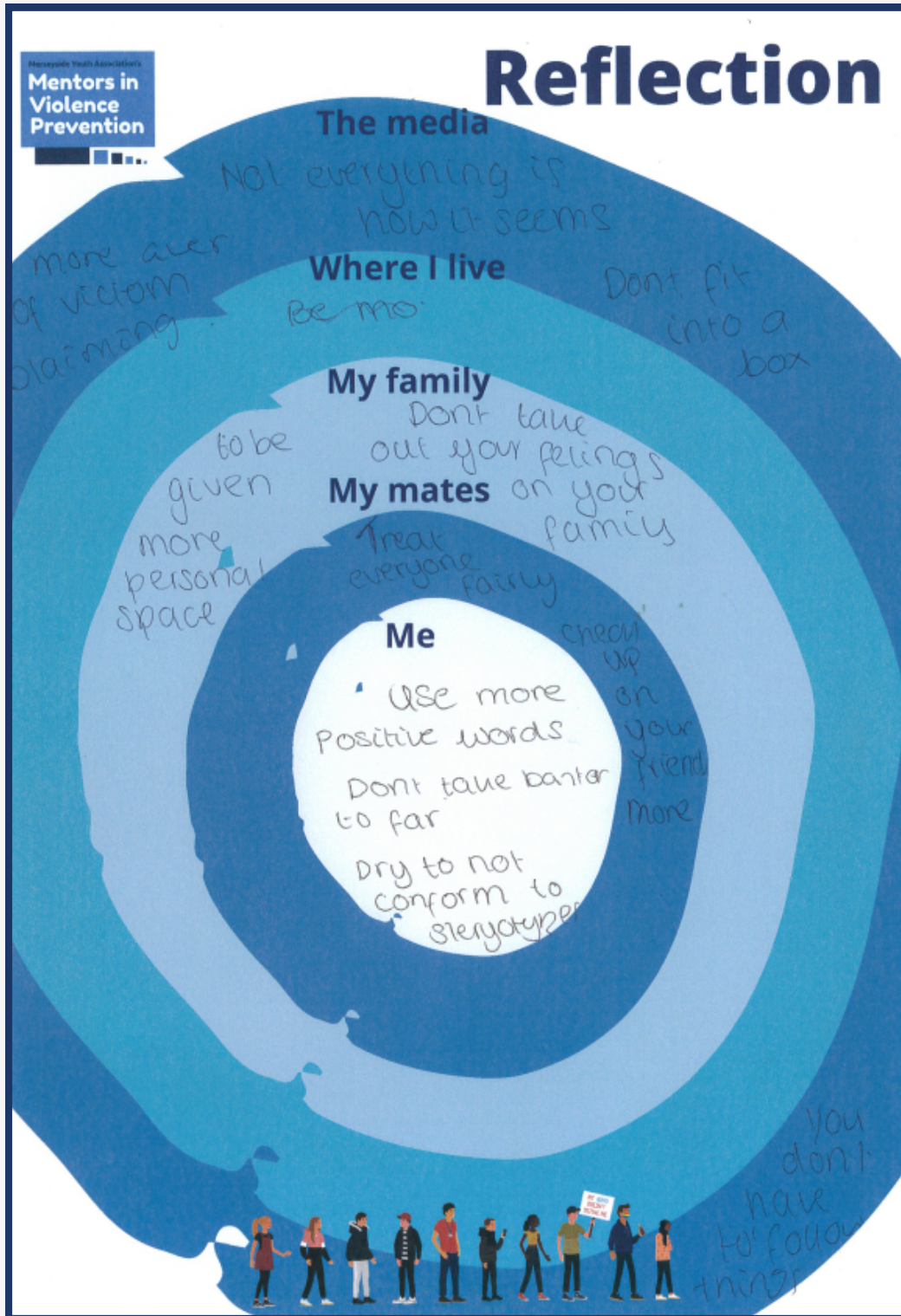
YOUNG PEOPLE

Lasting Thoughts: What young people said when reflecting on the MVP Programme



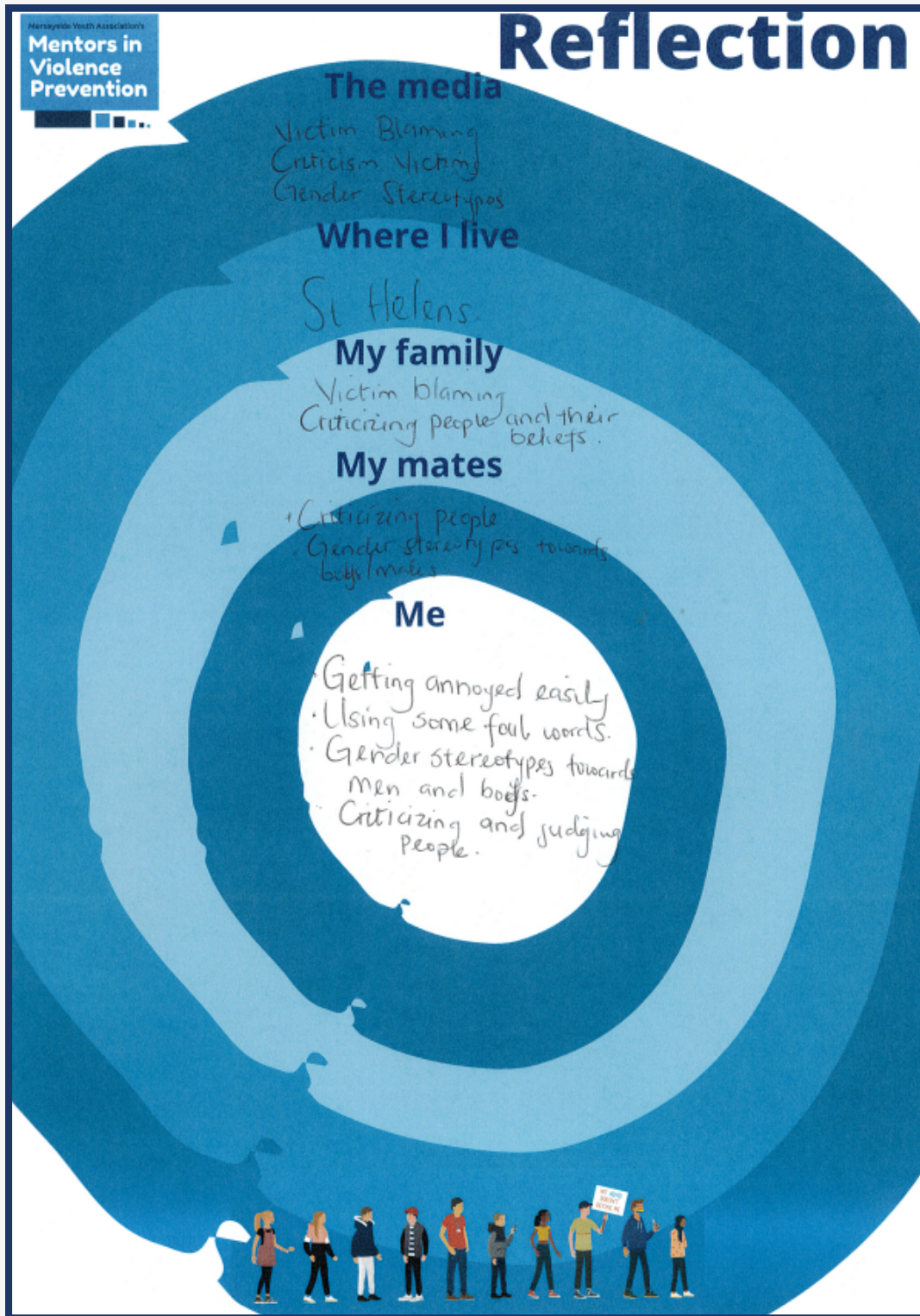
YOUNG PEOPLE

Lasting Thoughts: What young people said when reflecting on the MVP Programme



YOUNG PEOPLE

Lasting Thoughts: What young people said when reflecting on the MVP Programme



YOUNG PEOPLE



Merseyside Youth Association is working in partnership with educational media experts Collaborate Digital, to help young people make short films as part of the Mentors in Violence Prevention programme.



[Click here](#) to access a range of films young people in schools participating in the programme have produced

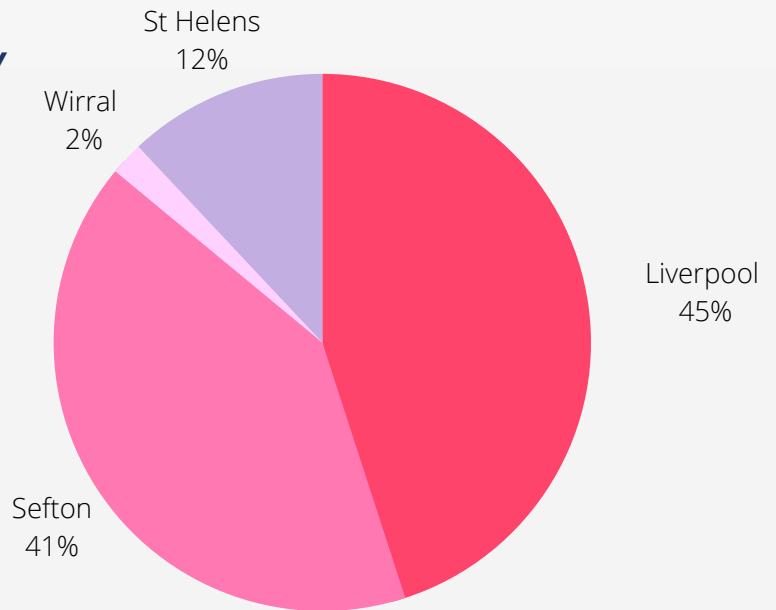
For future sessions, all MVP films created by mentors will be used within the delivery of the sessions. Made by young people for young people.

YOUNG PEOPLE

RESPONSES BY LOCAL AUTHORITY

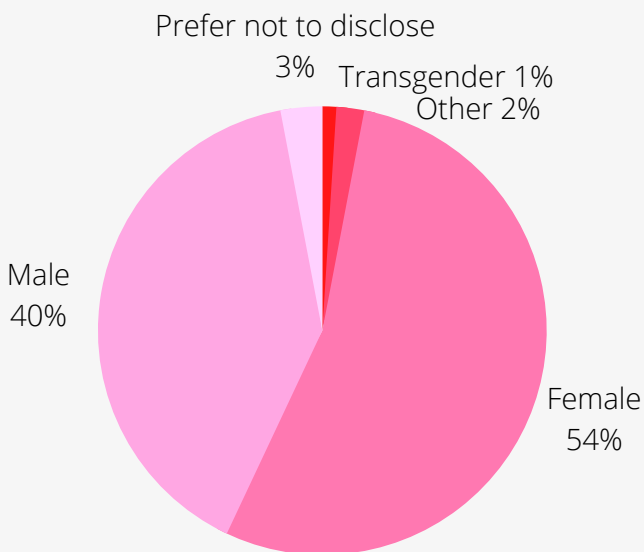
SCHOOLS:

- Belvedere - Liverpool
- Bluecoat - Liverpool
- St Edwards College - Liverpool
- Notre Damn - Liverpool
- Cardinal Heenan - Liverpool
- Holly Lodge - Liverpool
- Abbots Lea - Liverpool
- St Julies - Liverpool
- North Liverpool Academy - Liverpool
- Boradgreen-Dixons - Liverpool
- Everton Free School - Liverpool
- Hillside - Sefton
- Greenbank High School - Sefton
- Deyes High School - Sefton
- Holy Family - Sefton
- St Augustine of Canterbury Catholic Academy - St Helens
- De La Salle - St Helens
- Hope - St Helens
- Haydock - St Helens

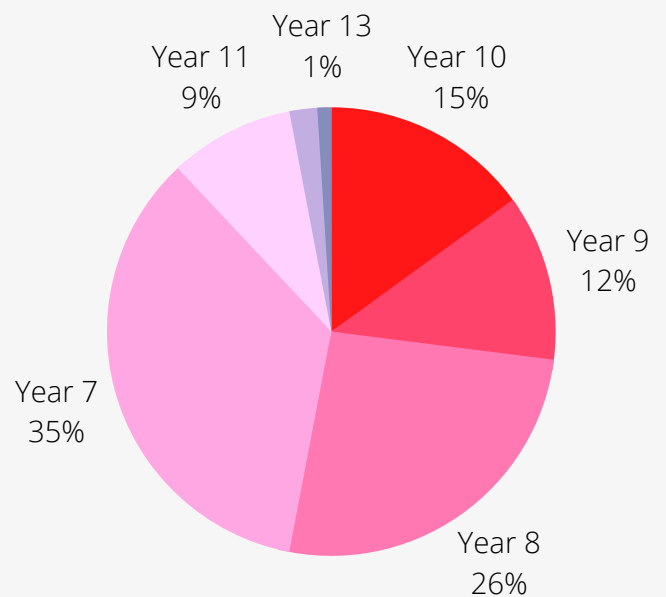


2,719 responses

Gender

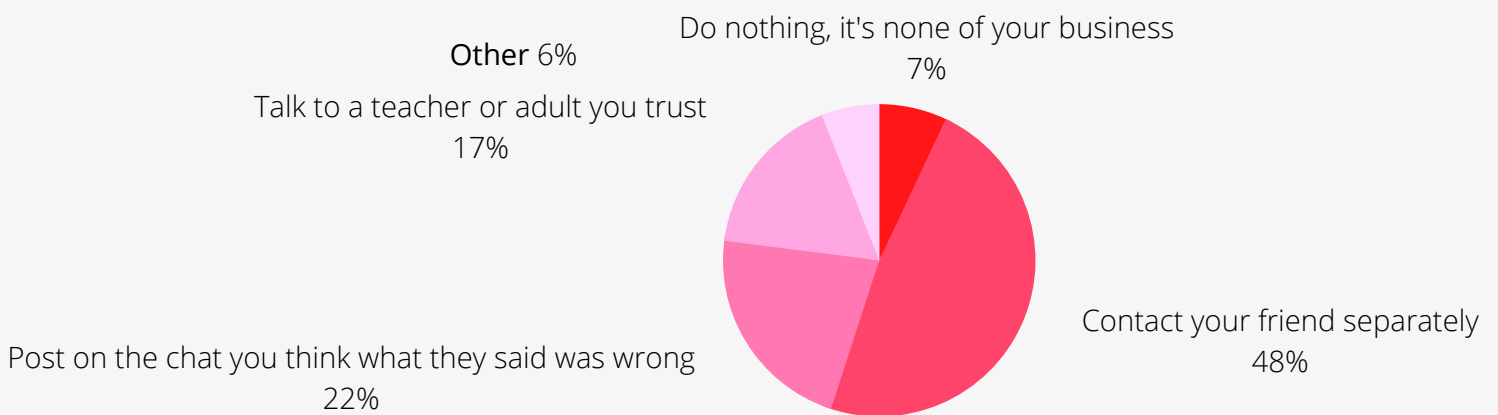


Year Group



YOUNG PEOPLE

YOU ARE IN A GROUP CHAT WITH SOME OF YOUR SCHOOL MATES, AND ONE OF THEM STARTS SAYING NASTY COMMENTS TO YOUR FRIEND (WHO IS ALSO IN THE CHAT), AND EVERYONE ELSE IS LAUGHING. YOUR FRIEND HAS READ THE MESSAGE BUT HASN'T REPLIED. WHAT WOULD YOU DO?

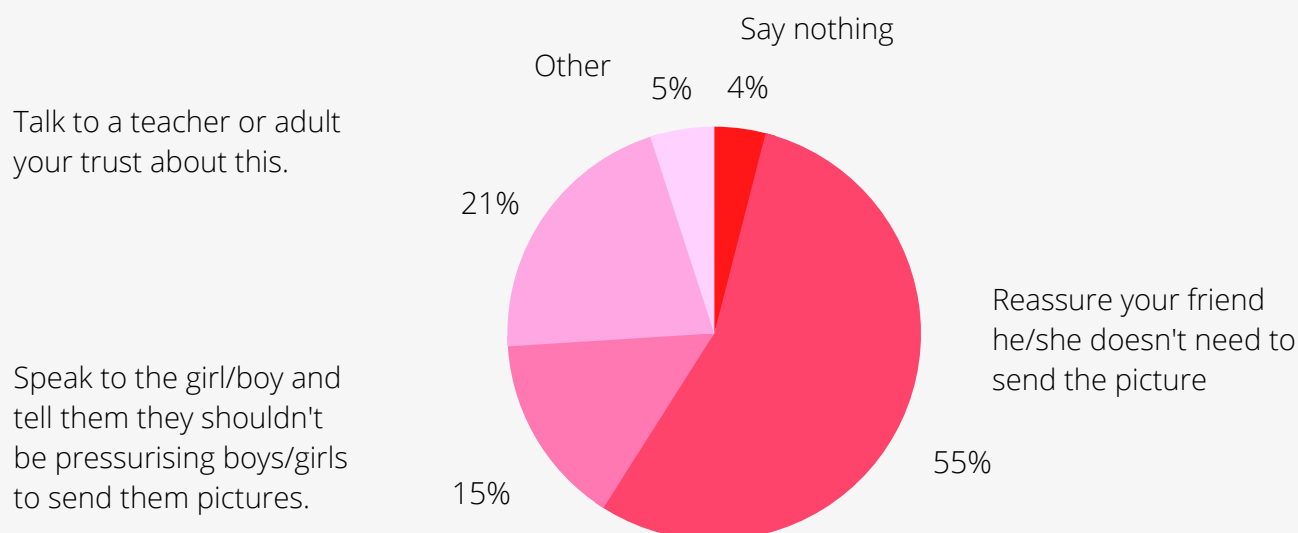


'Other' included:

- Defend my friend no matter what.
- Call them out privately, and if they don't get the hint, then continue on the group chat.
- Tell them to leave the chat and tell trusted friends.
- Stand for my friend and comfort them later then report.
- See if your friend is ok, report and block the group chat then tell someone like a teacher.
- Confront that person saying it was wrong and separately ask them if they are okay.
- Depends if the person is offended by these comments, and if not, we are just having a laugh, but I would still check up on them.
- I would speak to someone and also contact the victim to see if they are okay. Also, I would leave the group chat.
- Leave it up to the friend to tell a trusted adult but ask if they are alright.
- Tell them that it's not okay to say that, then privately message the person and check they're okay also, screenshot the chat and show it to an adult or teacher.
- they wouldnt get sad about it so i dont have to worry.

YOUNG PEOPLE

IF YOUR FRIEND TOLD YOU HE/SHE FELT PRESSURED TO SEND A NAKED PHOTO OF THEMSELVES TO A GIRL/BOY, WHAT WOULD YOU DO?

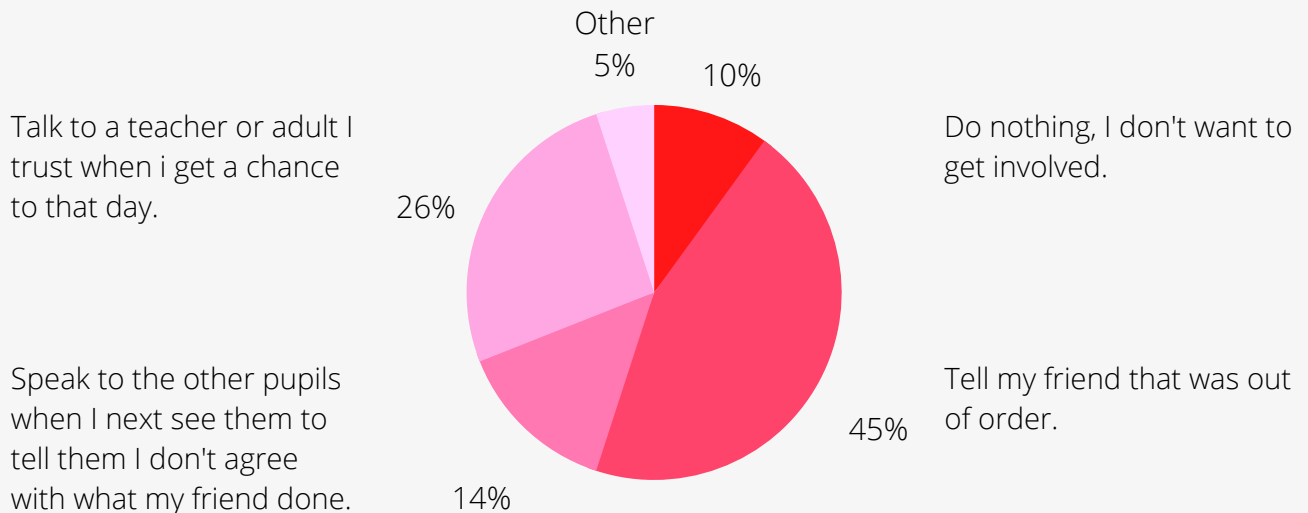


'Other' included:

- Ask them what is wrong and why then speak to the person they want to send it to.
- I would tell them to block his/her number and seek help from a trusted adult.
- Ask them if they are interested in the person and trust them not to expose the picture. It is their decision.
- I would say give me their snap or number, and I will have a go at them.
- If I knew this person who was pressurising boys/girls, I would first contact his/her parents to inform them he/she is pressurising boys/girls to send naked photos, then tell a teacher.
- Remind them it's illegal to do and that there is not a positive story about sending nudes.
- Tell them that it is their choice whether they want to and that they should definitely tell an adult they trust.
- Tell them they don't need to and speak to the person bothering my friend.
- Tell them to screenshot the messages block them, and show a trusted adult the messages, and I'd say it's really bad to get the police involved.
- It's different for a boy and a girl; a girl has more to show than a boy.

YOUNG PEOPLE

YOU ARE WALKING IN THE CORRIDOR IN SCHOOL AND YOUR FRIEND STARTS LAUGHING AT ANOTHER PUPIL AND CALLS THEM GAY AND PUSHES PAST THEM TO THE POINT THE OTHER PUPIL FALLS OVER. WHAT WOULD YOU DO?

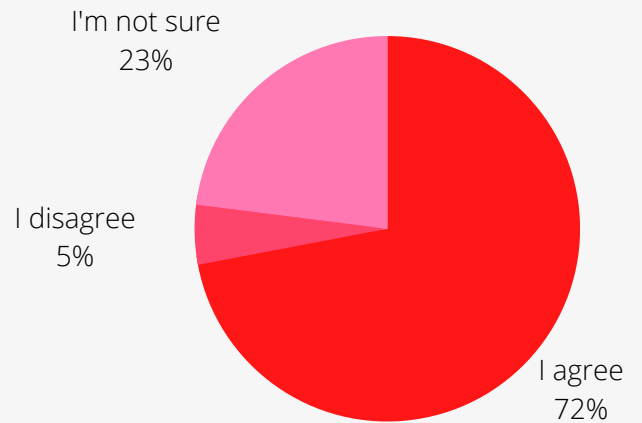
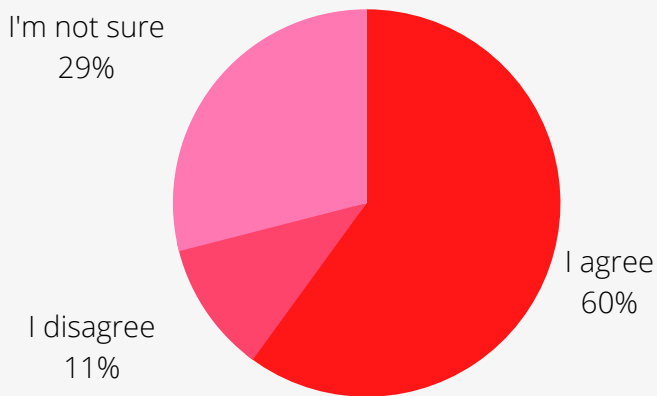


'Other' included:

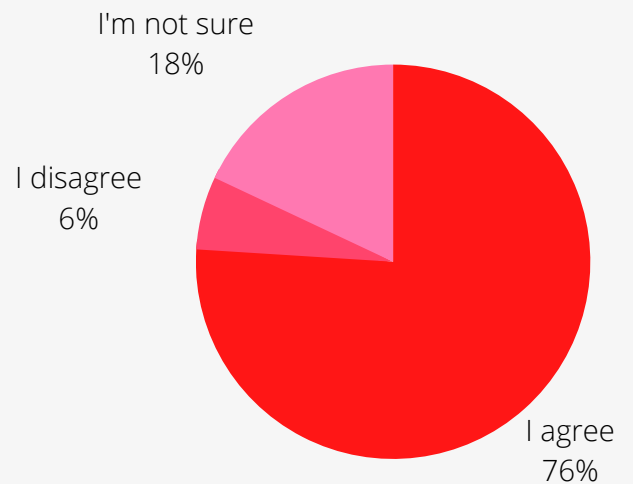
- Maybe tell them that it was wrong of them to do that and after speak to the victim.
- Avoid the friend and help the other pupil.
- Do nothing maybe laugh at first but then tell him it was wrong.
- Explain that it's not OK to my friend then check on the other pupil. Later probably stop being friends with the person.
- Give the kid a hand and go around with them and tell he/she was wrong.
- I'd shout at them, punch them and not call them my friend anymore. #homophobiaaiswrong.
- I'm not sure because if I step in and try to stop the situation, they may do it to me.
- Well, it depends because if it's banter, it's okay, but if it's not, then I would go up to this "friend" and say if they don't say sorry, I will tell their parent.
- Confront and leave that friend, then see if the victim is okay and reassure them, then go tell a teacher together.
- Dont have gay mates won't have gay mates.
- I would do 2 of these things I would tell the friend that was not right and be very mad at them and also make sure the person is okay.
- Say to my friend, don't you dare do that and apologise rn and if they don't I will disown them as a friend.

YOUNG PEOPLE

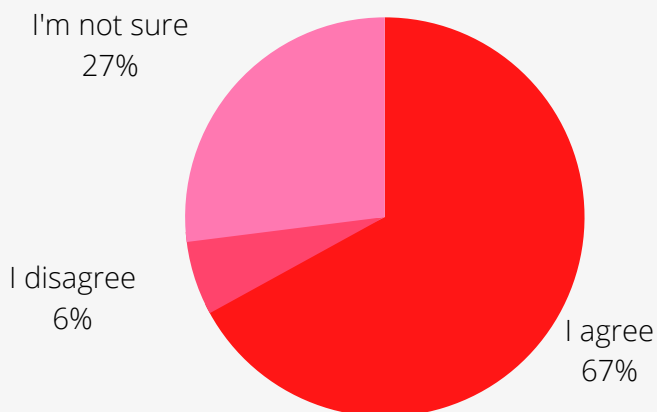
I can recognise healthy and unhealthy behaviours within my relationships



I have a responsibility within my year group to ensure pupils are safe and included



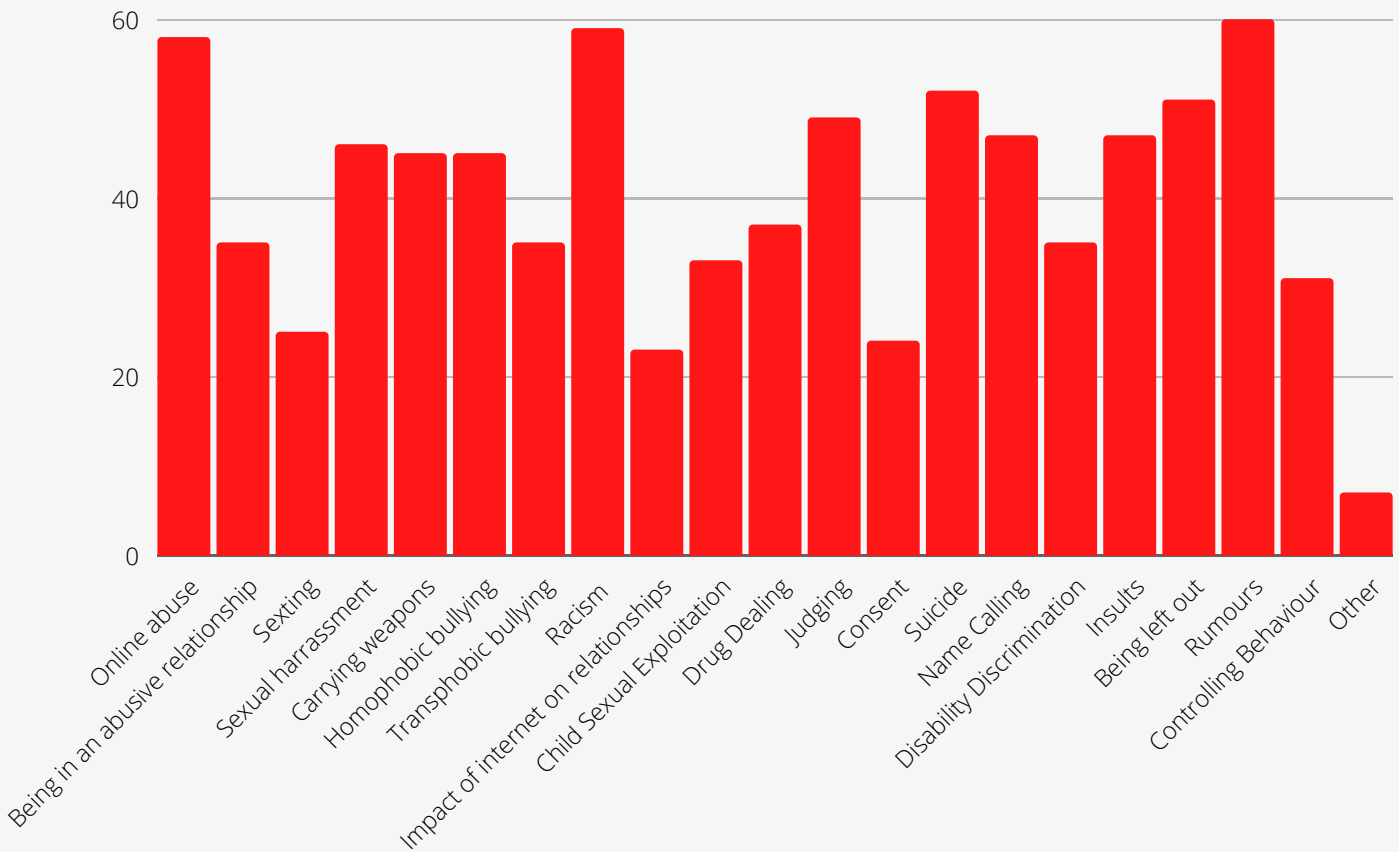
I know of different ways to help if I see bullying or abusive behaviour



I would take action if I saw a pupil being bullied or abused

YOUNG PEOPLE

WHAT DO YOU THINK ARE THE BIGGEST WORRIES OR CONCERNS FOR YOUNG PEOPLE YOUR AGE? (% RESPONSES)



Local authority differences

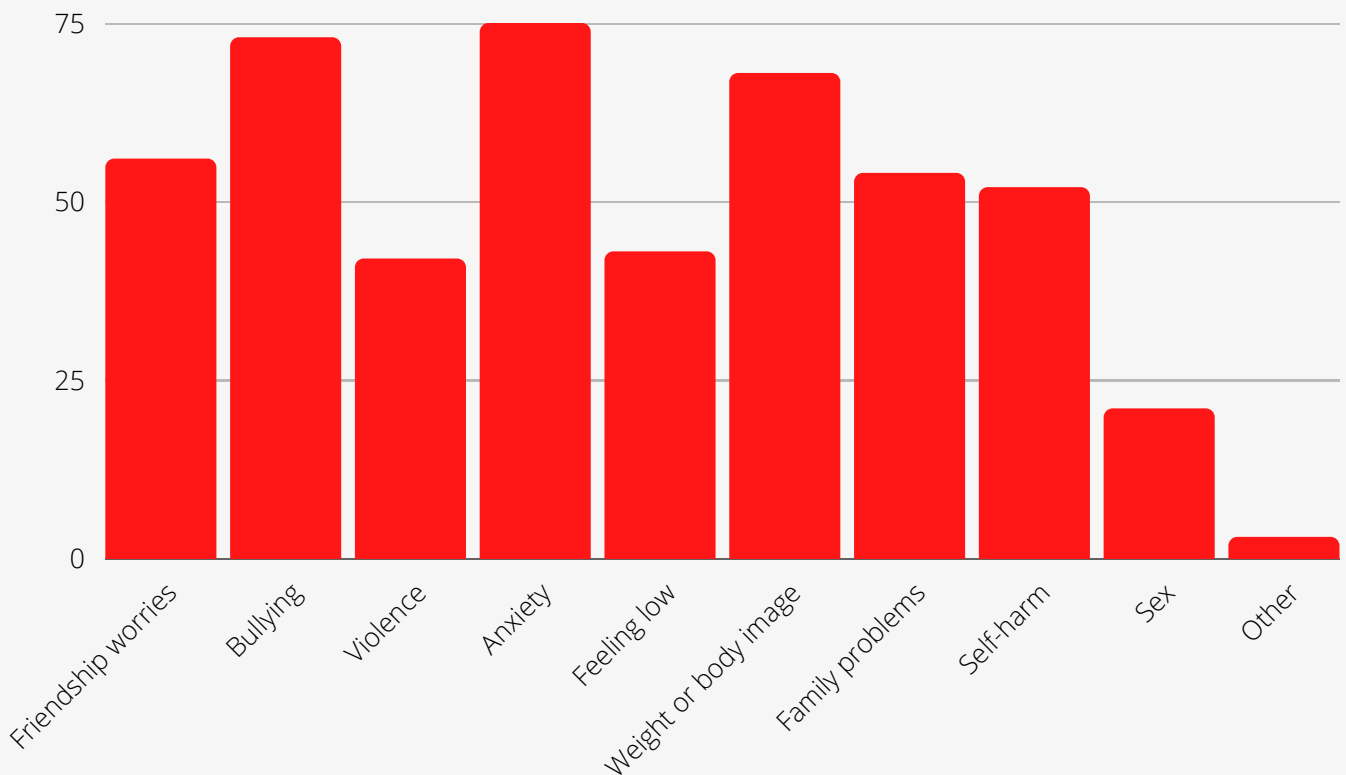
Rumours were identified as one of the top three worries across all areas, followed by **racism** and **online abuse**.

Being left out and **suicide** were higher in Wirral than in other areas.

'**Other**' included: Depression, financial, knife crime, mental health, body shaming, bullying, Islamophobia, school work/homework, self-harm, discrimination, peer pressure, sex trafficking,

YOUNG PEOPLE

WHAT DO YOU THINK ARE THE BIGGEST MENTAL HEALTH CONCERNS FOR YOUNG PEOPLE YOUR AGE? (% RESPONSES)



Local authority differences

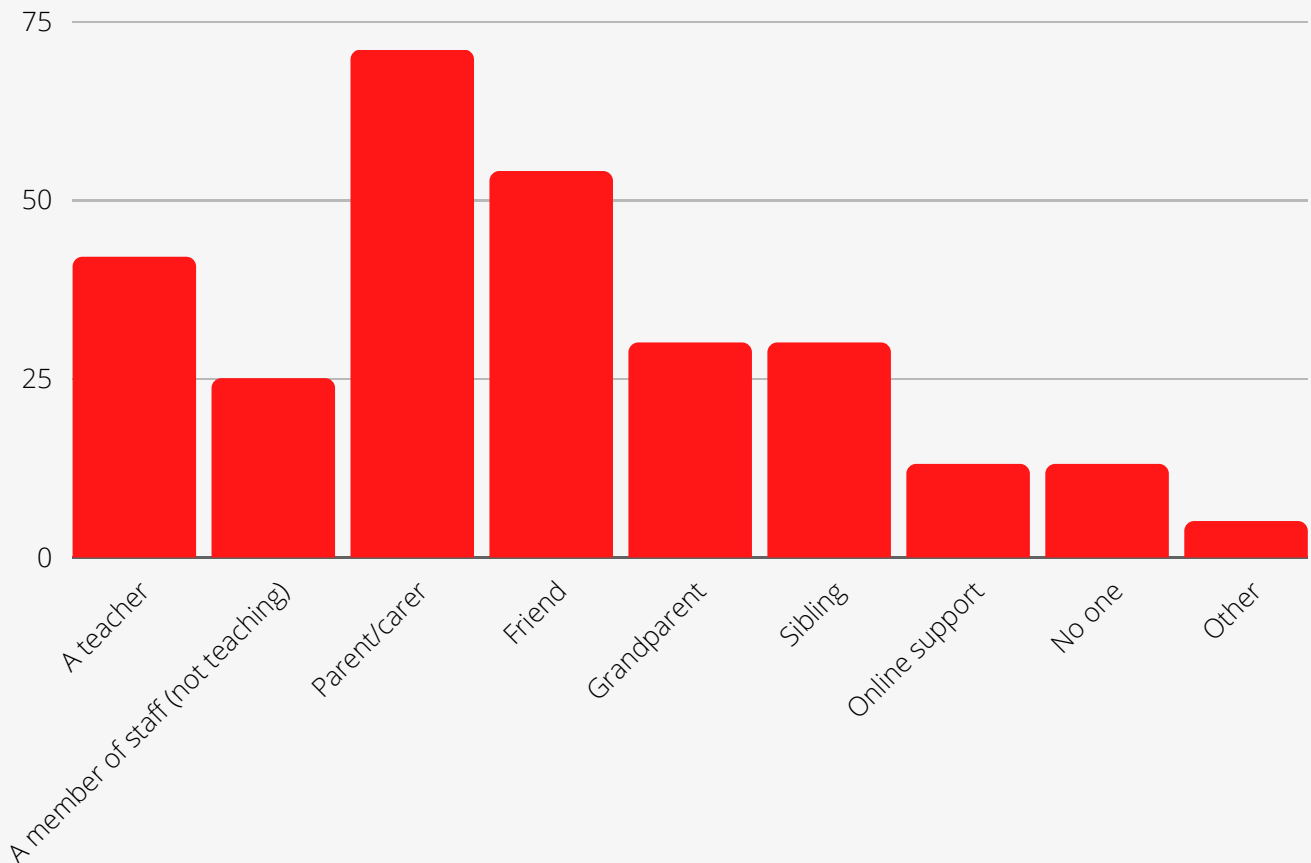
Bullying, Anxiety and Weight or Body Image all featured consistently as the top three issues in all areas.

Feeling low was slightly higher in Wirral than other areas, and **friendship worries** was higher in Sefton than other areas.

'Other' included: school pressure, pressure on young people, peer pressure, depression, the future, suicide, relationships.

YOUNG PEOPLE

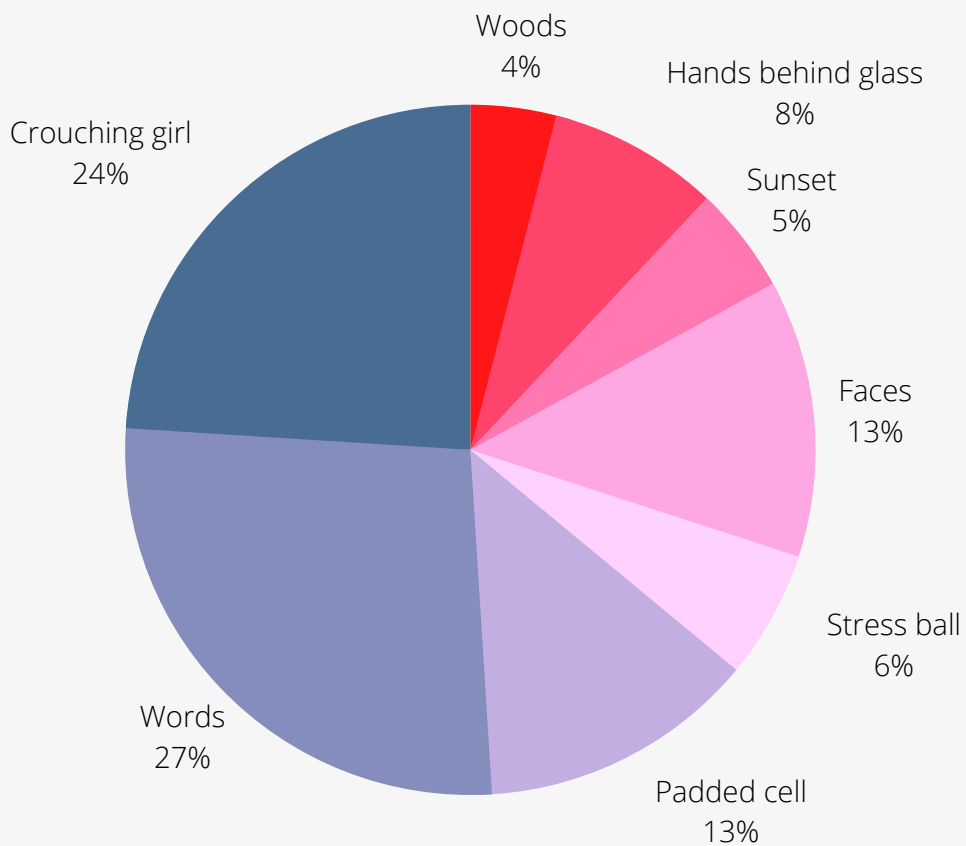
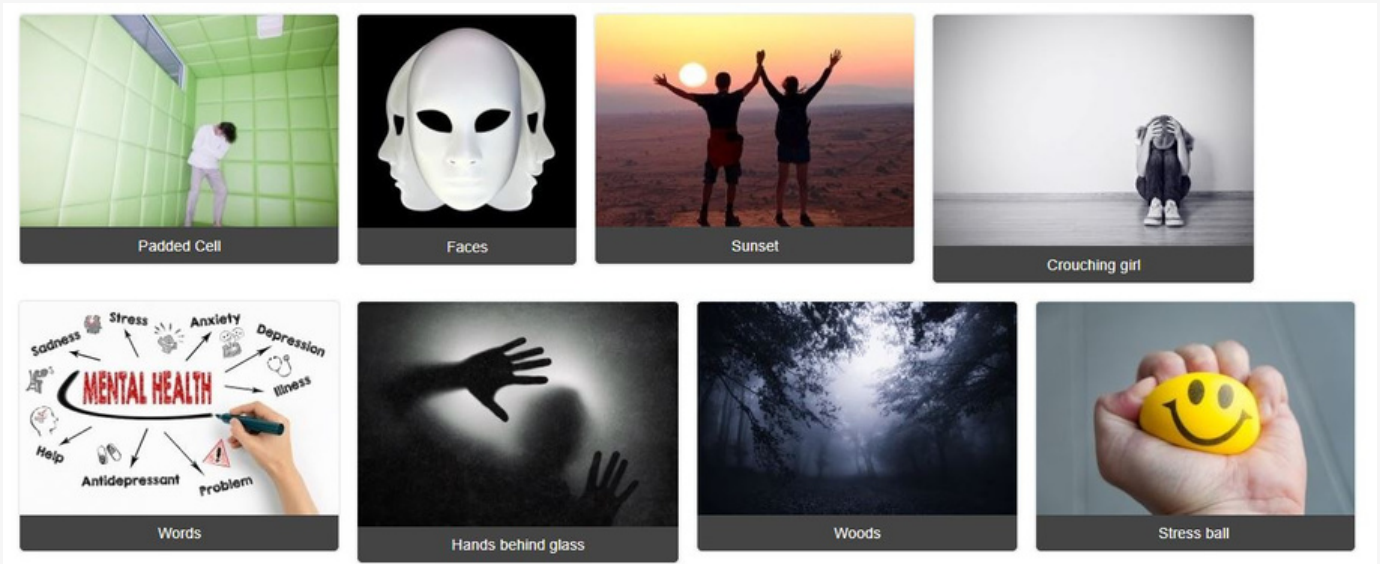
WHO WOULD YOU TURN TO IF YOU NEEDED HELP/SUPPORT? (% RESPONSES)



'Other' includes; Other family members: cousin/aunt/uncle, therapist, doctor, The Police, dog, horse, professionals.

YOUNG PEOPLE

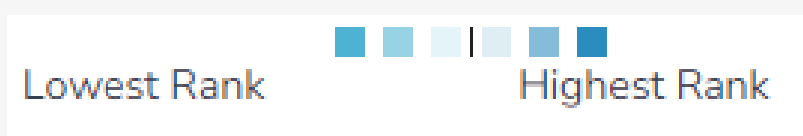
Select the image that you think represents mental health the most.



YOUNG PEOPLE

SELECT FIVE OF THESE ACTIVITIES THAT MAKE YOU FEEL GOOD...

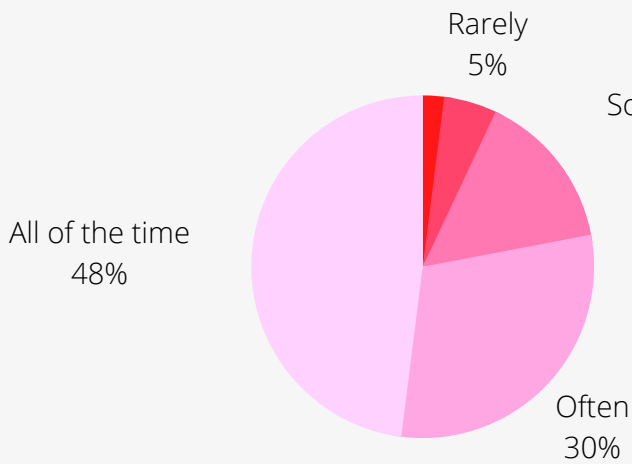
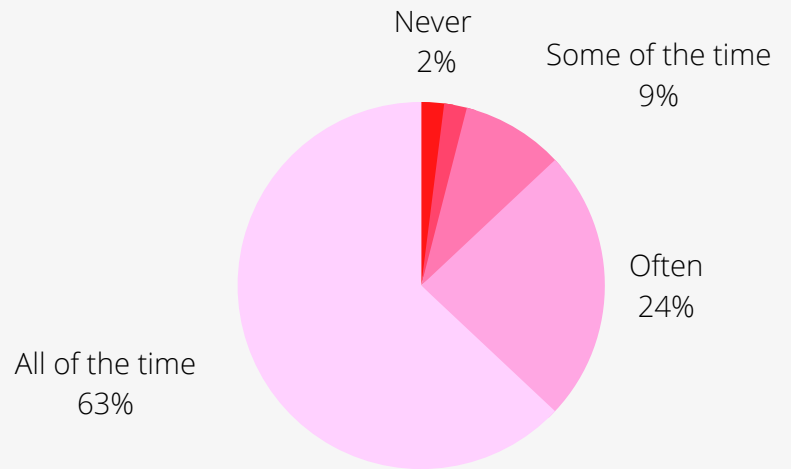
Item	Overall Rank	Rank Distribution	Score	No. of Rankings
Listening to music	1		8,208	1,863
Spending time with friends	2		6,843	1,804
Spending time with family	3		4,572	1,448
Sleeping	4		3,028	1,075
Social media	5		2,227	729
Sport	6		1,956	749
Gaming	7		1,860	766
Watching movies	8		1,760	778
Spending time with your pets	9		1,674	725
Art	10		1,660	575
Laughing	11		1,554	723
Eating my favourite food	12		1,153	532
Reading	13		1,069	408
Outdoor activities	14		633	290
Dancing	15		581	249
Walking	16		530	225
Drinking alcohol	17		257	86
Other - write in	18		213	88



YOUNG PEOPLE

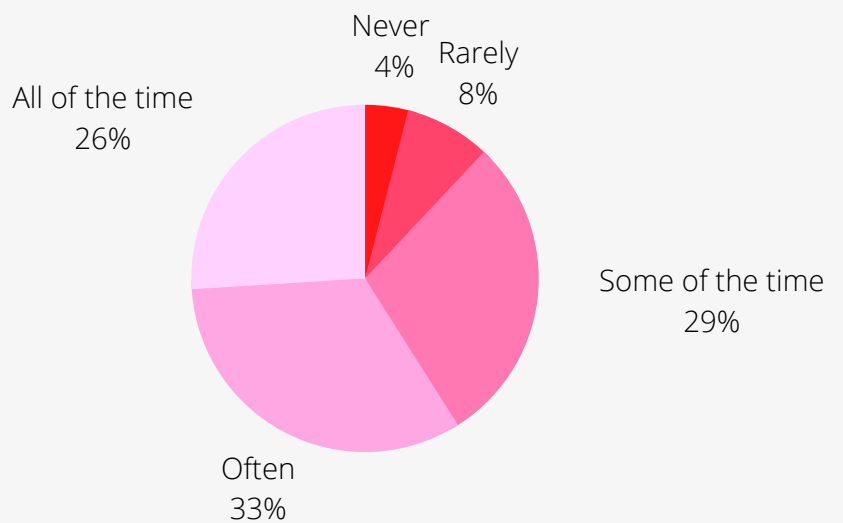
THOUGHTS ON WELLBEING

I feel safe and happy in the place that I live



I have friends and feel that I belong

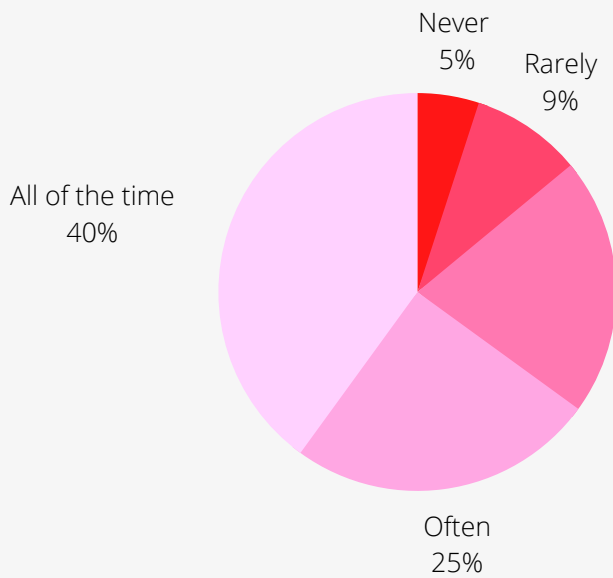
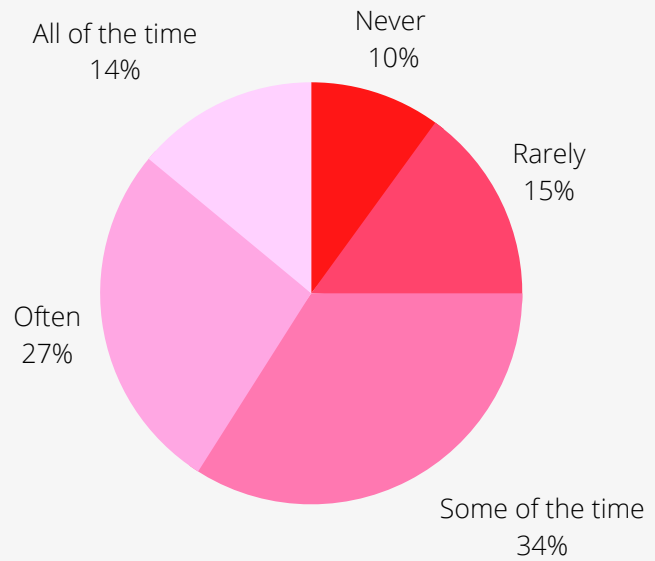
I enjoy learning new things



YOUNG PEOPLE

THOUGHTS ON WELLBEING

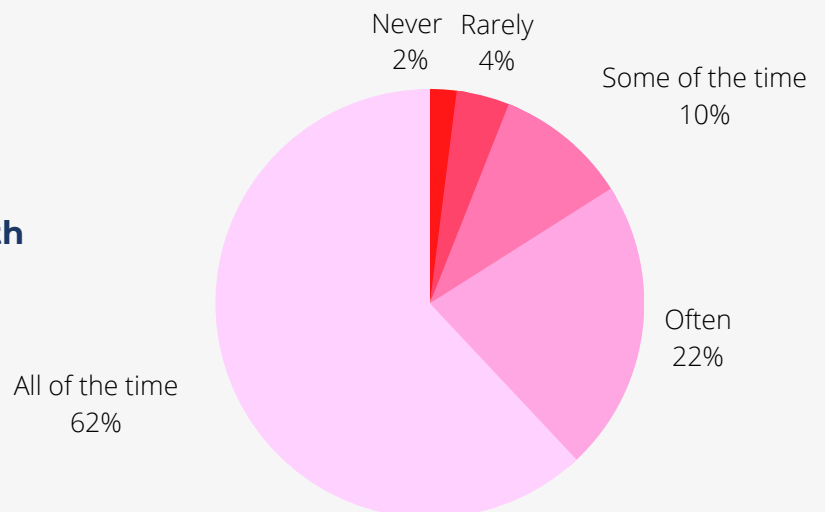
I cope with problems well



I know who I am and what I'm good at

Some of the time
21%

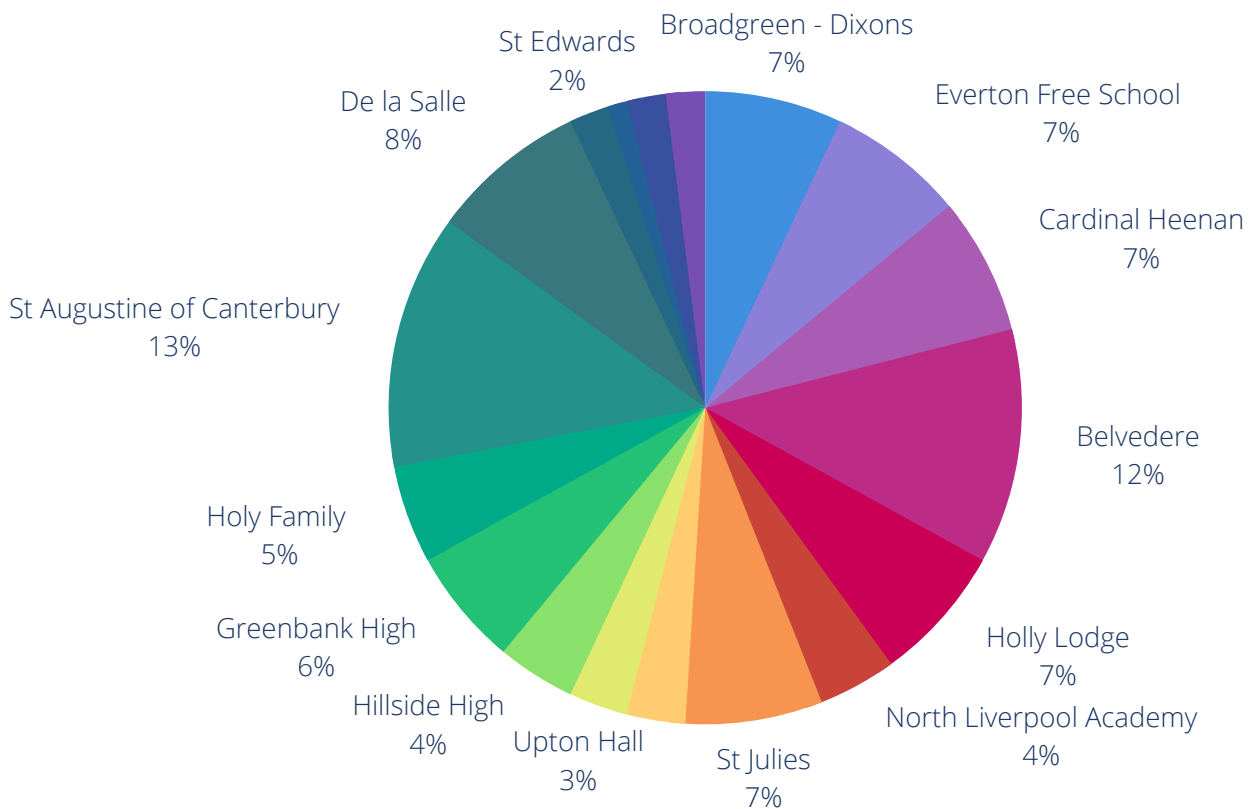
I have a good relationship with my family



SCHOOL STAFF

SCHOOLS OF STAFF TAKING PART IN THE SURVEY

298 responses



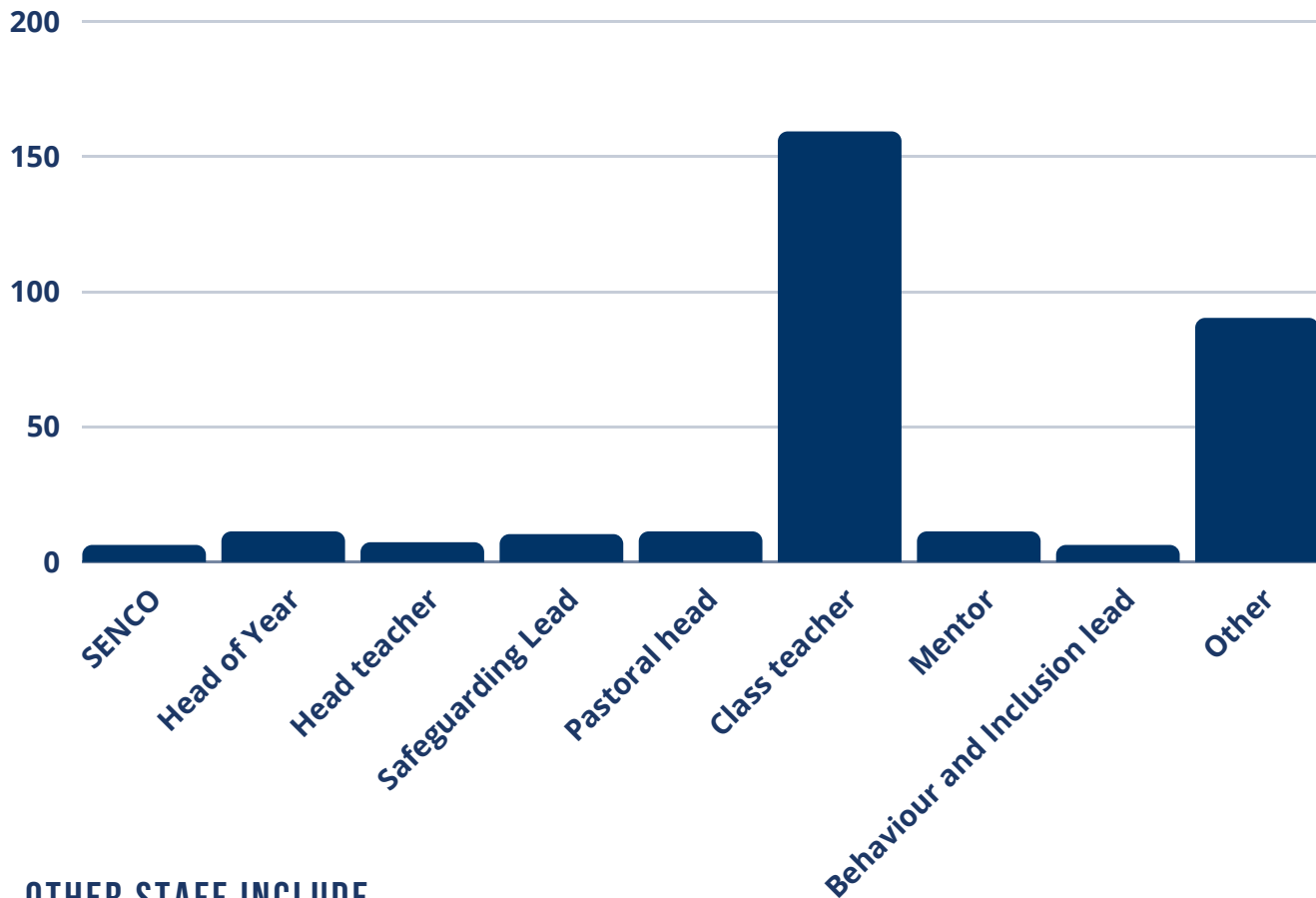
43 staff

TRAINED IN THE MVP PROCESS, INCLUDING:

- Exploring violence through a gendered lens
- Leadership qualities
- Being an active bystander
- Types of violence and abuse
- Victim blaming.

SCHOOL STAFF

ROLES OF STAFF TAKING PART IN THE SURVEY



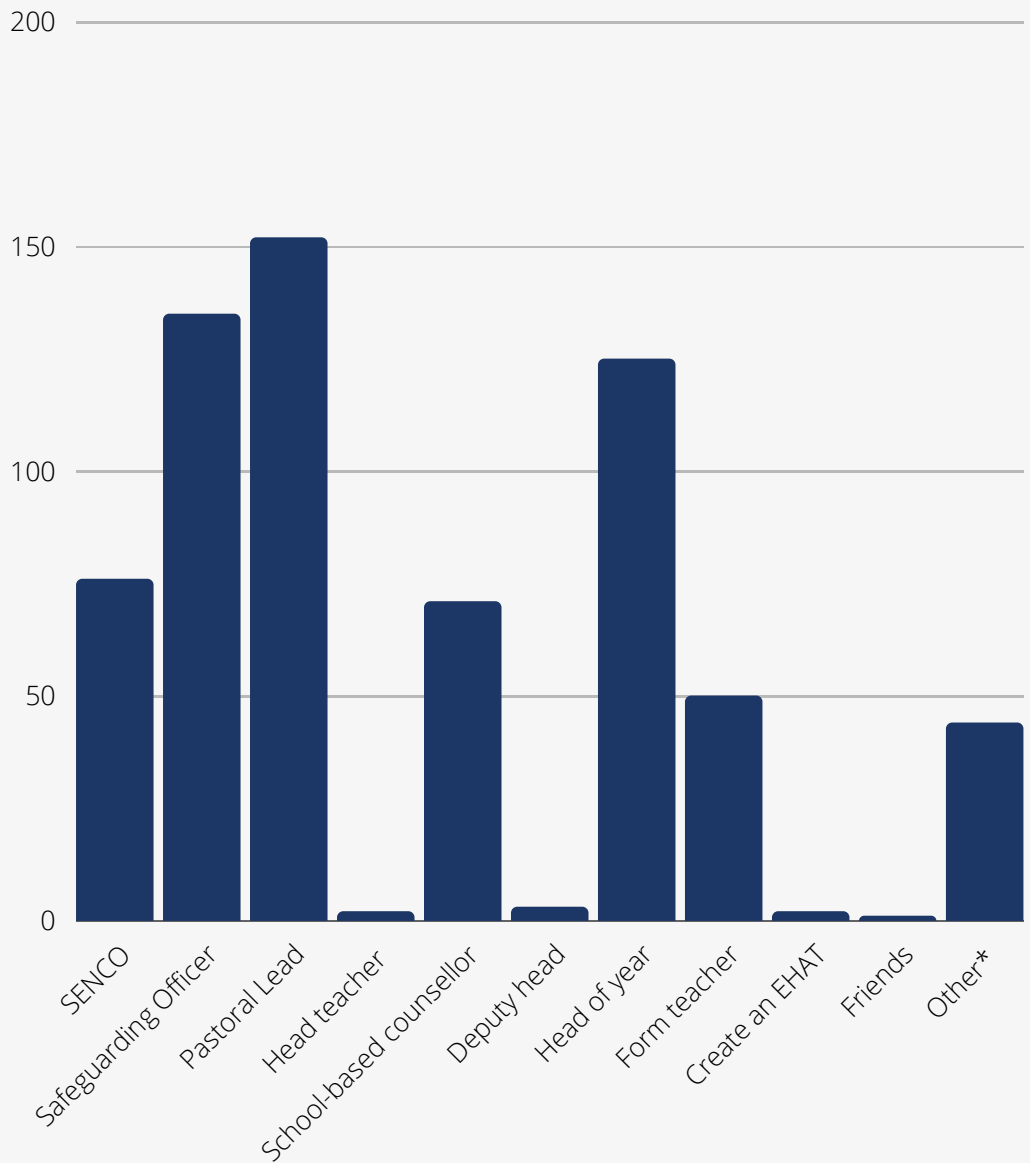
OTHER STAFF INCLUDE

Assistant Head of Year
Head of Department
Support Staff
Admin
Chaplain
Librarian
Art Technician & Cover Supervisor
Assistant Progress Leader
Assistant Head
Career Lead
Literacy Coordinator

Curriculum Leader
Deputy Headteacher
Inclusion Manager
Learning Mentor
Operations Staff
Trainee
SEN Teaching Assistant
Support Assistant
Teaching Assistant
Exams and Data Officer
Lunchtime Supervisor

SCHOOL STAFF

IF ONE OF YOUR STUDENTS WERE DISPLAYING EARLY SIGNS OF MENTAL HEALTH PROBLEMS, WHO IN YOUR SCHOOL WOULD THEY MOST LIKELY BE SIGNPOSTED OR REFERRED TO?



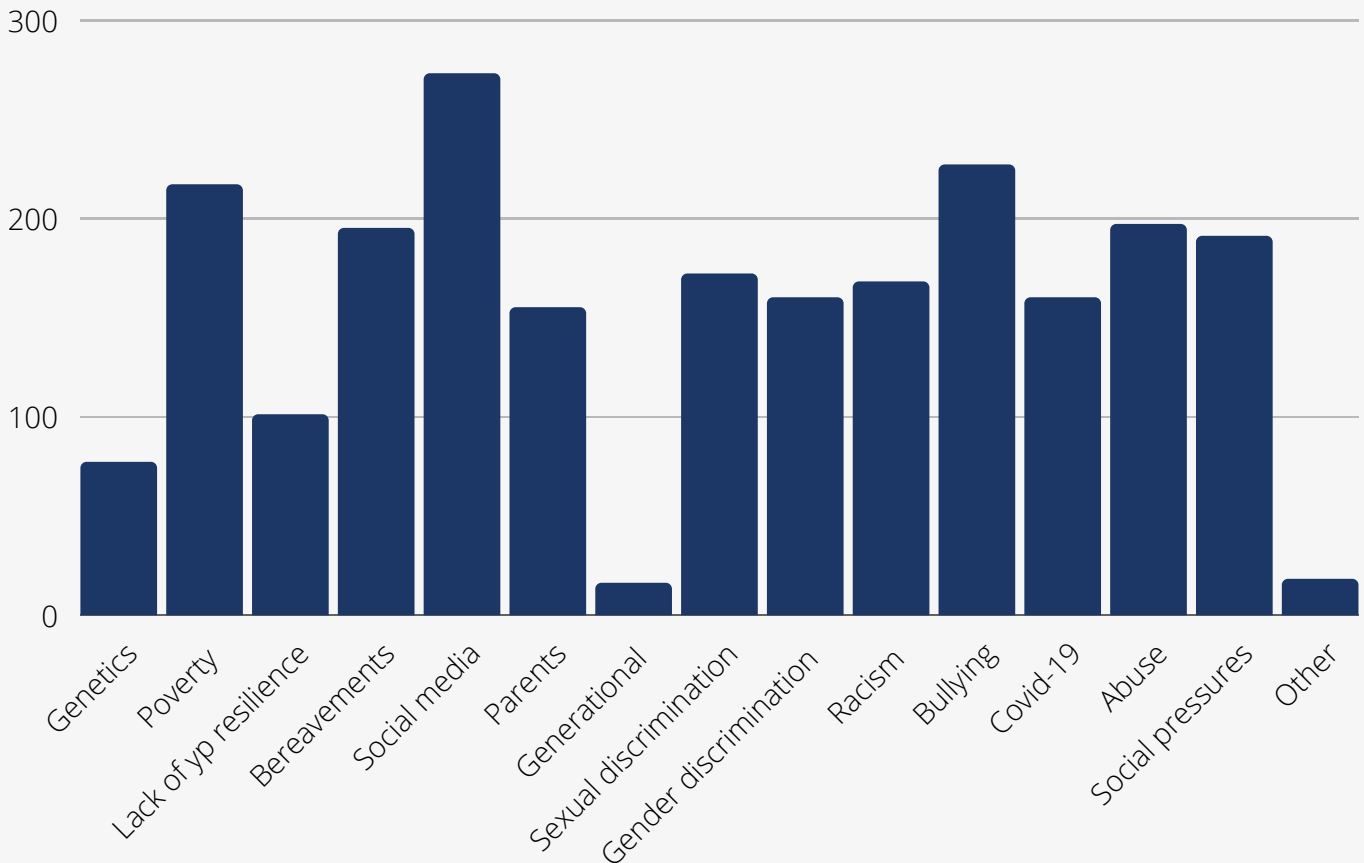
OTHER INCLUDES:

Mentor
 School nurse
 Learning coach/mentor
 Mental health practitioner

Mental Health First Aider
 Wellbeing Team
 CAMHS
 A wellbeing referral would be made to identify: school counsellor, external support etc.

SCHOOL STAFF

WHAT DO YOU THINK ARE THE ROOT CAUSES OF MENTAL HEALTH PROBLEMS AMONG CHILDREN AND YOUNG PEOPLE?



OTHER INCLUDES:

ACEs

Ability to build and maintain friendships

Lack of self-esteem

Not feeling a sense of meaning, purpose or belonging

SEND

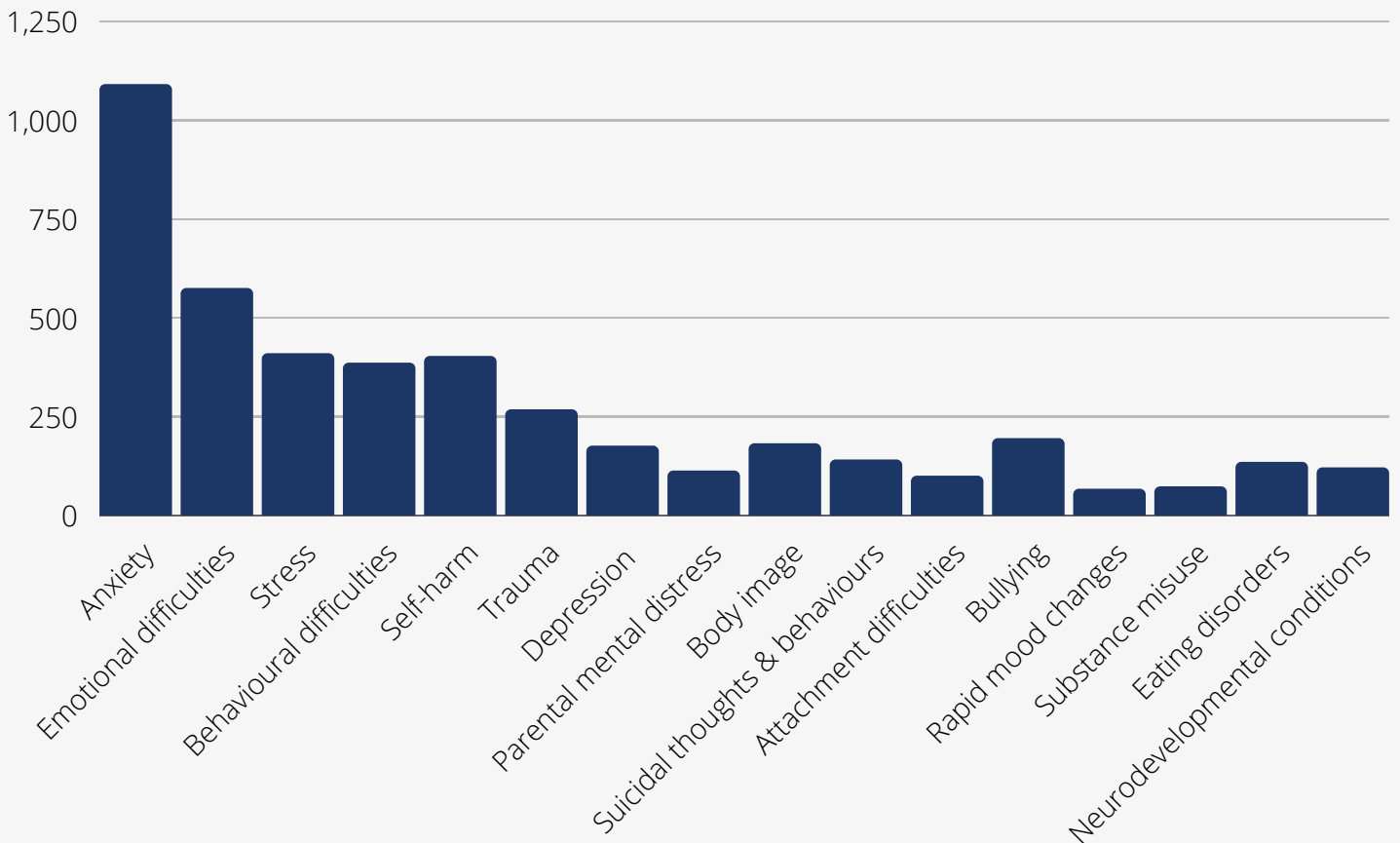
Trauma

Loneliness

Home situations

SCHOOL STAFF

CAN YOU PRIORITISE THE TOP FIVE ISSUES CONCERNING YOUR SCHOOL'S STUDENTS' MENTAL HEALTH?



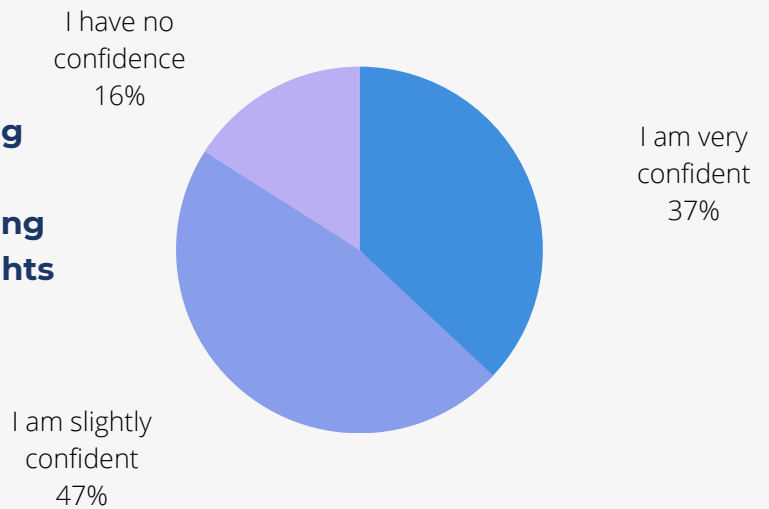
We have a pupil who was on the cusp of exclusion; however, they got involved in the MVP program, and this situation has now turned around.

School staff member.

SCHOOL STAFF

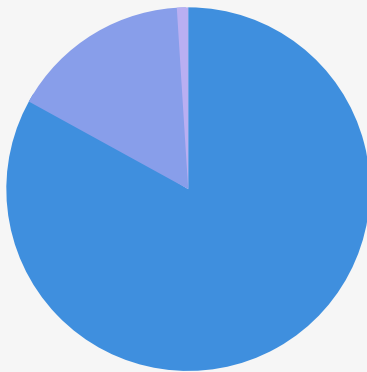
HOW CONFIDENT ARE YOU IN THESE AREAS

Asking a young person if they are experiencing suicidal thoughts



I am slightly confident
16%

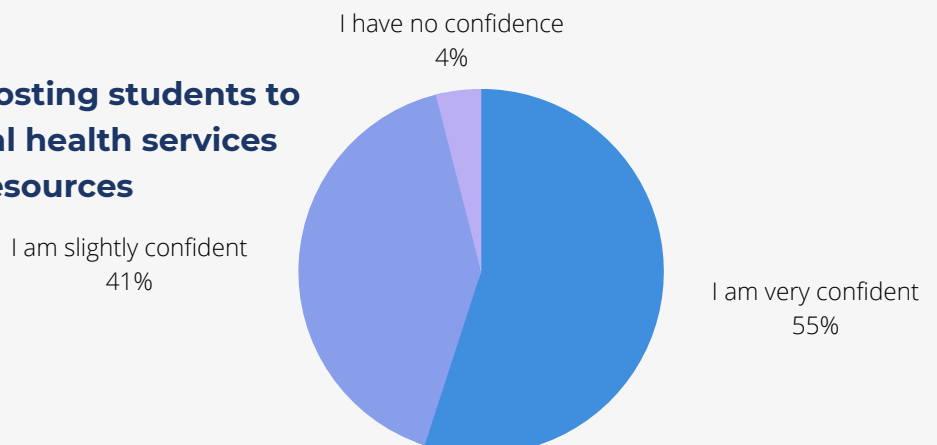
I have no confidence 1%



Challenging students who are misusing the term 'gay'

I am very confident
83%

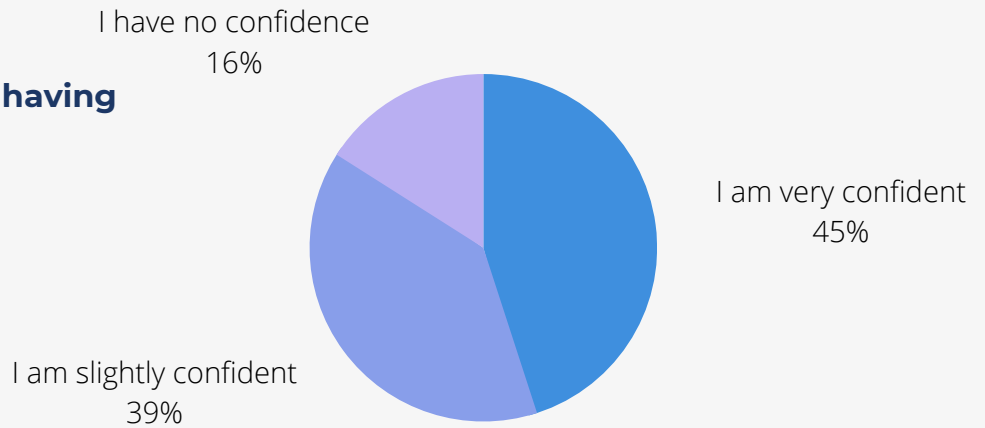
Signposting students to mental health services and resources



SCHOOL STAFF

HOW CONFIDENT ARE YOU IN THESE AREAS

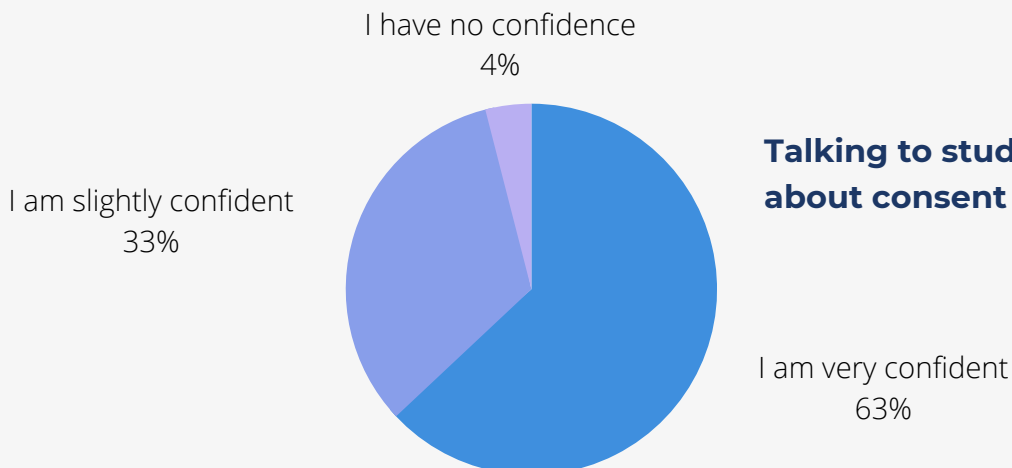
Challenging a student in having nude photos of someone under the age of 18



Sign posting students to LGBTQ+ services

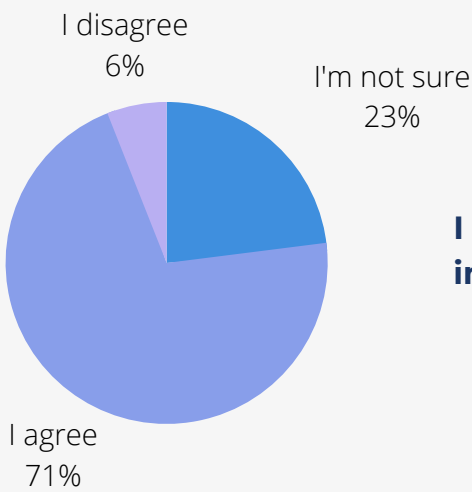
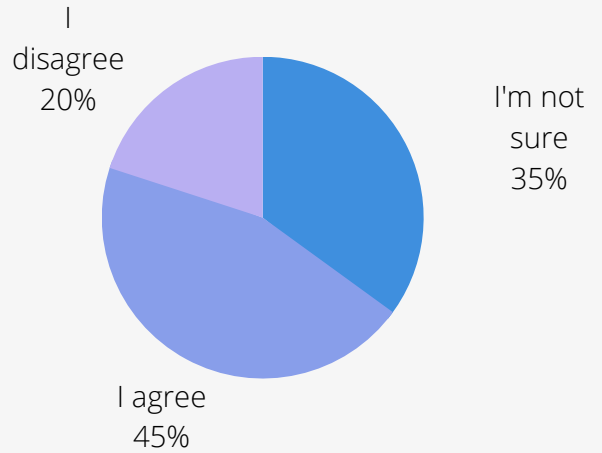


Talking to students about consent



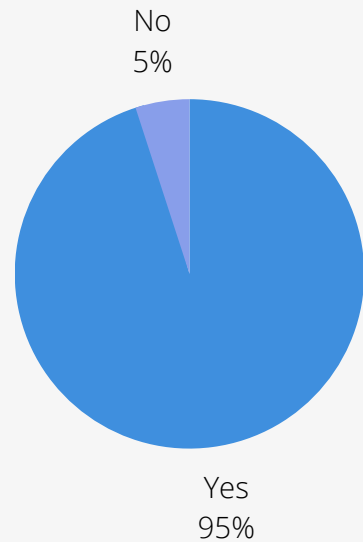
SCHOOL STAFF

I have the necessary skills to educate others about sexual harassment, dating violence and sexual assault in my work and social circles.



I have the confidence to challenge gender inequality in school

Do you agree it is important to provide a no blaming and shaming culture for children and young people?



Are you familiar with the term ACEs?

SCHOOL STAFF

Do you agree it is important to provide a no blaming and shaming culture for children and young people?

EXAMPLES OF REASONS WHY INCLUDE...

Young people will be less likely to come forward if they feel as though they will be scolded for their actions when they are a victim.

Naming and shaming cause embarrassment but also anxiety. Being shamed for something you may not be able to control would only increase the severity of mental health.

Knowledge and understanding are important to support young people.

Young people are more likely to speak about issues that impact them.

Pupils need to be educated on issues. Being a child is all about making mistakes and learning from them. Some come from more disadvantaged backgrounds and don't learn the same principles as others.

Children and young people need to learn from their mistakes. Not all children are raised equally with the same morals. Education on subjects can help eradicate some of the issues.

Because shame compounds the issue, and they need to be able to talk freely about issues.

I think the age of our children is a crucial time to teach and instill a decent moral code.

They will be afraid to come forward with information if they are blamed or shamed for anything.

To enable young people to have the confidence to tell someone in school and get the help they need.

It's about trying to help and support the child or young person in a non-judgmental way. To help them feel like they're being listened to and that their ACEs don't define them as a person. To help them to build positive and healthy relationships and to have a meaningful engagement with relevant support services.

I think children need to learn to be accountable for mistakes, but the whole world does not need to know names and situations. Although examples of past behaviour and students' experiences after could discourage some actions.

SCHOOL STAFF

98% agreed building resilience in children and young people is important. 2% were unsure.

EXAMPLES OF REASONS WHY INCLUDE...

Allows young people to learn to be independent and make their own choices about their future prospects.

Children need to learn resilience and have a good mental attitude. They also need to learn how to be confident.

Young people need to be able to develop the ability to deal with setbacks to deal with life challenges.

Some children seem to stumble at the first hurdle and don't bother to complete things they easily could with a bit of effort. Resilience is needed in life; someone will not always be there to help them.

Many young people give up when they find something difficult, or they have someone to take their problems away. This is not how life will be, and being resilient is an attribute they need in order to be a functioning member of society. I think a priority of all schools is to develop good members of society, and if we don't teach/build resilience, we are failing them.

Resilience is, to me, probably even more important than education. It is key to ensuring the child learns to find strength in adversity.

To face challenges in school and outside of school now & throughout later life.

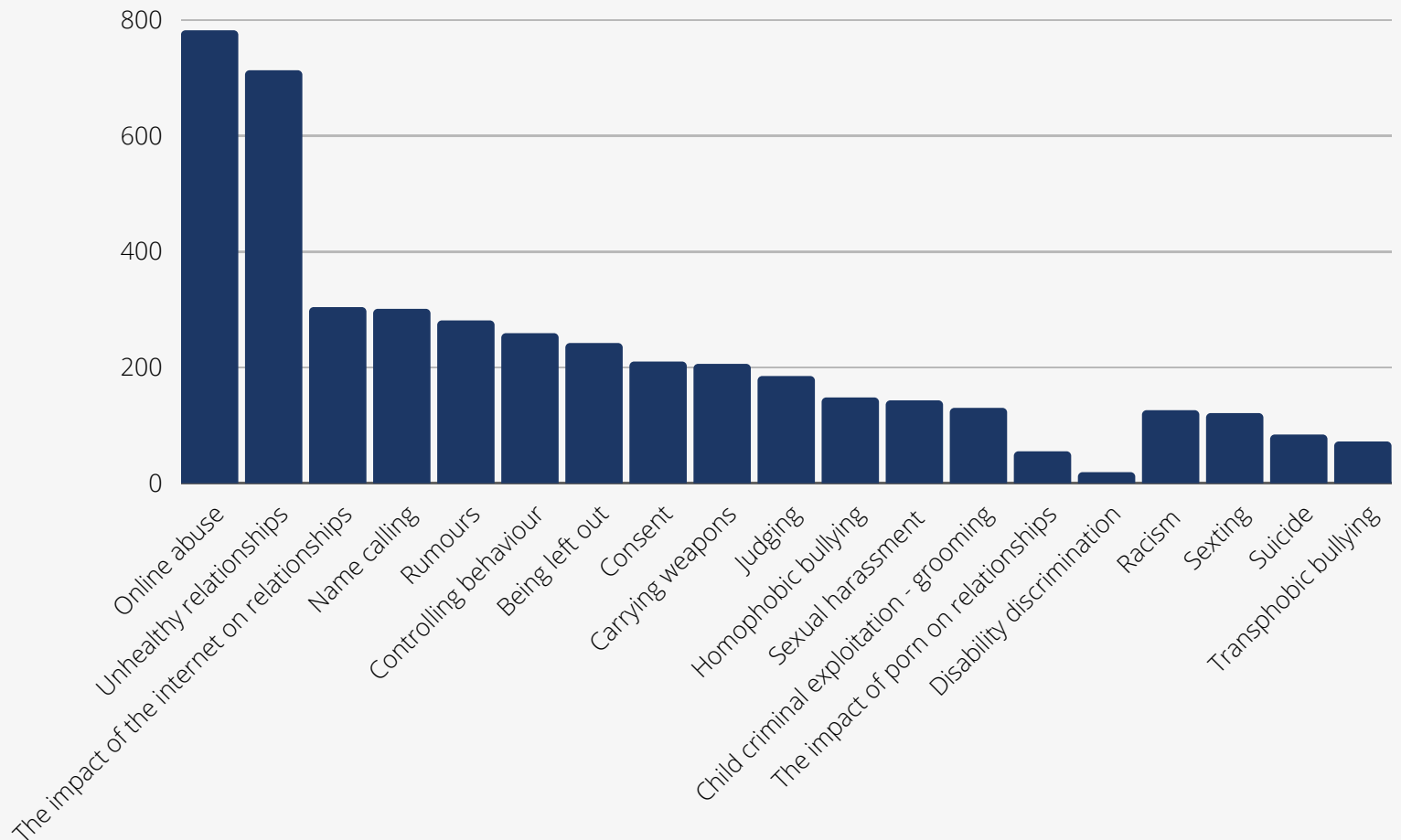
Bullying is sadly a part of life in children and adults; it is important that we all learn not to be impacted too negatively by it.

To enable them to have strategies and an inner voice to help them cope with events such as disappointments, bereavements, friendship breakups etc - even if this is with support.

Children should be aware that there are challenges in life, and these will come in many forms. The more they are equipped to deal with smaller challenges, as they grow. Hopefully, their resilience builds, and they will be able to deal with bigger challenges.

SCHOOL STAFF

CHOOSE FIVE OF THE FOLLOWING AREAS THAT YOU FEEL YOUR STUDENTS WOULD BENEFIT LEARNING ABOUT



Local authority differences

Online abuse was rated consistently as one of the top three learning subjects in all areas,

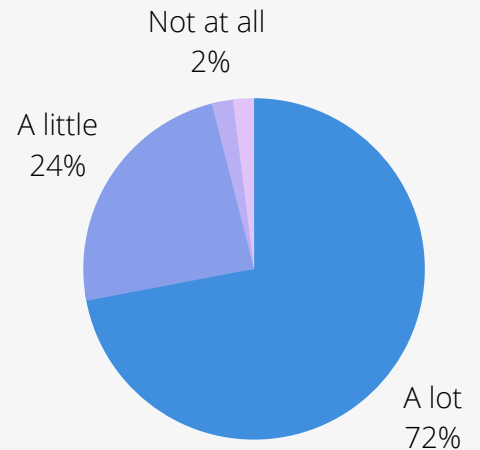
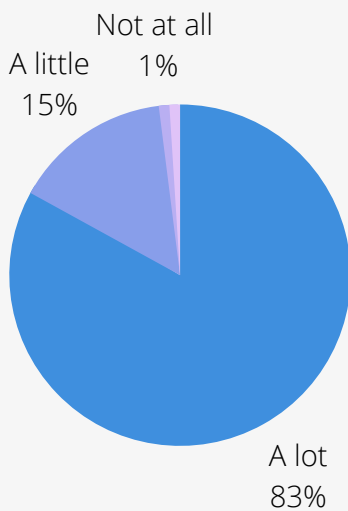
Name-calling featured higher in Liverpool than in other areas.

Healthy and unhealthy relationships and being left out were higher in Wirral than in other areas.

SCHOOL STAFF

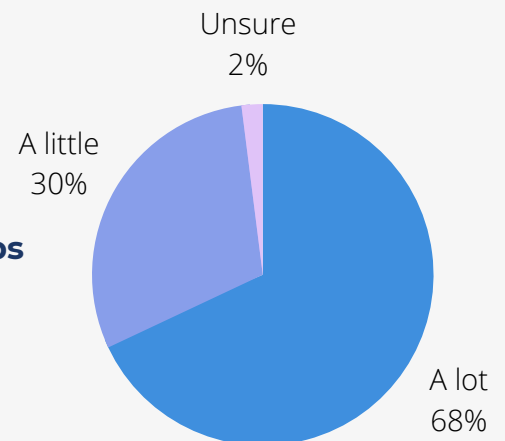
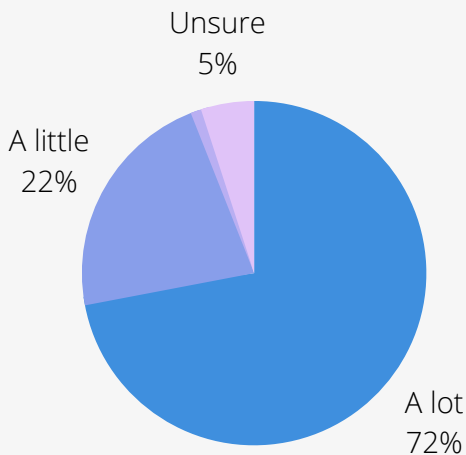
HOW DO YOU THINK COVID-19 WILL HAVE IMPACTED THE FOLLOWING AREAS:

Lack of safe supportive environments (youth centres, schools, friends houses)



Increased loneliness or isolation

Difficulties in family relationships

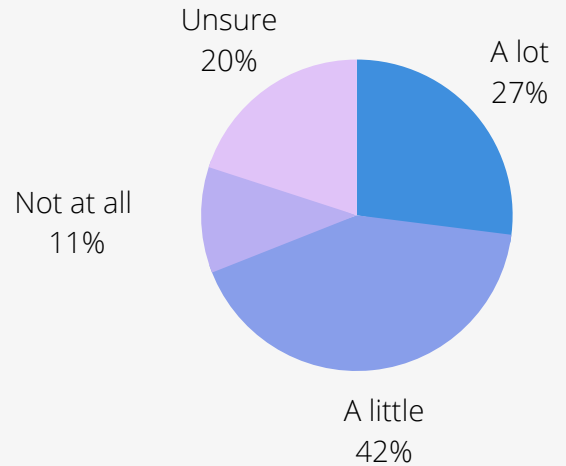
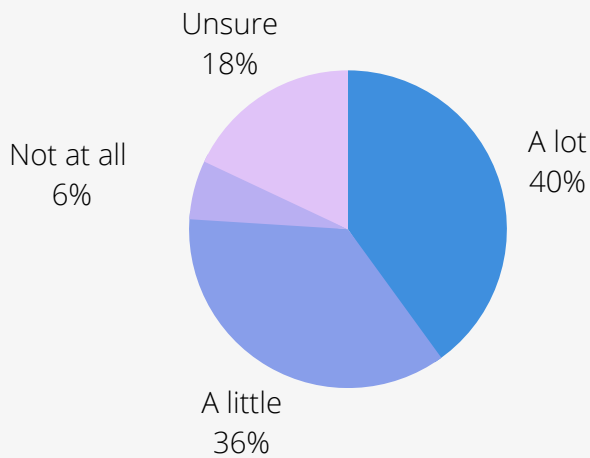


Increased pressure on social media

SCHOOL STAFF

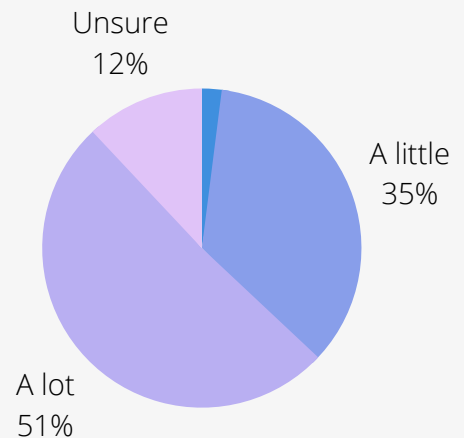
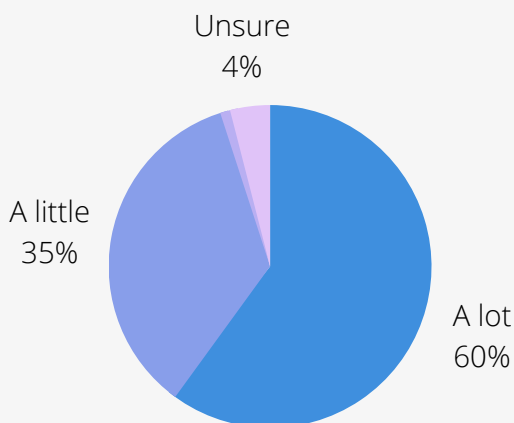
HOW DO YOU THINK COVID-19 WILL HAVE IMPACTED THE FOLLOWING AREAS:

Higher risks of engaging in gangs



Higher risks of drink and drugs

Higher risk for sexual exploitation or grooming

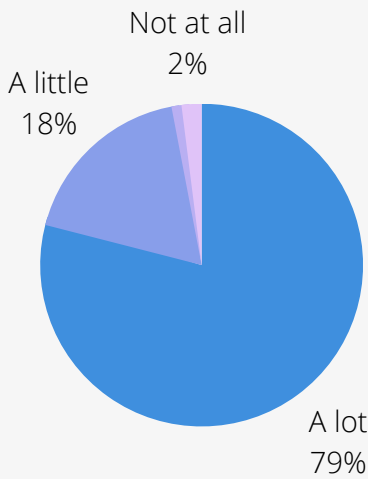


Change in physical health, appearance, weight

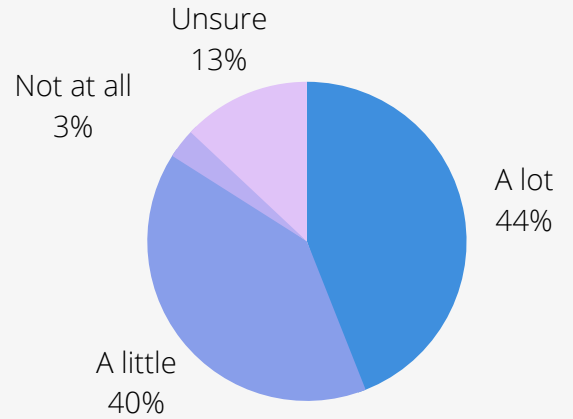
SCHOOL STAFF

HOW DO YOU THINK COVID-19 WILL HAVE IMPACTED THE FOLLOWING AREAS:

Increased risk of complex food behaviours



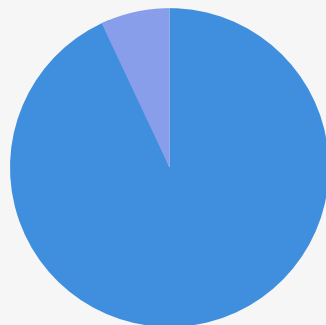
Increased poverty



RATE THE IMPORTANCE OF YOUR SCHOOL PROVIDING THE FOLLOWING:

A trusted adult relationship with a teacher or mentor

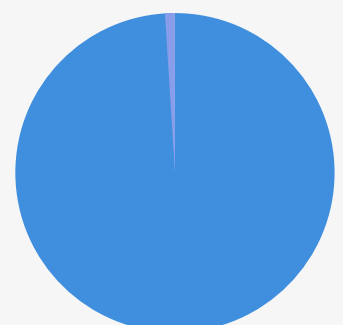
Has some importance
7%



Very important
93%

A safe school environment

Has some importance
1%



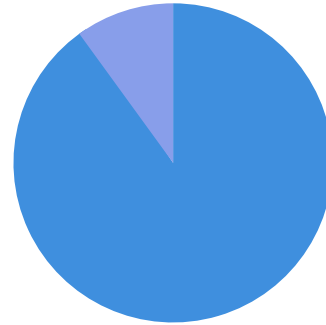
Very important
99%

SCHOOL STAFF

RATE THE IMPORTANCE OF YOUR SCHOOL PROVIDING THE FOLLOWING (CONT)

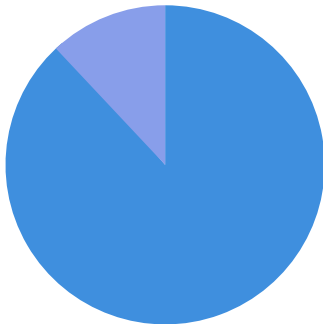
**Providing opportunities
- e.g. sports and hobbies**

Has some importance
10%



Very important
90%

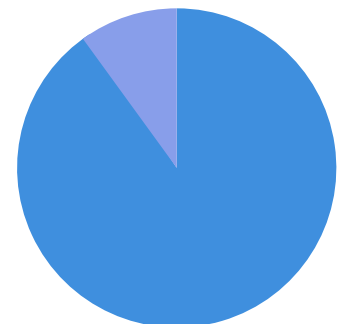
Has some importance
12%



Very important
88%

**To build children and young people's
problem-solving skills**

Has some importance
10%



Very important
90%

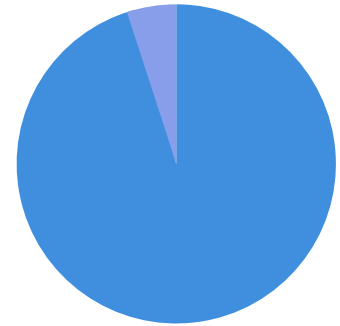
**To help children and young people to manage
difficult circumstances**

SCHOOL STAFF

RATE THE IMPORTANCE OF YOUR SCHOOL PROVIDING THE FOLLOWING (CONT)

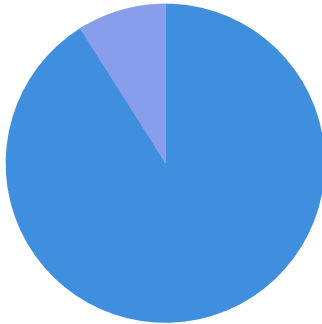
For children and young people to access support

Has some importance
5%



Very important
95%

Has some importance
9%

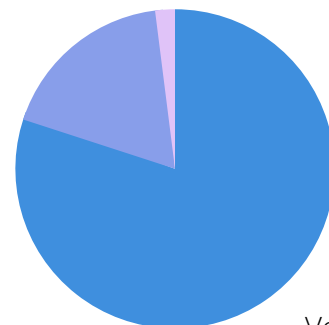


To help children and young people to manage their emotions

Very important
91%

Unsure
2%

Has some importance
18%



Awareness of high risks of engaging in gangs

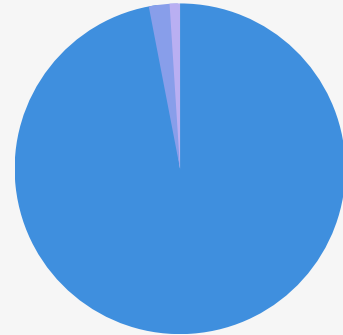
Very important
80%

SCHOOL STAFF

DO YOU FEEL THE FOLLOWING AREAS ARE FEASIBLE FOR SCHOOLS TO EMBED...

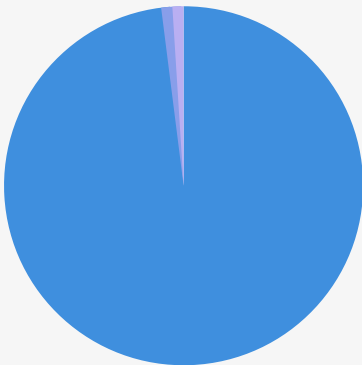
A trusted adult relationship with a teacher or mentor

We will have difficulty
2%



This could be embedded
97%

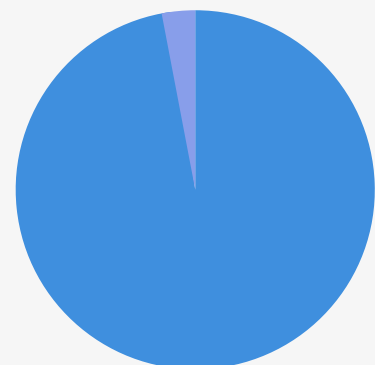
We will have difficulty
1%



A safe school environment

This could be embedded
98%

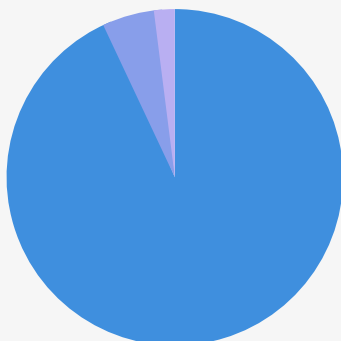
We will have difficulty
3%



Providing opportunities - e.g. sports and hobbies

This could be embedded
97%

We will have difficulty
5%



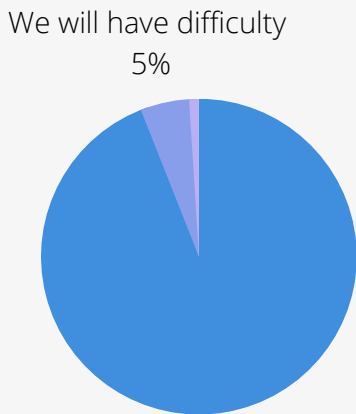
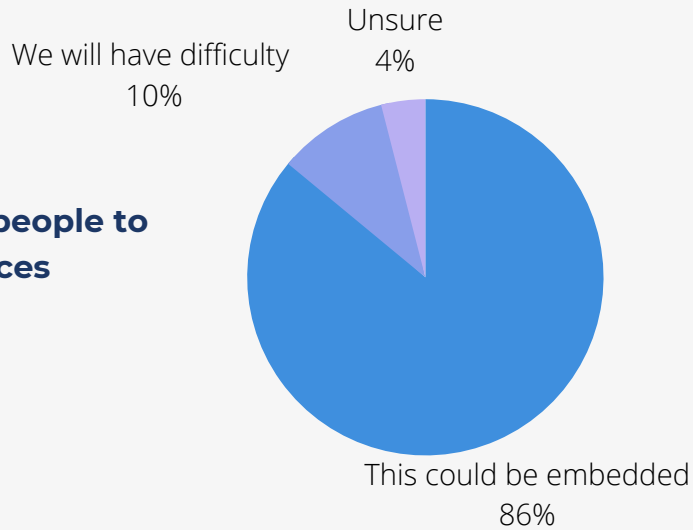
To build children and young peoples' problem solving skills

This could be embedded
93%

SCHOOL STAFF

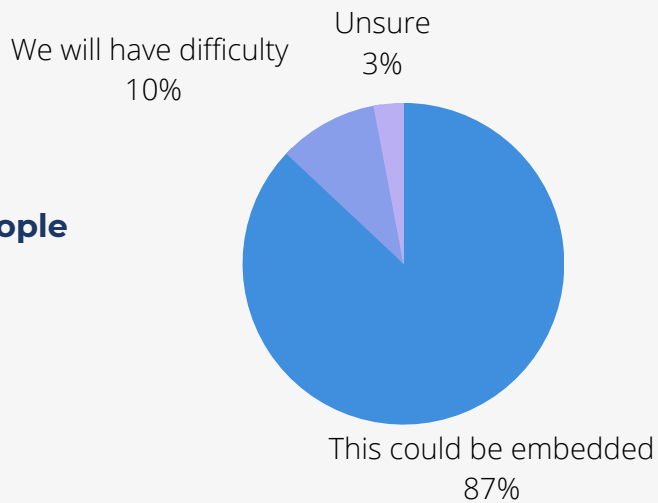
DO YOU FEEL THE FOLLOWING AREAS ARE FEASIBLE FOR SCHOOLS TO EMBED...

To help children and young people to manage difficult circumstances



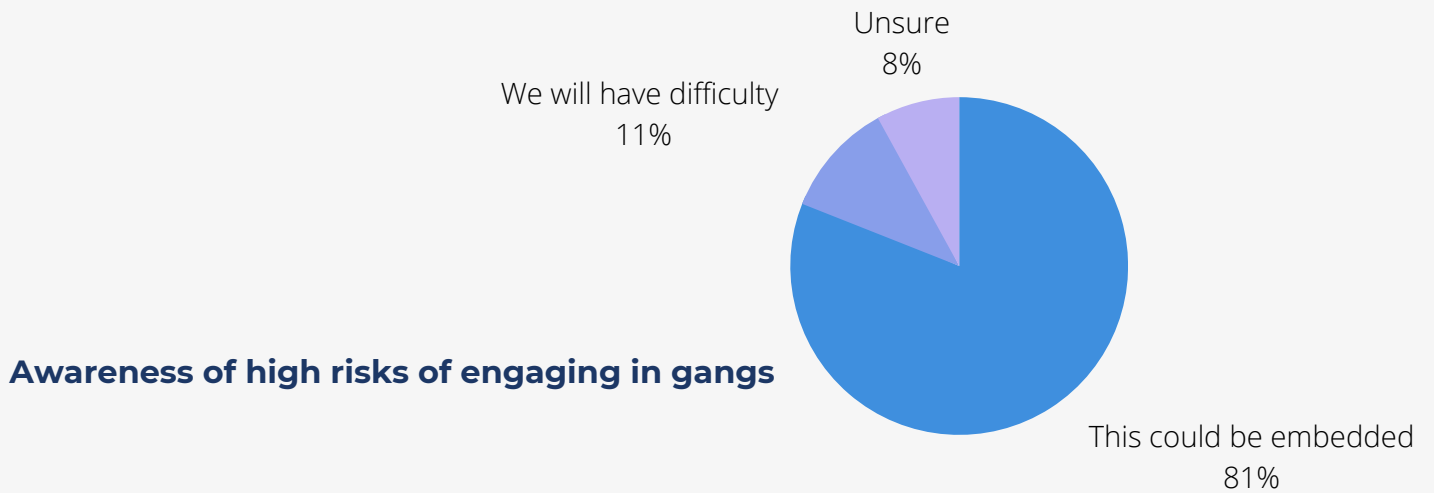
For children and young people to access support

To help children and young people to manage their emotions



SCHOOL STAFF

DO YOU FEEL THE FOLLOWING AREAS ARE FEASIBLE FOR SCHOOLS TO EMBED...



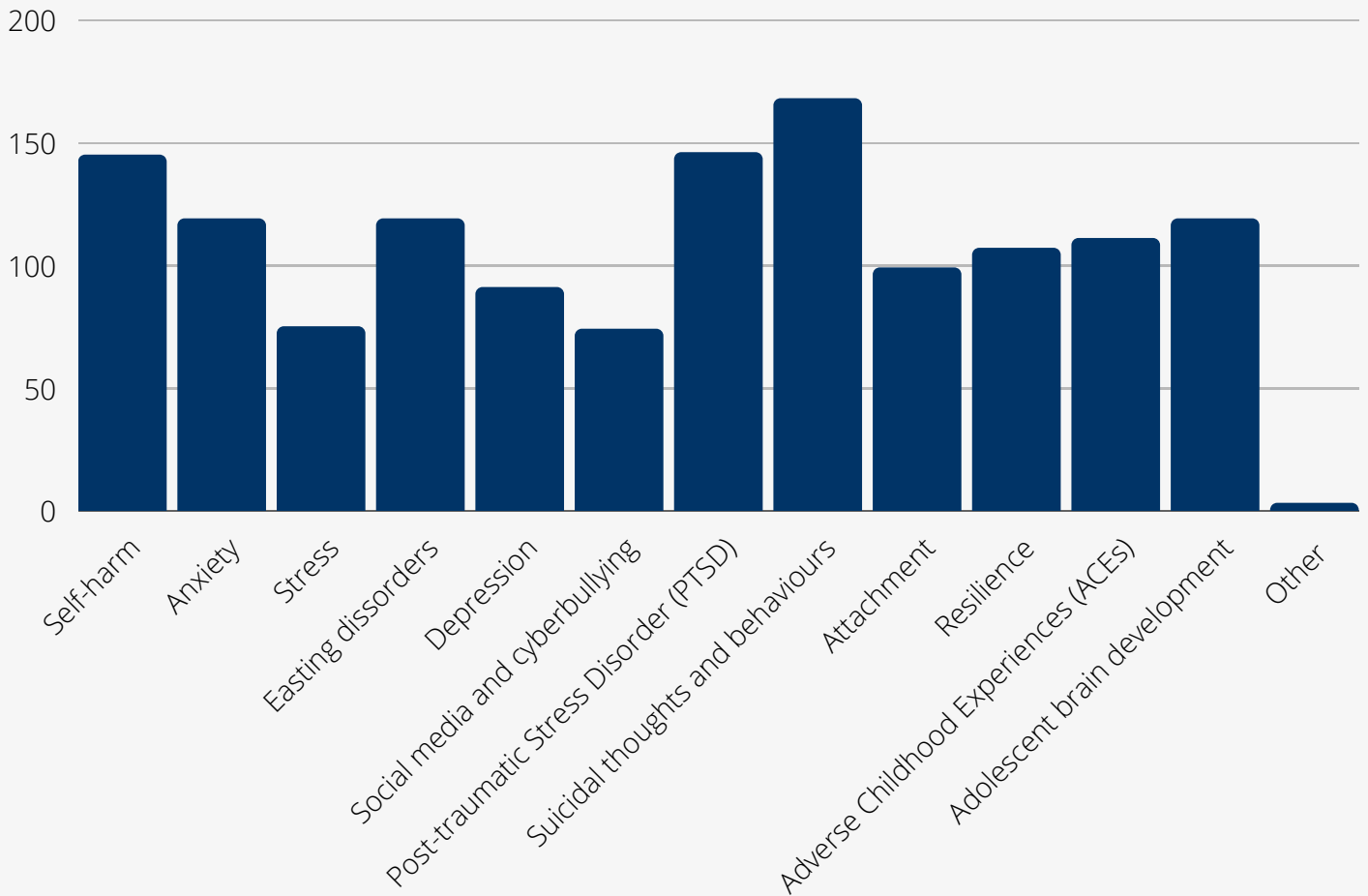
I am hoping that this becomes a whole-school activity within school.

There needs to be an approach whereby staff really understand the roles of the MVPs in order to support them fully.

School Staff

SCHOOL STAFF

WHICH OF THE FOLLOWING AREAS DO YOU FEEL YOU WOULD BENEFIT EXTRA TRAINING FROM?



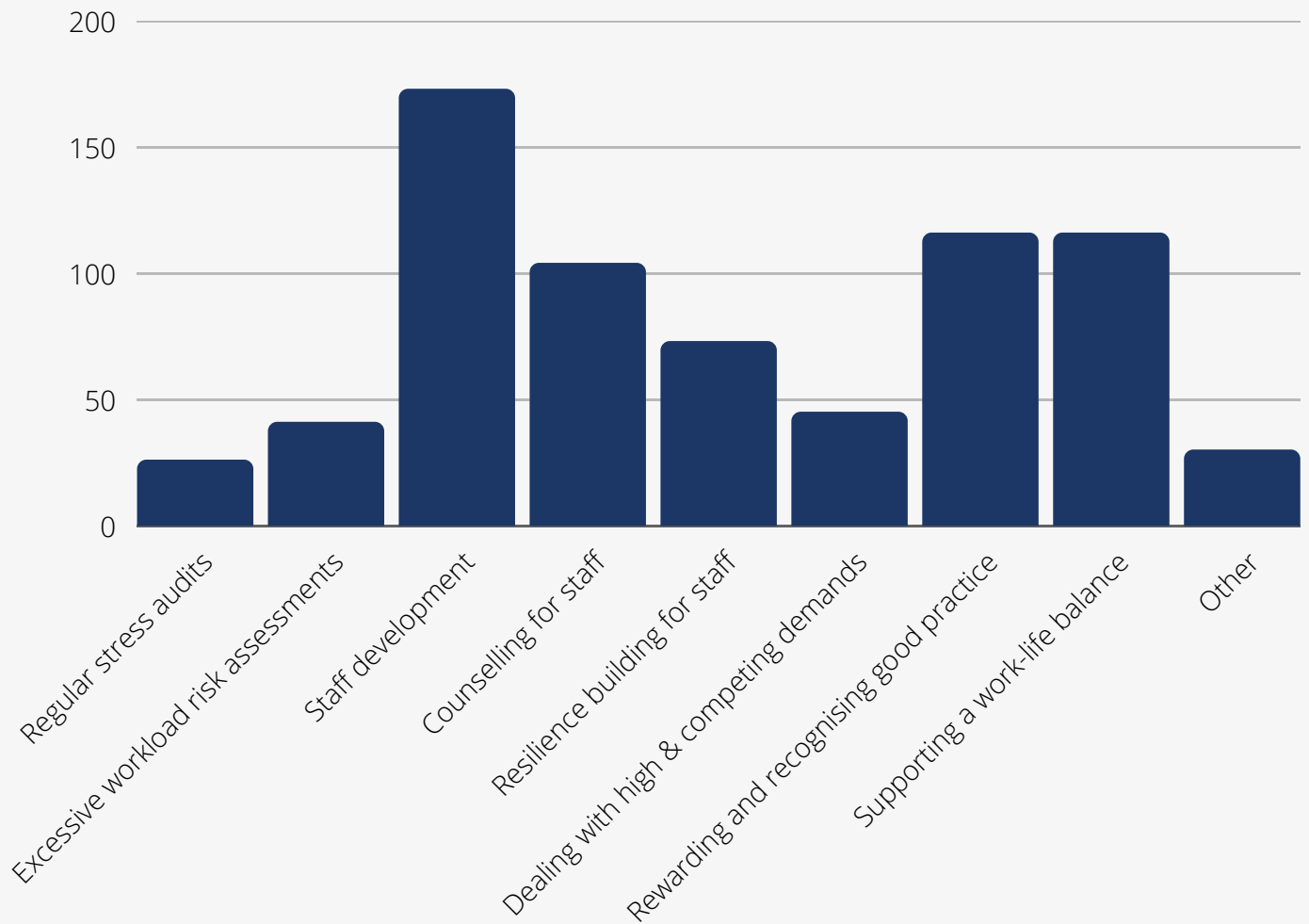
Local authority differences

Suicidal thoughts and behaviours, PTSD and self-harm ranked highest in all areas.

Wirral ranked ACEs and eating disorders slightly higher than other areas,

SCHOOL STAFF

WHICH OF THE FOLLOWING STRATEGIES DOES YOUR WORKPLACE HAVE TO SUPPORT YOUR WELLBEING



Local authority differences

Staff development was strongest in all areas, except in Wirral, where staff rated reward and recognising good practice slightly higher.

MVP PSHE BENEFITS

MVP is in line with the PSHE Association Programme of Study Key Learning opportunities including:

- H2. To understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment).
- R38. To recognise bullying, and its impact, in all its forms, have the skills and strategies to manage being targeted or witnessing others being bullied.

Within each session plan, there are 4-5 PSHE learning opportunities specific to that topic (e.g. dating abuse, online relationships).

For mentors, the following opportunity applies:

- R36. Skills to support younger peers when in positions of influence.

This relevance to PSHE provides an opportunity to incorporate MVP into students' timetables, and delivery by MYA staff/mentors may reduce staff resources for PSHE delivery.

MVP training for school staff aligns with global UNESCO best practices for preventing gender-based violence in schools.

SUMMARY

The MVP programme has been a brilliant success at Saint Julies.

Not only has it provided our year 7 students with a wealth of knowledge on vital topics such as sexual harassment and gender equality, but it has also been great to see our year 10 mentors grow in confidence in their own abilities adding their own personal touches to the session content. It has been delightful seeing these relationships blossom outside the classroom with year 7 seeking out their year 10 mentor for help, support and company.

The MVP programme has been a great experience with great impact. It is exceptionally well-run, and I would highly recommend it.

Cairine Corrigan, Senior Progress Leader, St Julies.



CONTACT DETAILS

IF YOU ARE INTERESTED IN DELIVERING THIS PROGRAMME PLEASE REGISTER YOUR INTEREST HERE

WWW.EDUCATIONMVP.CO.UK/ABOUT/INTERESTED/



educationmvp.co.uk



The Mentors in Violence Prevention programme is delivered by Merseyside Youth Association, and funded by the Merseyside Violence Reduction Partnership (VRP).

