2023-2024

INSIGHT INTO YOUNG PEOPLE'S, SCHOOL STAFF AND PARENT/CARER VIEWS

MY ADHD DOESN'T DEFINE ME

PREPARED AND PRESENTED BY

MERSEYSIDE YOUTH ASSOCIATION

CONTENTS

INTRODUCTION

SURVEY RESULTS

IMPACT FEEDBACK AND TESTIMONIALS

ABOUT THIS REPORT

During the delivery of the Mentors in Violence Prevention Programme (MVP), Merseyside Youth Association's RAISE mental health promotion team invite students, members of the workforce and parents/carers to take part in online surveys.

The surveys explore similar topical and current issues but through the eyes of each audience (students, staff, parents and carers). Students are asked how they would respond to a range of situations that relate to areas covered in the MVP programme. Workforce members are asked about their school culture, Parents/carers are asked about their child's wellbeing and school provisions.

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

This report 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.

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 Reduction 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.

The programme empowers pupils to identify and communicate concerns with peers and school staff by supporting schools to take a 'Whole School Approach' to early intervention and prevention of bullying, harassment, and risky behaviours.

The MVP Programme focuses on 5 Core Components:

- Exploring violence through a gendered lens;
- Developing leadership;
- Adopting a bystander approach;
- Recognising the scope of violent behaviour; and
- Challenge victim-blaming.

Additional bespoke themes chosen by young people include:

Weapons
- Labelled
- Online Abuse
- Being Left Out
- Carrying Weapons

Hate Crime
- Racism
- Disability
- Homophobia
- Transphobia

Relationships
- Sexual Harassment
- Expectations
- Manipulation
- Consent

"MVP continues to be an incredibly important addition to schools, opening the door to explore issues around gender violence, bullying and the whole culture of online influencing. It's successful because it actively involves the very people it wants to support - our future adults of Merseyside. This insight report - alongside our academic evaluations - can help us all in making sure the programme gets even better and becomes even more relevant to all our young people."

Roger Thompson, MVRP Education Lead, Merseyside Police.

MVP PSHE BENEFITS

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

Key Stage 3 *Students will learn...*	Key stage 4 *Students will learn...*
H2. To understand what can affect wellbeing and resilience (i.e. life changes, relationships, achievements and employment).	H2. How self-confidence, self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this.
H30. How to identify risk and manage personal safety and increasingly independent situations, including online.	H22. Ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online.
H31. Ways of assessing and reducing risk in relation to health, wellbeing and personal safety.	H23. Strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help.
R1. About different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them.	R1. The characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality.
R2. Indicates of positive, healthy relationships and unhealthy relationships, including online.	R3. To respond appropriately to indicators of unhealthy relationships, including seeking help where necessary
R14. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online).	R31. The skills and strategies to respond to exploitation, bullying, harassment and control in relationships.

MVP PSHE BENEFITS (CONT)

Key Stage 3 *Students will learn...*	Key stage 4 *Students will learn...*
R37. The characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others.	R36. Skills to support younger peers when in positions of influence.
R38. To recognise bullying, and its impact, in all its forms, the skills and strategies to manage being targeted or witnessing others being bullied.	
R43. The role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support.	

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

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.
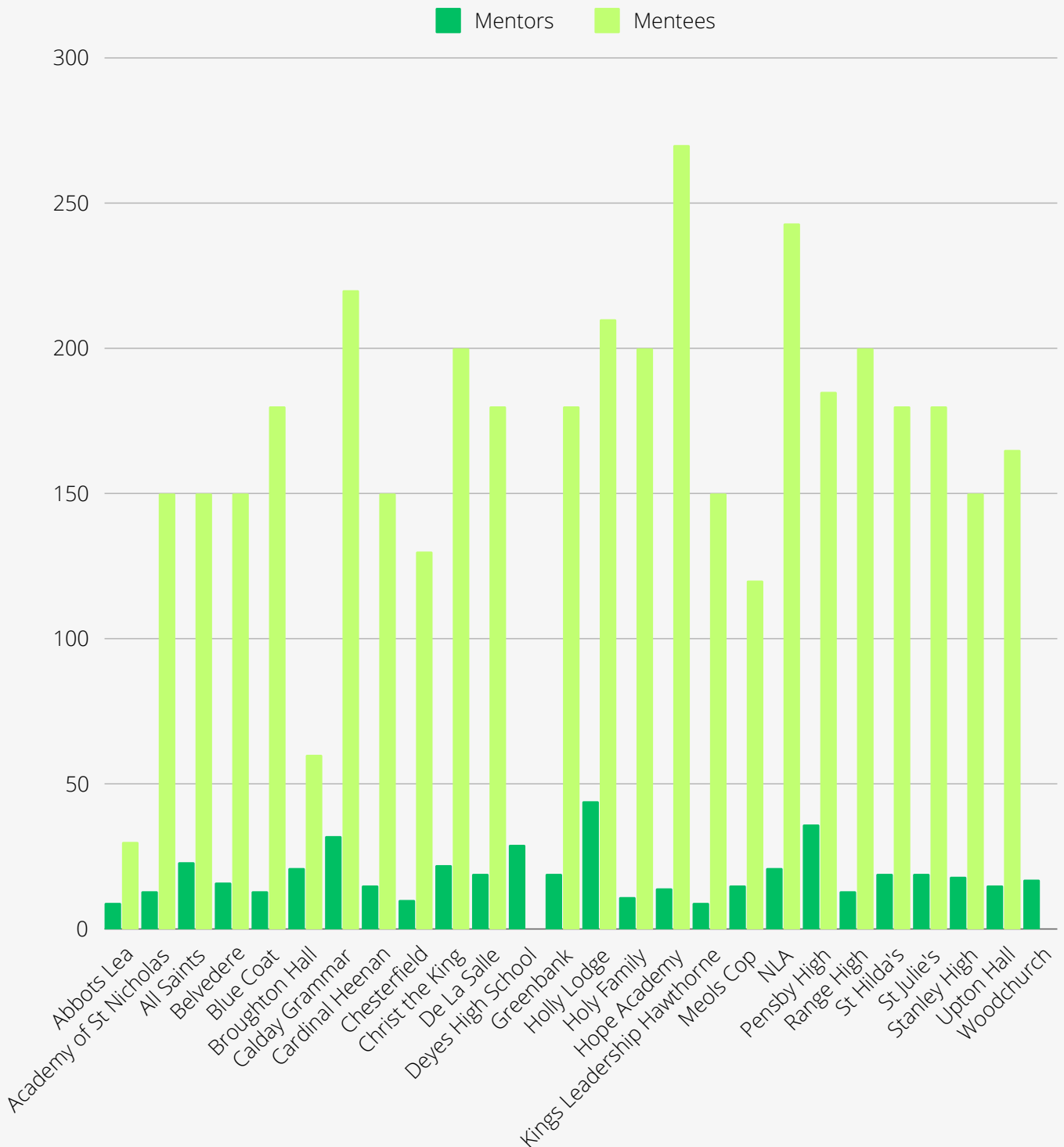
YOUNG PEOPLE SURVEY RESULTS

YOUNG PEOPLE

492 mentors have completed the MVP training, who then went on to train 4034 mentees
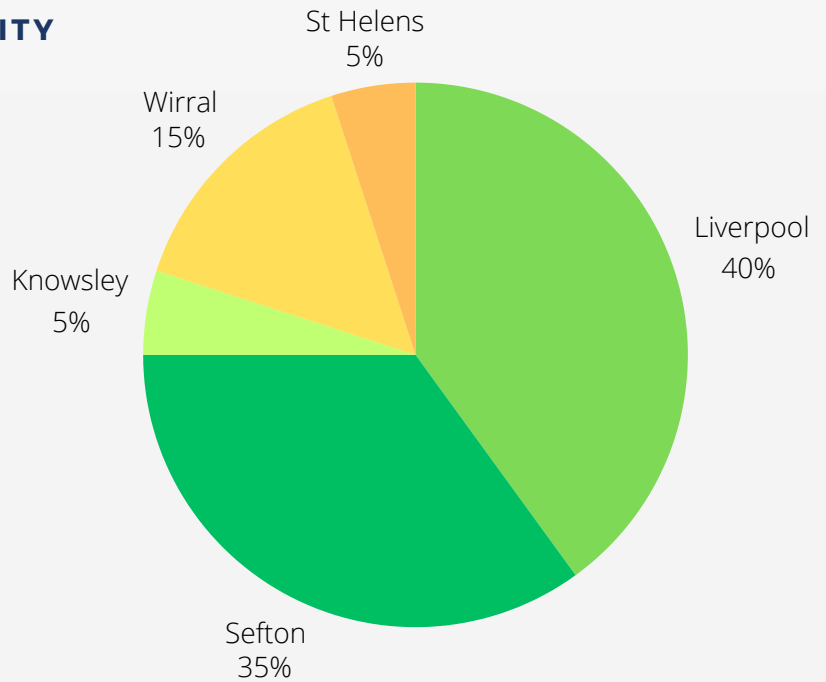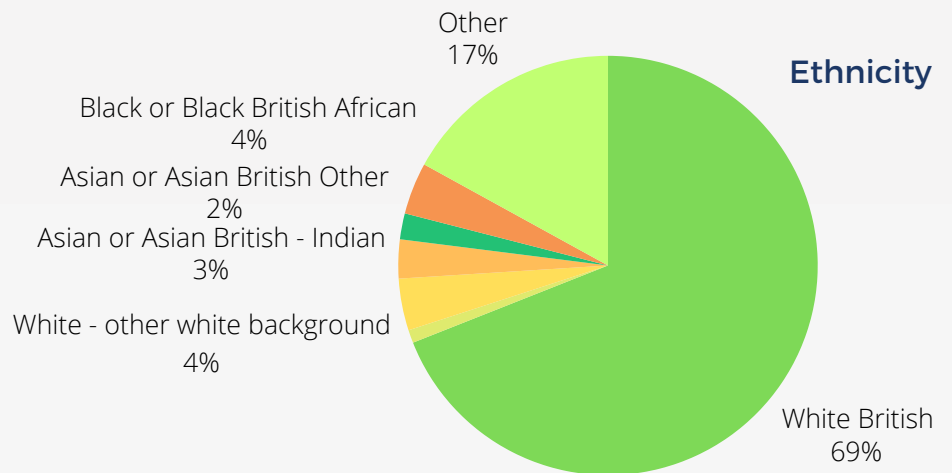### (academic year 2023-2024)

■ Mentors ■ Mentees
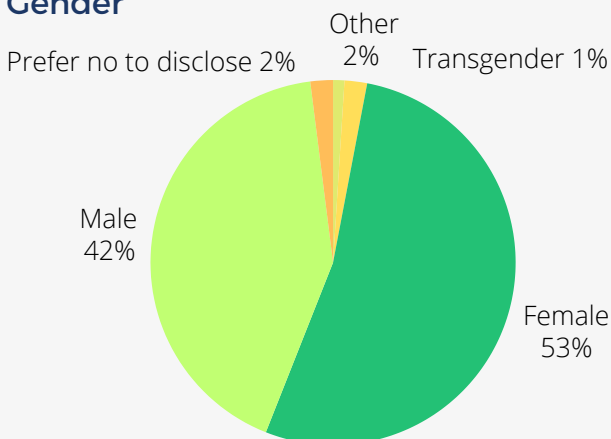
YOUNG PEOPLE

RESPONSES BY LOCAL AUTHORITY

SCHOOLS:
Abbots Lea - Liverpool
All Saints - Knowsley
Belvedere - Liverpool
Blue Coat - Liverpool
Calday Grammar - Wirral
Cardinal Heenan - Liverpool
Chesterfield High School - Sefton
Christ the King - Sefton
Greenbank High School - Sefton
Holly Lodge - Liverpool
Holy Family School - Sefton
Hope Academy - St Helens
Kings Leadership Hawthorne - Sefton
North Liverpool Academy - Liverpool
Pensby High School - Wirral
St Hilda's - Liverpool
St Julie's - Liverpool
Stanley High School - Sefton
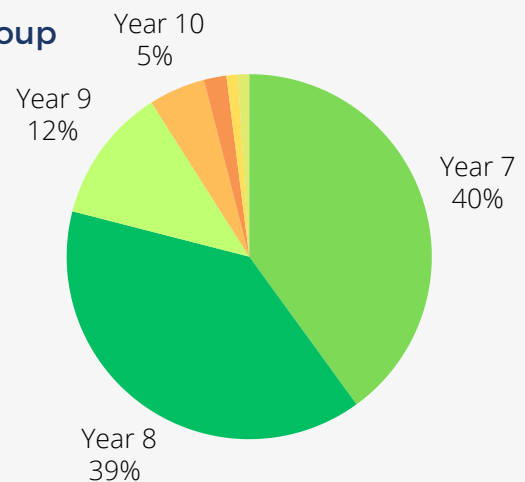The Range High School - Sefton
Upton Hall - Wirral

2,295 responses

St Helens 5%
Wirral 15%
Knowsley 5%
Liverpool 40%
Sefton 35%

Ethnicity

Other 17%
Black or Black British African 4%
Asian or Asian British Other 2%
Asian or Asian British - Indian 3%
White - other white background 4%
White British 69%

Gender

Prefer no to disclose 2%
Other 2%
Transgender 1%
Male 42%
Female 53%
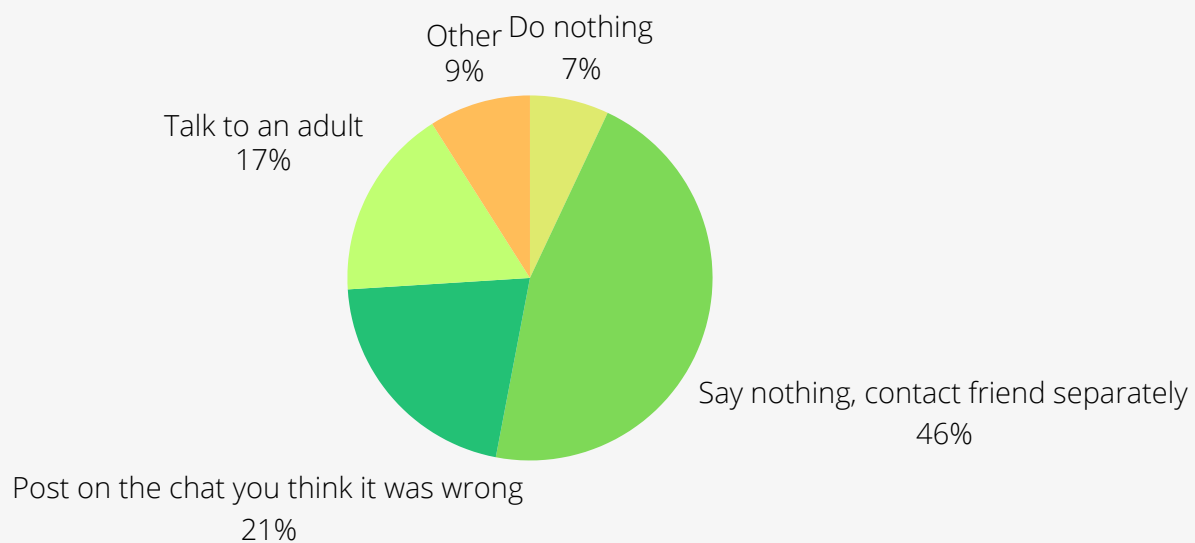
Year Group

Year 10 5%
Year 9 12%
Year 7 40%
Year 8 39%

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?
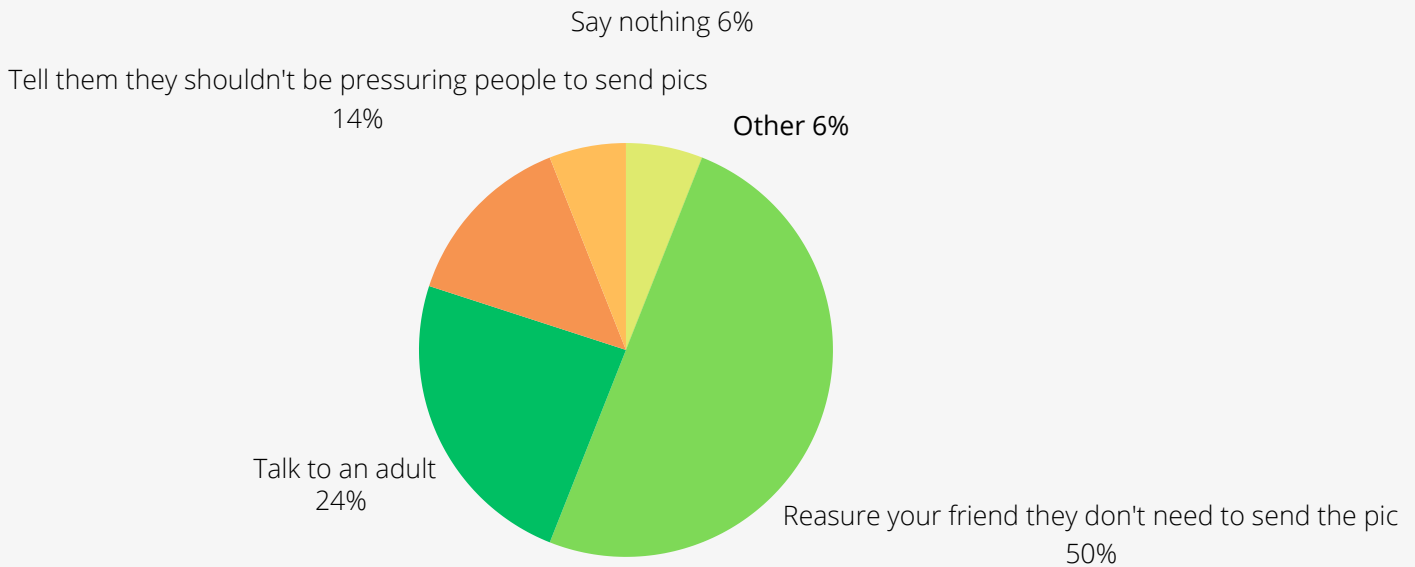

Do nothing
7%

Other
9%

Talk to an adult
17%

Say nothing, contact friend separately
46%

Post on the chat you think it was wrong
21%

'Other' included:
- Leave the group.
- Screenshot and show an adult.
- Stand up for them.
- Kick the person out of the group.
- Confront the bully.
- Message my friend to see if he is okay first. Then, if he is not, I will post a comment on the group chat.
- I'd confront everyone inside the group and tell them that what they did was badly affecting the person(s) mental health because they could've stopped replying because they were overthinking about what the people had said to/about them and whether or not it was true.
- Have a massive go at them and make them say sorry.

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?

Say nothing 6%

Tell them they shouldn't be pressuring people to send pics
14%

Other 6%

Talk to an adult
24%

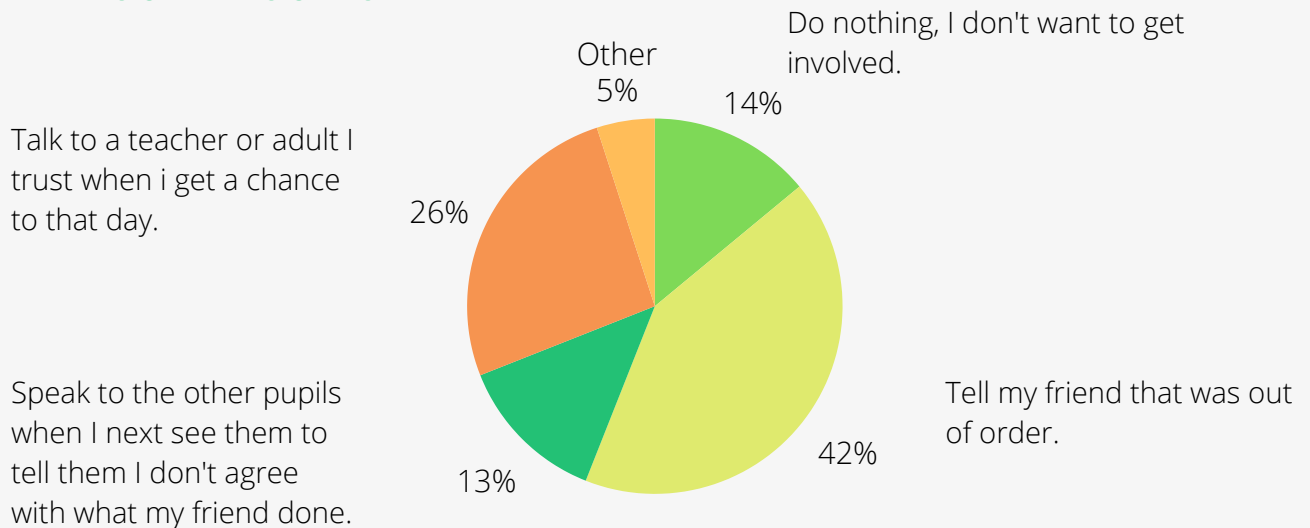Reasure your friend they don't need to send the pic
50%

'Other' included:
- Call the police.
- Tell them to block the person.
- Not sure.
- Ignore it.
- Tell them to block the person and let them know it's okay not to do it.
- Tell your friend to get off their phone and report it to the police and teachers, or I'll do it for them.
- I would stay out of it as I feel I don't want to get involved incase I start getting pressured to send pictures and they try to cause harm to me.

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
5%

Do nothing, I don't want to get involved.
14%

Talk to a teacher or adult I trust when i get a chance to that day.
26%

Speak to the other pupils when I next see them to tell them I don't agree with what my friend done.

13%

Tell my friend that was out of order.
42%

'Other' included:
- I would start avoiding that friend because it was a horrible thing to do and assure the other pupil that I was sorry for that friend's behaviour.
- I call out the students for their offensive comments and speak to the teachers.
- I'd speak to the other pupils that I don't agree with and also tell my friends they were wrong.
- It's none of my business,
- Tell them they can have their own opinions; however, they should not reflect on others in a bad way.
- Ask the other pupils if they are ok and ask the person that was called gay if they are mentally and physically ok. then tell a teacher.
- I would tell them to leave them alone, and I would also say that it is mean because I am gay as well, and I would unfriend them and block them on social media.
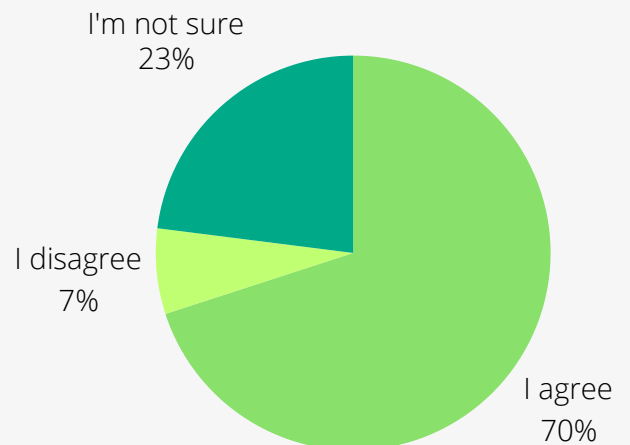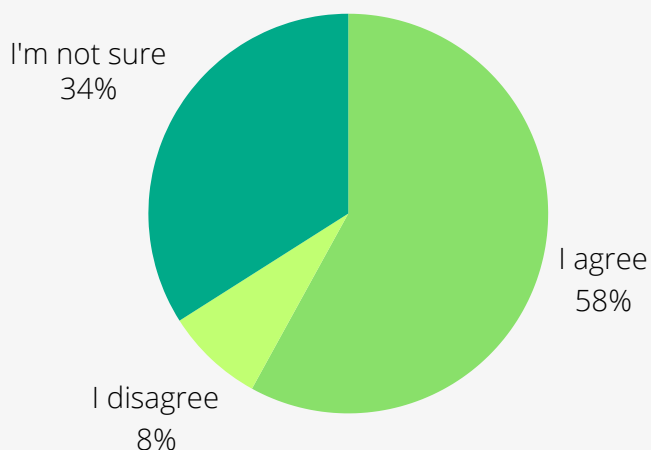
YOUNG PEOPLE

I can recognise healthy and unhealthy behaviours within my relationships

I'm not sure
23%

I disagree
4%

I agree
73%

I'm not sure
35%

I agree
52%

I disagree
13%
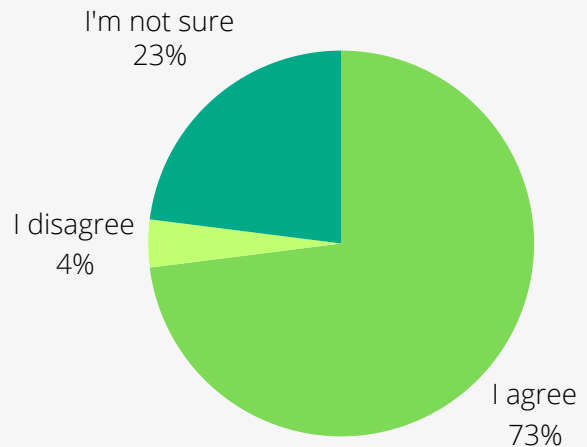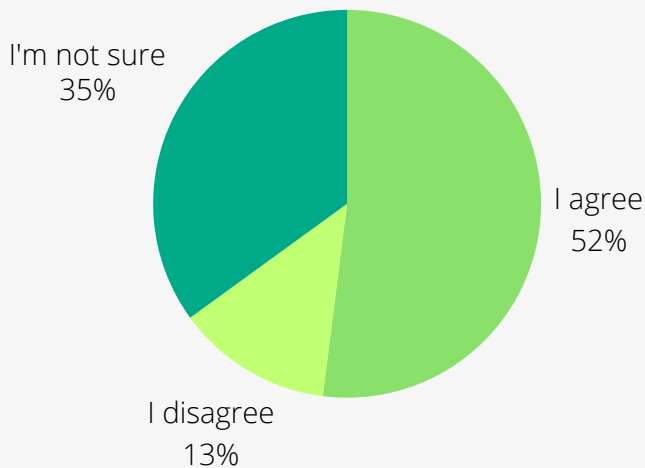
I have a responsibility within my year group to ensure pupils are safe and included

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

I'm not sure
23%

I disagree
7%

I agree
70%

I'm not sure
34%

I agree
58%

I disagree
8%

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)
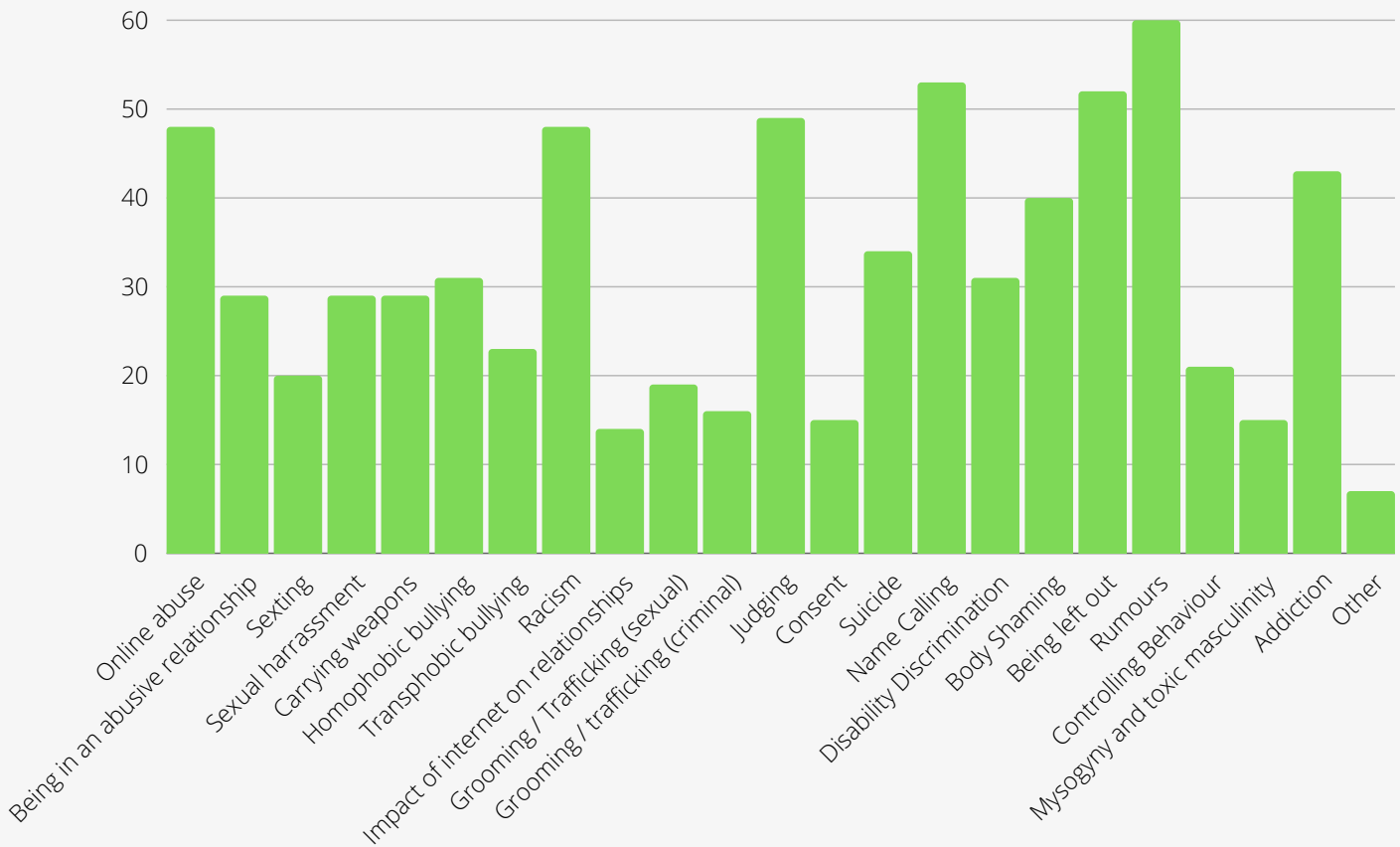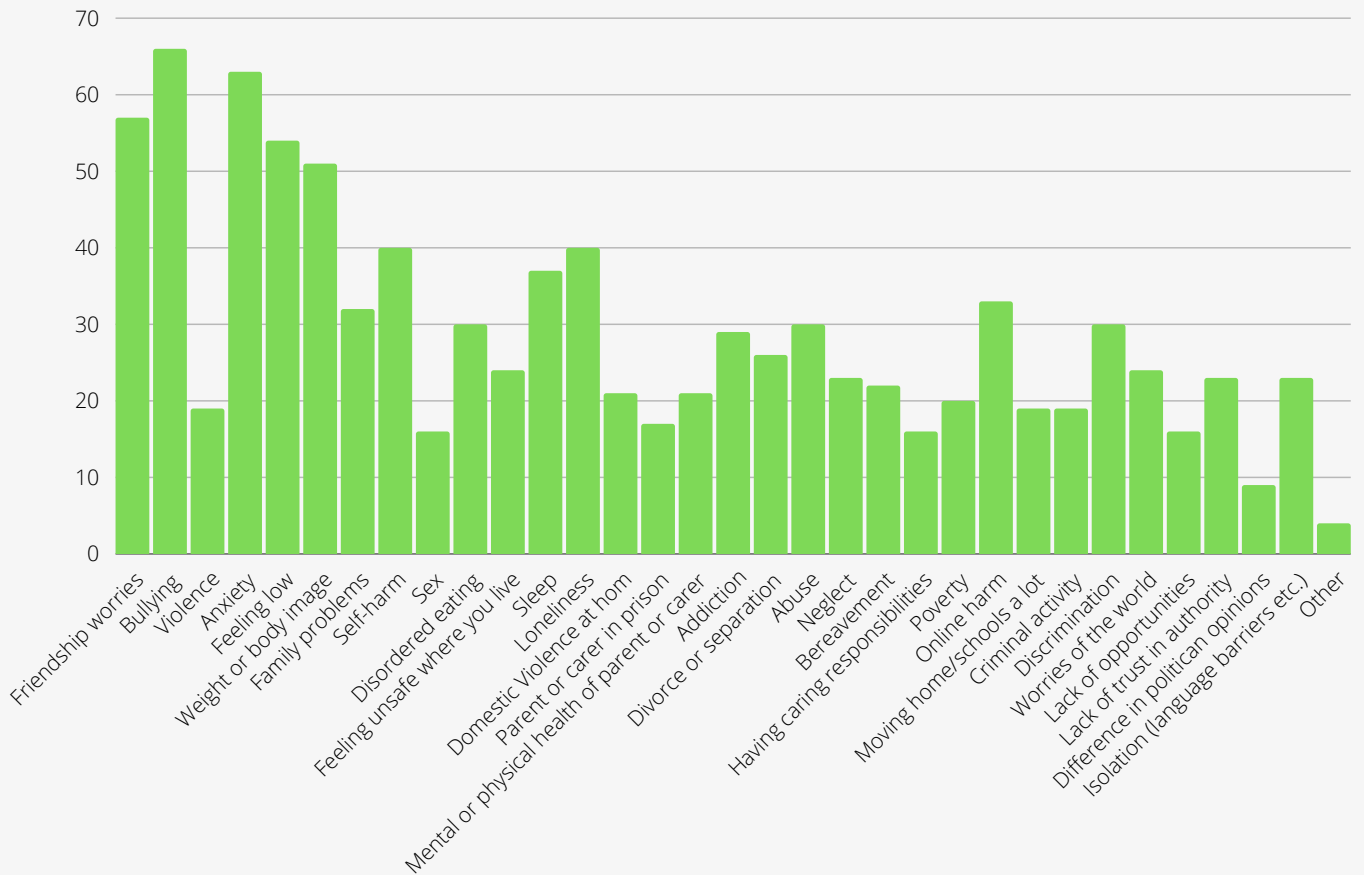

'Other' included:
- Bullying,
- Friendship issues,
- Drugs and dealers,
- Disrespect to staff,
- Getting physical abuse,
- Inappropriate jokes about triggering topics,
- Islamophobia,
- Teachers not understanding me/my situation,
- Sexism,
- Child abuse,
- Getting jumped,
- Unfair treatment.

YOUNG PEOPLE

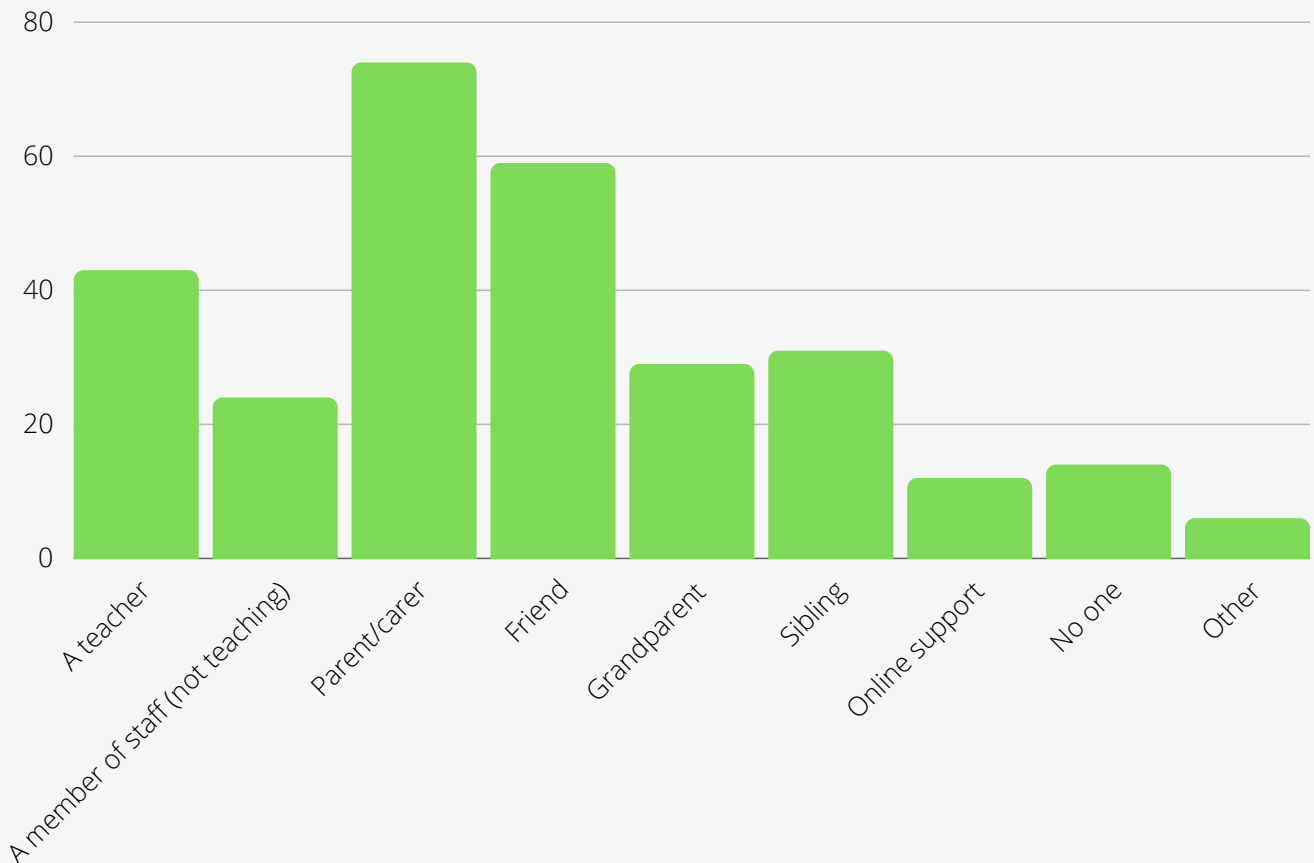## WHAT DO YOU THINK ARE THE BIGGEST MENTAL HEALTH CONCERNS FOR YOUNG PEOPLE YOUR AGE? (% RESPONSES)

'Other' included:
- Suicide,
- Fat-shaming,
- Harassment,
- Being left out,
- People getting stabbed in school.
- No friends.

YOUNG PEOPLE

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


'Other' included:
- Other family members: cousin/aunt/uncle.
- Counsellor.
- Emergency services,
- Trusted adult,
- People at my youth club.

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		5,441	1,324
Spending time with friends	2		5,079	1,383
Feeling safe and protected by an adult at home	3		3,503	799
Spending time with family	4		2,597	875
Sleeping	5		2,328	833
Sport	6		1,829	652
Social media	7		1,709	612
Gaming	8		1,528	639
Feeling supported by friends	9		1,474	509
Spending time with your pets	10		1,222	515
Laughing	11		1,001	447
Watching movies	12		988	448
Art	13		926	339

Lowest Rank   Highest Rank
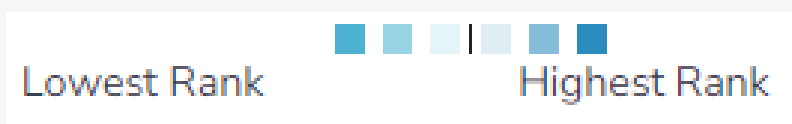
YOUNG PEOPLE

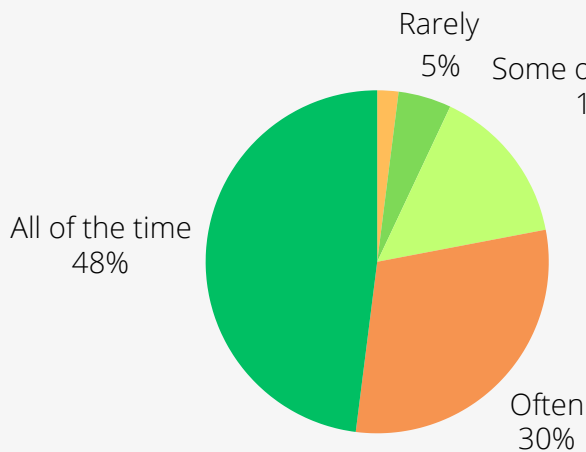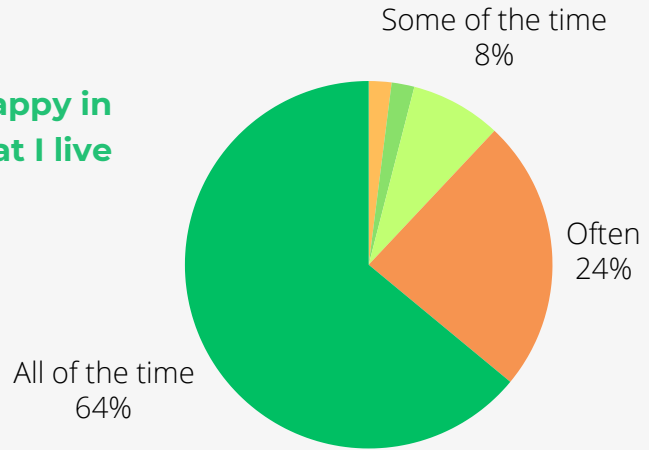## SELECT FIVE OF THESE ACTIVITIES THAT MAKE YOU FEEL GOOD...

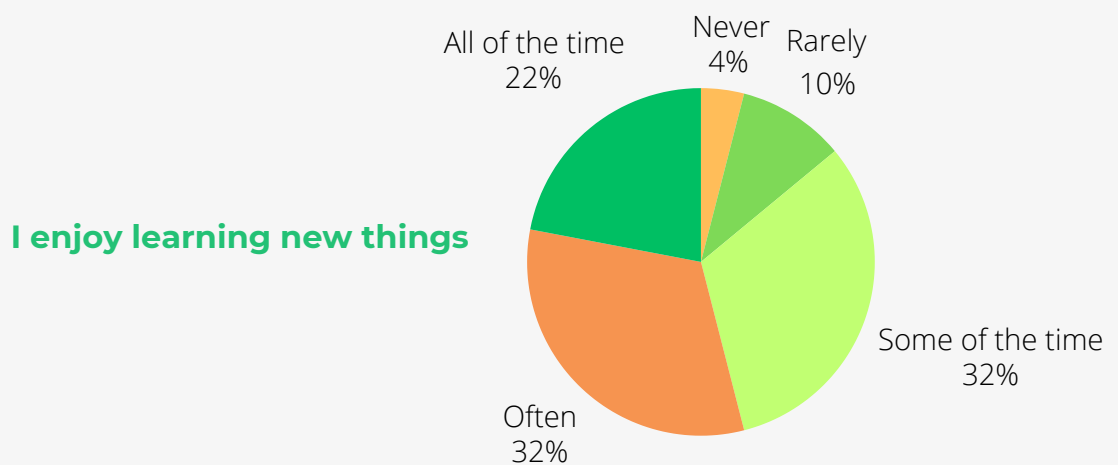|				
Eating my favourite food	14		720	356
Reading	15		619	261
Dancing	16		473	193
Outdoor activities	17		351	175
Talking to a family member feeling heard, listened to and accepted	18		312	140
Walking	19		274	135
Other - write in	20		209	81
Belonging to larger groups (Sports, Church, Youth Groups etc)	21		180	75
Belief your family will support you through difficult times	22		177	79
When a adult (not your parent/ carer) is interested in what you do/ say	23		144	73
Gambling	24		52	16
Drinking alcohol	25		51	19
Getting involved in community traditions	26		42	17
Taking drugs	27		33	10

YOUNG PEOPLE

THOUGHTS ON WELLBEING

I feel safe and happy in the place that I live

Some of the time
8%

Often
24%

All of the time
64%

Rarely
5%

Some of the time
15%

All of the time
48%

I have friends and feel that I belong

Often
30%

All of the time
22%

Never
4%

Rarely
10%

I enjoy learning new things

Some of the time
32%

Often
32%

YOUNG PEOPLE

THOUGHTS ON WELLBEING (CONT)

I cope with problems well

All of the time
15%

Never
8%

Rarely
15%

Often
30%

Some of the time
32%
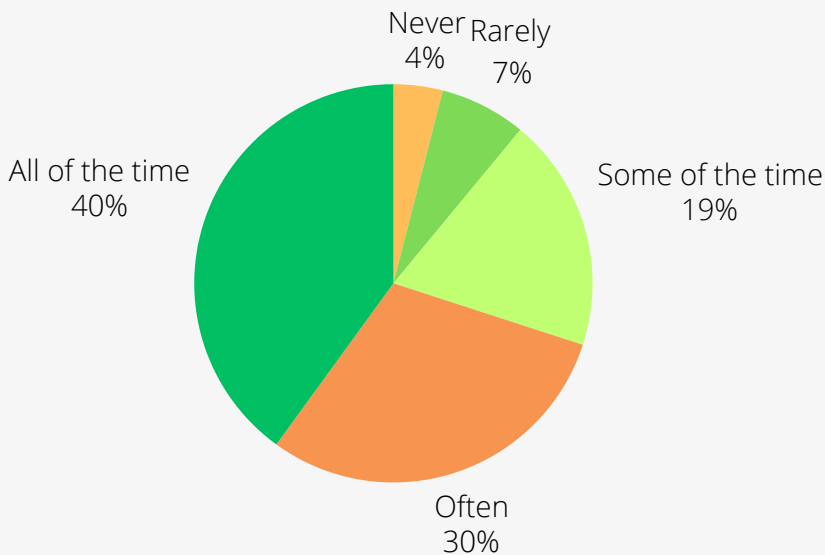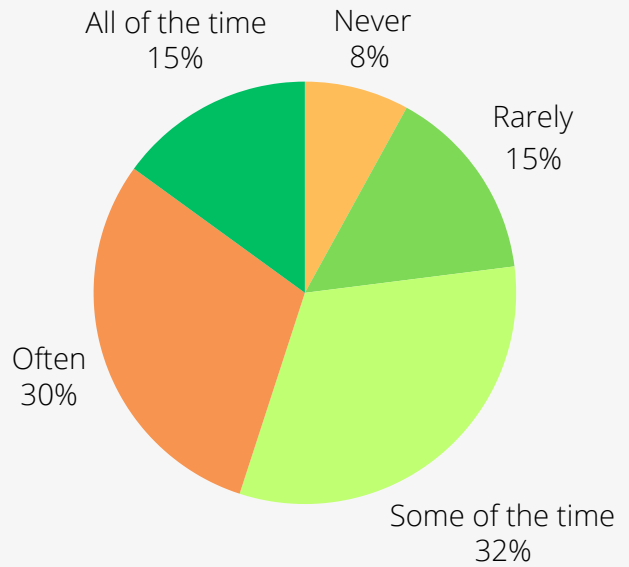
I know who I am and what I'm good at

Never
4%

Rarely
7%

All of the time
40%

Some of the time
19%

Often
30%

I have a good relationship with my family

Never
2%

Some of the time
9%

Often
25%

All of the time
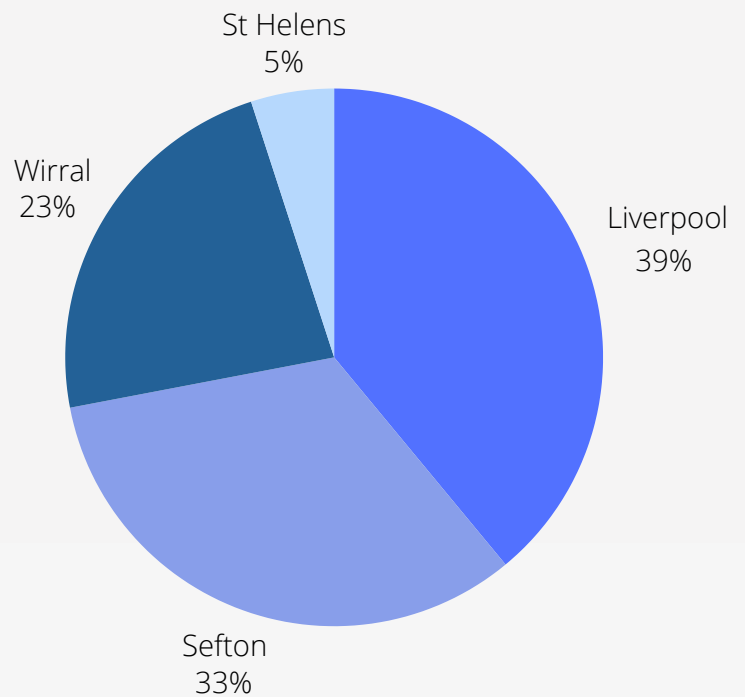63%
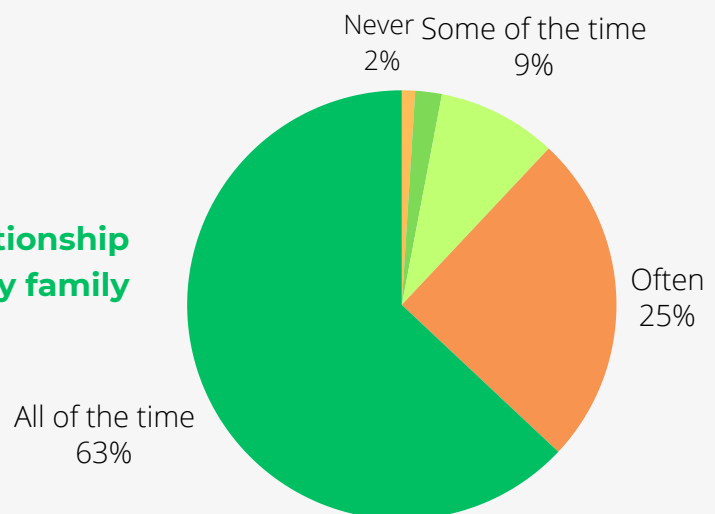
PARENT AND CARER SURVEY RESULTS

PARENTS/CARERS

441 responses

WHAT IS YOUR CHILD'S SCHOOL?

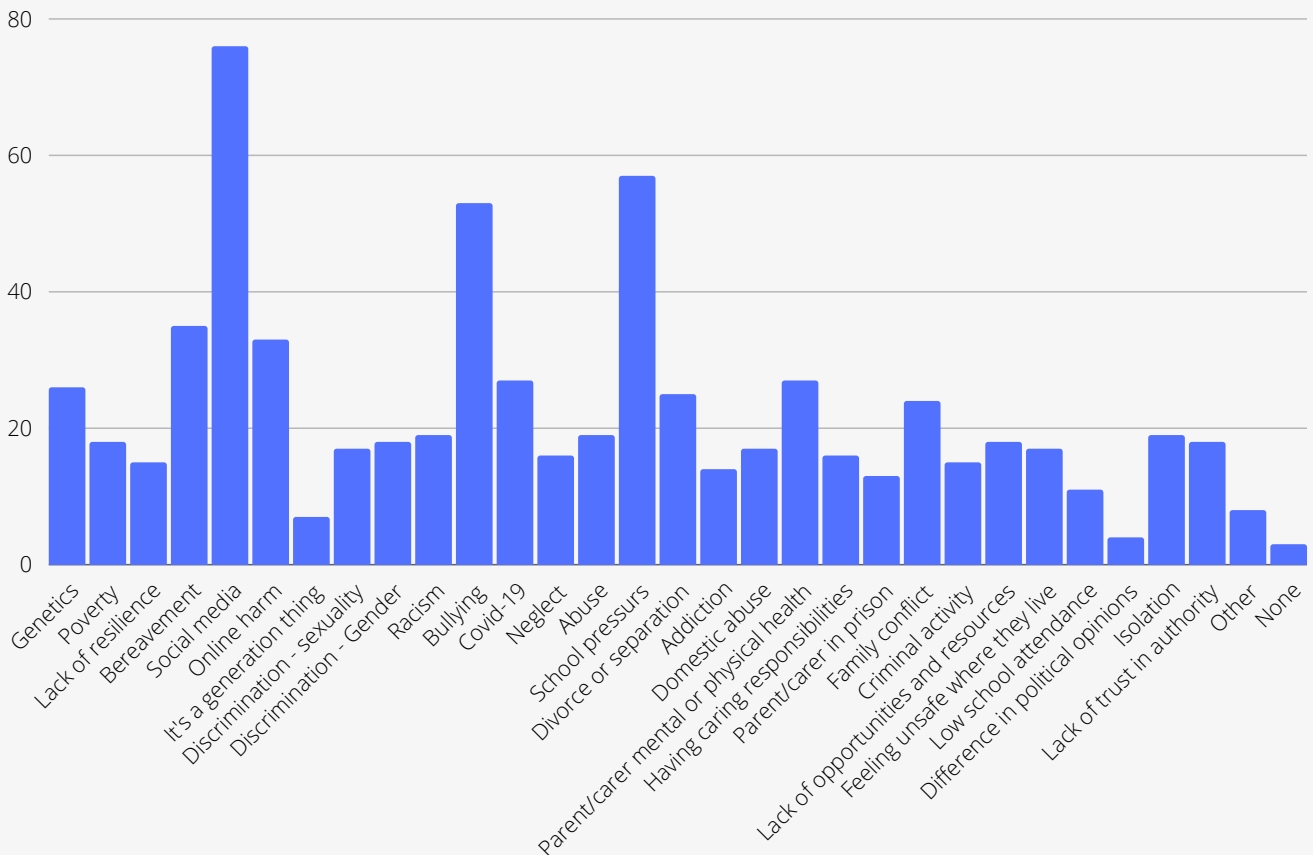**SCHOOLS:**
Abbots Lea - Liverpool
Belvedere - Liverpool
Blue Coat - Liverpool
Christ the King - Sefton
Deyes High School - Sefton
Holly Lodge - Liverpool
Holy Family School - Sefton
Kings Leadership Hawthorne - Sefton
North Liverpool Academy - Liverpool
Pensby High School - Wirral
St Hilda's - Liverpool
St Julie's - Liverpool

St Helens
5%

Wirral
23%

Liverpool
39%

Sefton
33%

PARENTS/CARERS

WHAT DO YOU THINK IMPACTS ON YOUR CHILD'S MENTAL HEALTH? (% RESPONSES)

Bar chart showing percentage responses. Approximate values by category:
- Genetics: 26
- Poverty: 18
- Lack of resilience: 15
- Bereavement: 35
- Social media: 76
- Online harm: 33
- It's a generation thing: 7
- Discrimination - sexuality: 17
- Discrimination - Gender: 18
- Racism: 19
- Bullying: 53
- Covid-19: 27
- Neglect: 16
- Abuse: 19
- School pressures: 57
- Divorce or separation: 25
- Addiction: 14
- Domestic abuse: 17
- Parent/carer mental or physical health: 27
- Having caring responsibilities: 16
- Parent/carer in prison: 13
- Family conflict: 24
- Criminal activity: 15
- Lack of opportunities and resources: 18
- Feeling unsafe where they live: 17
- Low school attendance: 11
- Difference in political opinions: 4
- Isolation: 19
- Lack of trust in authority: 18
- Other: 8
- None: 3

'Other' included:

Anxiety due to school support and additional needs not understood.

Autism and poorly understood sensory processing needs.

Being adopted has an effect on one's mental health; however, a biological mother has mental health problems with alcohol and drug abuse during pregnancy.

Confidence around her social judgement of others. Due to developmental dyspraxia she is not as socially mature as her peers and therefore sometimes feels left out.

Change in routine, and noise.

Daughter was attacked outside of school by two boys who groped and intimidated her- police couldn't find the perpetrators.

Hormones and brain development.

Not being believed and treated appropriately by GPs when a mental health problem is highlighted at a young age.

The education system as a whole not recognising all of the above, and having no space and time to support all children. Everything is standardised, which means that needs are not met.

PARENTS/CARERS

CAN YOU PRIORITISE THE TOP FIVE ISSUES CONCERNING YOUR CHILD'S MENTAL HEALTH FROM THIS LIST?

Item	Overall Rank	Rank Distribution	Score	No. of Rankings
Anxiety	1		1,442	361
Stress	2		947	291
Body image	3		732	233
Emotional difficulties	4		640	242
Bullying	5		553	179
Neurodevelopmental conditions (for example, ADHD, Autism etc.)	6		370	109
Rapid mood changes	7		367	144
Behavioural difficulties	8		174	61
Self-harm	9		139	40
Depression	10		134	57
Trauma	11		124	49
Attachment difficulties	12		107	45
Parental mental distress	13		102	35
Eating disorders	14		88	29
Suicidal thoughts and behaviours	15		67	21
Substance misuse	16		27	9

Lowest Rank — Highest Rank

PARENTS/CARERS

THESE ARE SOME OF THE SESSIONS THAT WE CAN COVER IN THE MVP PROGRAMME. PLEASE CHOOSE FIVE OF THE FOLLOWING AREAS YOU FEEL YOUR CHILD WOULD BENEFIT FROM LEARNING ABOUT.

Item	Overall Rank	Rank Distribution	Score	No. of Rankings
Online abuse	1		957	253
Being left out	2		823	230
Healthy and unhealthy relationships	3		814	259
Name calling	4		523	145
Rumours	5		448	153
Judging	6		361	136
Body Shaming	7		337	128
Consent	8		335	129
Controlling behaviour	9		290	118
Addiction (Vaping, Gambling, Drugs and Alcohol)	10		284	114
Grooming- Criminal Child Exploitation (CCE)	11		201	80
Carrying weapons	12		181	64

THESE ARE SOME OF THE SESSIONS THAT WE CAN COVER IN THE MVP PROGRAMME. PLEASE CHOOSE FIVE OF THE FOLLOWING AREAS YOU FEEL YOUR CHILD WOULD BENEFIT FROM LEARNING ABOUT (CONT)

Disability discrimination	13	‖‖	158	56
Sexting	14	‖‖	144	47
Misogyny & Toxic Masculinity	15	‖‖	140	55
How porn makes you view the world and relationships	16	‖‖	139	52
Suicide	17	‖‖	138	53
Racism	18	‖‖	107	39
Sexual harassment in school	19	‖	69	27
Homophobic bullying	20	‖	61	22
Child sexual exploitation	21	‖	48	20
Other - write in	22	‖	26	13
Transphobic bullying	23	‖	16	7

Lowest Rank ■■■‖■■■ Highest Rank

PARENTS/CARERS

WE KNOW THE FOLLOWING ARE IMPORTANT. PLEASE RATE YOUR CHILD'S SCHOOL IN PROVIDING THESE

Never good 3%

Rarely good at this
8%

Excellent at this
19%

Sometimes good at this
23%
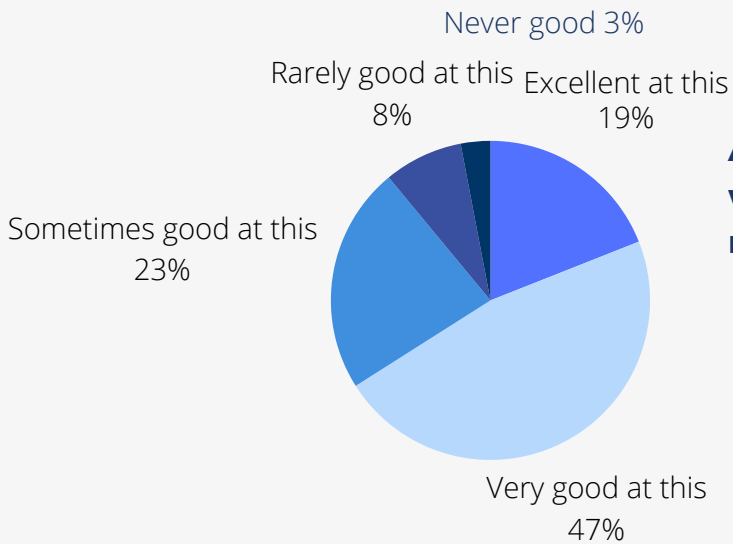
A trusted adult relationship with a teacher, mentor or member of staff

Very good at this
47%

Never good 3%   Unsure 3%

Rarely good at this
4%

Excellent at this
22%

Sometimes good at this
23%
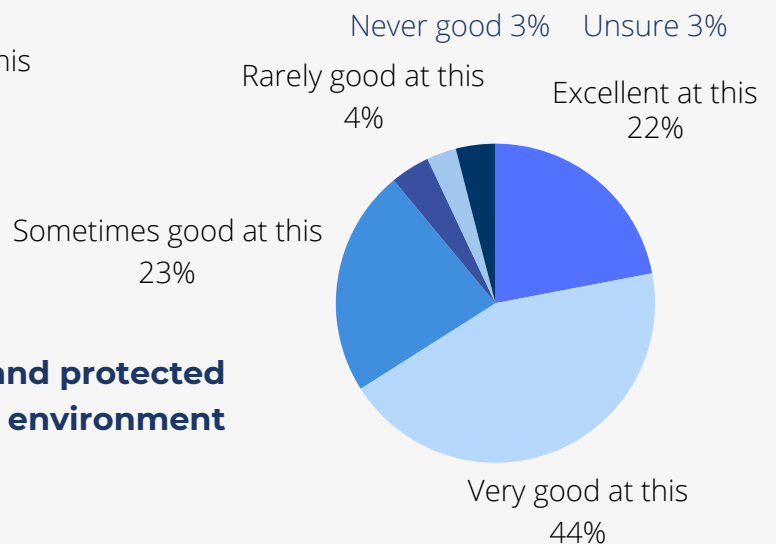
Feeling safe and protected in the school environment

Very good at this
44%

Never good 3%   Unsure
12%   Excellent at this
14%

Rarely good at this
7%
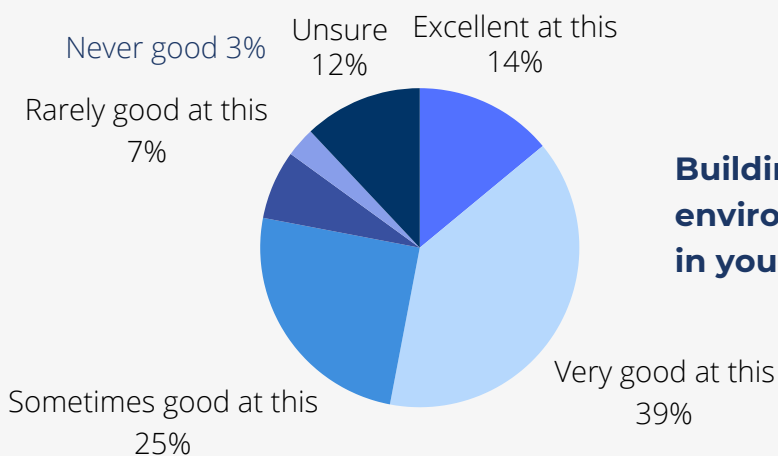
Building systems and an environment that builds resilience in your child

Sometimes good at this
25%

Very good at this
39%

PARENTS/CARERS

WE KNOW THE FOLLOWING ARE IMPORTANT. PLEASE RATE YOUR CHILD'S SCHOOL IN PROVIDING THESE (CONT)

An environment that makes you child feel they will be supported during difficult times

Unsure 11%
Excellent at this 18%
Rarely good at this 7%
Very good at this 33%
Sometimes good at this 26%
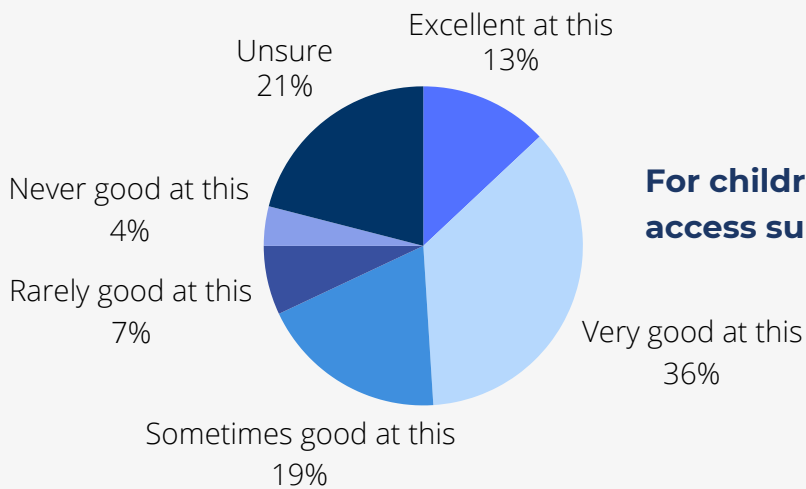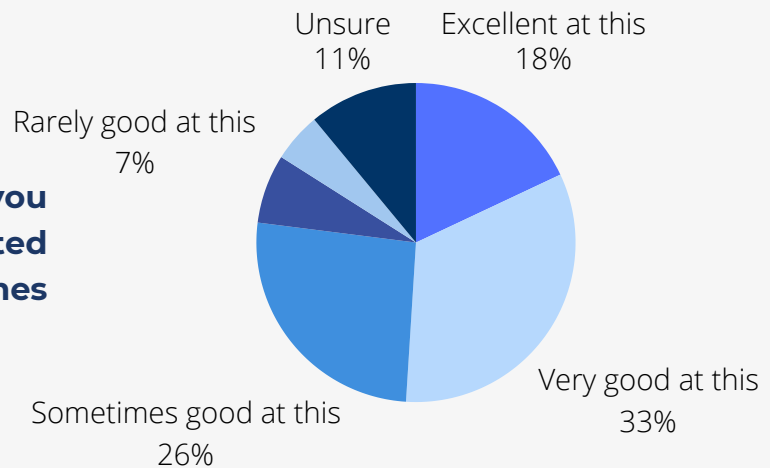
For children and young people to access support for mental health

Excellent at this 13%
Unsure 21%
Never good at this 4%
Rarely good at this 7%
Very good at this 36%
Sometimes good at this 19%
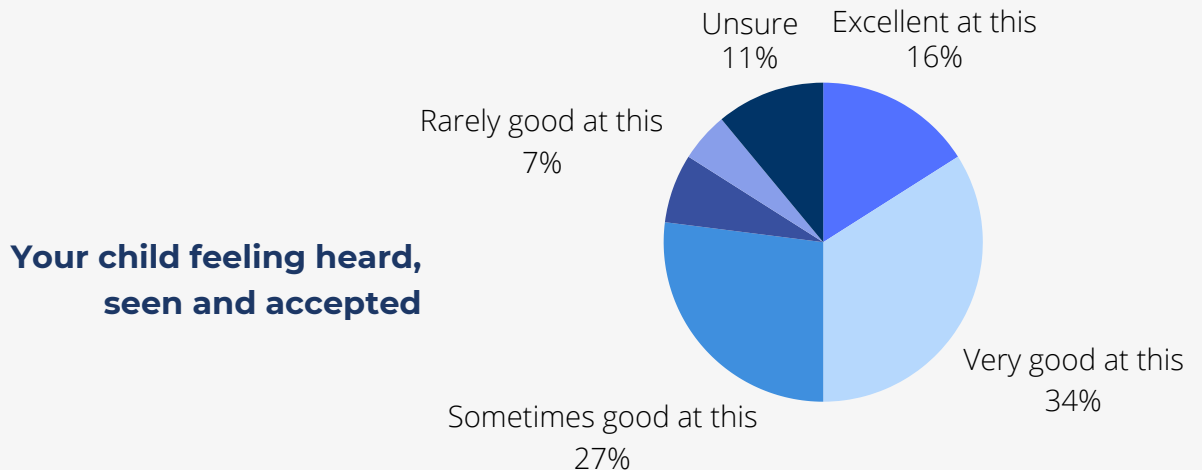
Your child feeling heard, seen and accepted

Unsure 11%
Excellent at this 16%
Rarely good at this 7%
Very good at this 34%
Sometimes good at this 27%

PARENTS/CARERS

WE KNOW THE FOLLOWING ARE IMPORTANT. PLEASE RATE YOUR CHILD'S SCHOOL IN PROVIDING THESE (CONT)

Feeling supported by their friends

Never good 2%
Rarely good 6%
Unsure 8%
Excellent at this 17%
Very good at this 35%
Sometimes good at this 32%

Support belonging to wider groups (sports, Church, Youth Groups etc.)

Excellent at this 11%
Unsure 21%
Never good at this 3%
Rarely good at this 8%
Sometimes good at this 26%
Very good at this 31%

Taking part in community traditions.

Excellent at this 11%
Unsure 25%
Never good at this 5%
Sometimes good at this 21%
Very good at this 30%

PARENTS/CARERS

WOULD YOU BE INTERESTED IN LEARNING ABOUT ANY OF THE FOLLOWING?
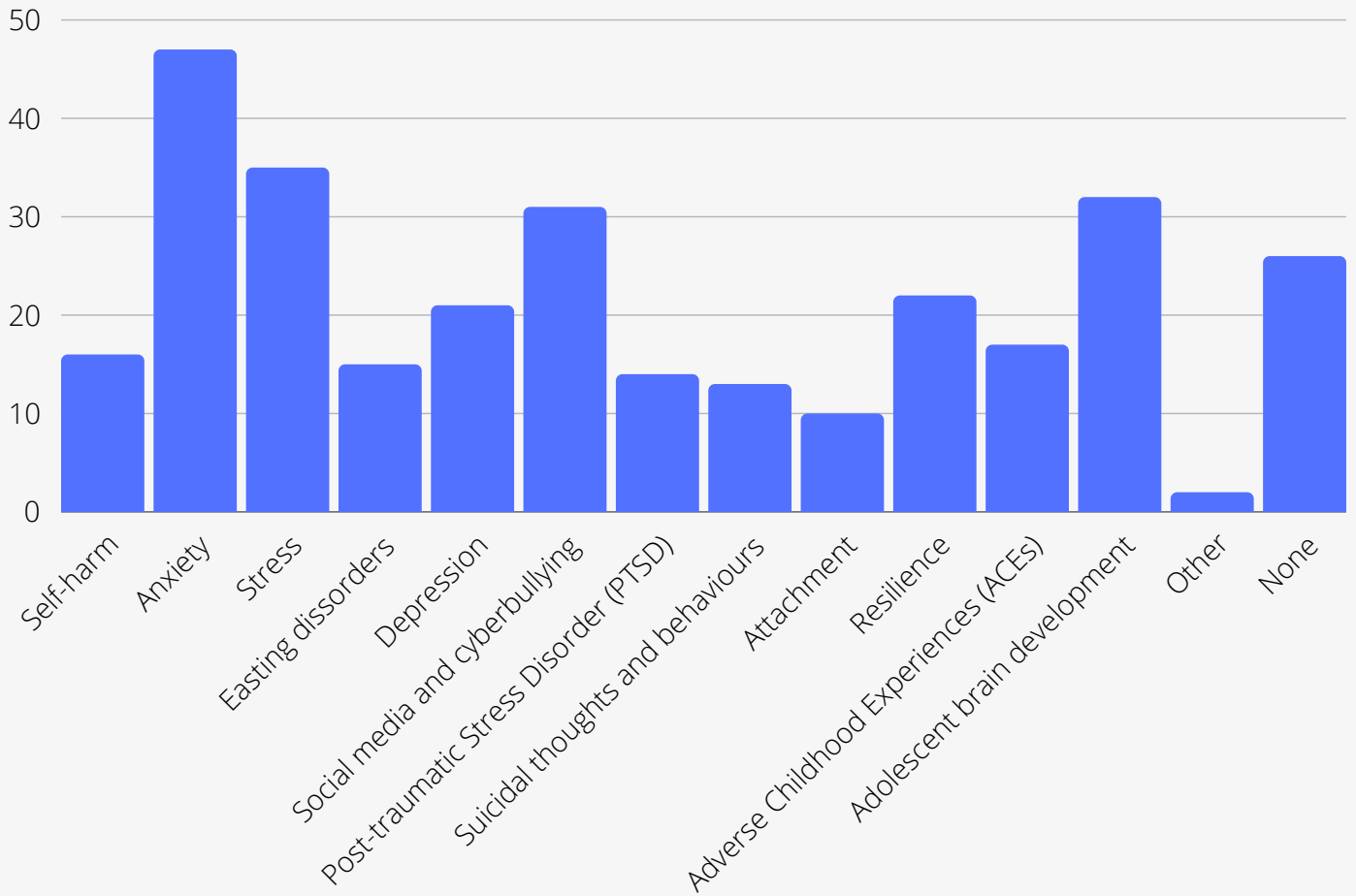
PARENTS/CARERS

DO YOU HAVE ANY ADDITIONAL FEEDBACK, SUGGESTIONS OR COMMENTS TO MAKE?

There are no facilities for the young teenagers to go and be themselves. That is the problem, and the schools put a lot of pressure on the children in secondary school as my son is 14 and finds it hard. There is no support out there for them to go and speak to somebody.

Quite early to know the answers to some questions as only few weeks experience of the school so the fact I have nothing but positive feedback I think is a really good thing, I answered nothing to learn myself on topics but that would change should I feel my child needed support in that area as I would then appreciate the school support in all those topics, I think this is a great way to tackle these sensitive areas, well done!

I think that teachers vary on their approach to children's needs in secondary schools. Some show empathy and care, others lack this. I think schools would benefit from setting some core values around responding to children's needs. Many seem to be fearful of asking for help. Schools adopt blanket, punitive systems for forgetting pens, not being allowed to go to the toilet, etc. Secondary school is a difficult transition time for children, bodies change, children have different needs and backgrounds, and schools could respond better to this.

I think the importance of what is posted online should be taught. The impact of something you say today can have adverse effects tomorrow or in the future; it could jeopardise future career prospects and people's perceptions. Once it is online it can never be deleted completely.

PARENTS/CARERS

Bullying as always at schools is still a big problem. My child doesn't feel that there are any trustworthy staff available at school to talk to.

I am already looking into childhood trauma training and the impacts it can have on learning. School currently, does not seem to be a place of safety, my child feel anxious in school and does not feel heard. I have spoken with school about this but I believe there is a culture of old fashioned poor practice. Having posters up in school about mental health week and ticking boxes is not enough to treat this epidemic. Our children need to be actively heard and to be supported proactively daily. Teaching then how to recognise a mental health issue and how to speak up is the way forward however, there needs to be somebody listening to assist and support.

I worry about the box-ticking nature of mental health provision, and when it is discussed in school, it does not go deep enough; embedding these issues on a day-to-day basis and really creating an environment where issues are part of the fabric of daily life would be better instead of trotting out surveys near to mental health day.

My daughter is new to senior school so cannot comment specifically about her school but in the schools I work in as counsellor I notice that the PHSE curriculum is lacking. There needs to be more real life understanding rather than simply being lectured about a certain topic, specifically online safety. Guest speakers, the opportunity for honest and open questions. I also feel there is a focus on gender rights that often feeds into stereotypes, with teenagers who breakdown the stereotypes feeling like they have to fit into a non-binary/trans box when they are just wanting to be themselves.

PARENTS/CARERS

I feel that girls who always do the right thing are being overlooked. Girls who are disruptive/naughty appear to be rewarded when they actually do what they are supposed to.

Teachers need to listen to children and understand that not all are the same and some need more help and understanding than others. School performance is not the most important thing!

School pressures I feel can have an effect, eg the amount of homework they receive, which i do believe is good for them, but to an extent, i don't believe 3 pieces of homework in one evening is good as children also have a life outside of school (after-school activities), which means they can get home quite late and then have to do homework, puts unnecessary pressure and stress on their shoulders.

I would like school to invite and encourage my children more with joining after school activities and sessions sport or volunteering. It's just a great way of mixing but it's just very one way so if you are good at footy . But what about building up confidence somehow with sports sessions and positive action for all the kids not just sporty .

I think the school in particular develops good relationships with the pupils and normally has a particular person looking after the wellbeing of each year group. I believe it would be more beneficial for the same person to remain with the same year group throughout the course of their time in the school, instead of changing person each year. It is almost as though the children have to restart all of the rapport and building of relationships with staff members the start of each year.

PARENTS/CARERS

I feel the school does not provide positive feedback. Through their synergy app they are very quick to inform you of when things need to improve/ poor behaviour. However, there is never any praise or positive feedback.

Peer pressure and personal instinct - think there is a gap here of being ok with what you personally want and reducing impact on peer / environmental pressure. Discrimination in social media - double checking information and selective sharing.

Going back to one of your questions to body shaming my child was not just body shamed by a pupil but members of staff in his school its not expectable not by anyone especially who is teaching you i think something needs to be looked into more on this matter i have heard about this off ither parents .

Autism and ADHD was not mentioned in regards to wanting to learn more information about various medical health problems. A lot of children are undiagnosed and providing information with symptoms can help parents identify if there child is suffering from such spectrum disorders.

I think parents should be made more aware of what support schools have in place for mental health and also neurodivergent children and this seems to be lacking massively at my school. I also think the teachers need training on this subject also and it should be talked about a lot more.

When there is a conflict or complaint between students, teachers should not make a judgement before listening and understanding the details of the matter.

PARENTS/CARERS

Think the dangers of being online and the potential dangers should be highlighted. Such as grooming and people posing as people they are not. My daughter does not understand how dangerous this is

I feel that schools are under so much pressure to perform, that a lot of the times opportunities are missed by them in identifying some of the areas raise within this survey, resulting in children suffering with specific issues and not feeling or knowing who can support them.

I would like their to be some guidance on being respectful and not intimidating others. I suppose to emphasise that bullying comes in many forms and is not just hurting others physically or verbally but can also include behaviours such as being ignored or mocked by peers.

I worry about the box-ticking nature of mental health provision and when it is discussed in school it does not go deep enough, embedding these issues on a day to day basis and really creating an environment where issues are part of the fabric of daily life would be better instead of trotting out surveys near to mental health day

SCHOOL WORKFORCE SURVEY RESULTS

SCHOOL STAFF

SCHOOLS TAKING PART IN THE SURVEY

322 responses

Pensby High School
9%

Meols Cop
2%

Cardinal Heenan
5%

Blue Coat
4%

Holly Lodge
10%

North Liverpool Academy
11%

St Julie's
13%

Calday Grammar
7%

Deyes High School
6%

Greenbank High
6%

Holy Family
4%

St Augustine of Canterbury
2%

All Saints
6%
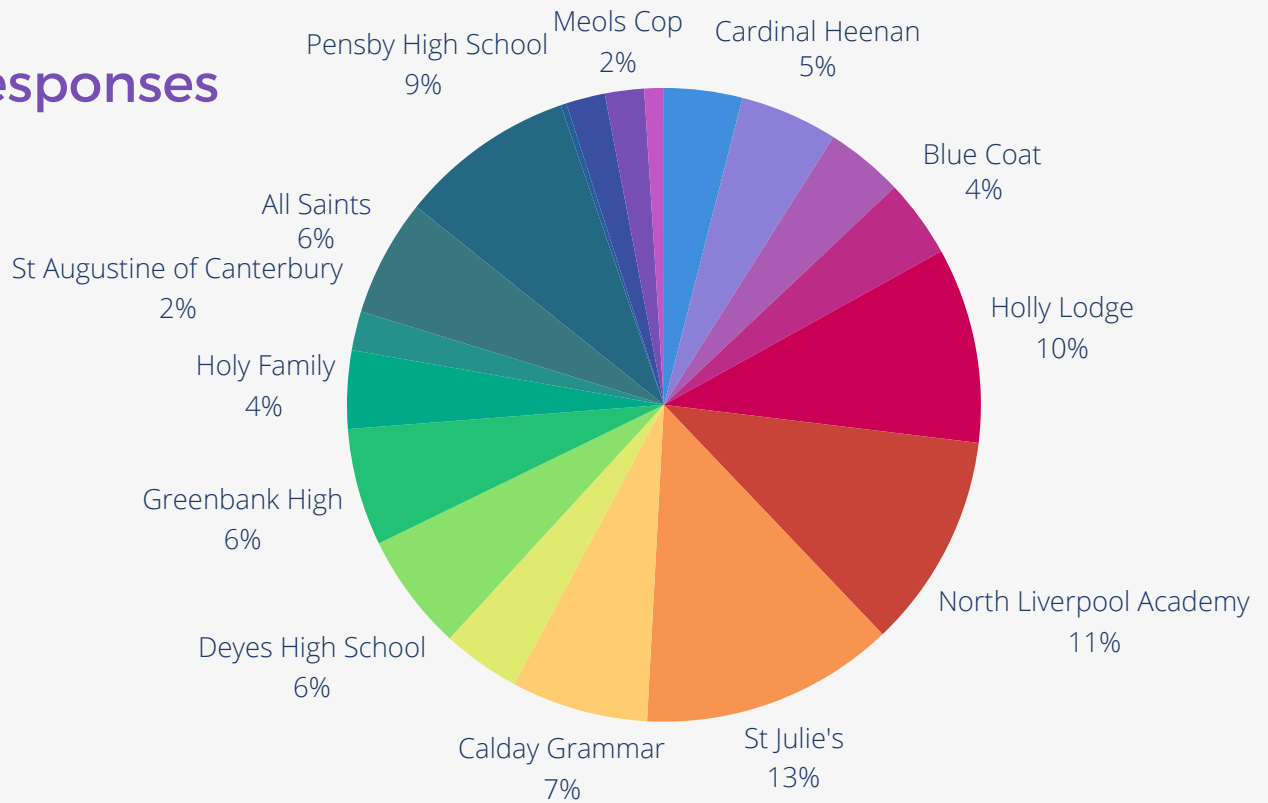
43 staff

TRAINED IN THE MVP PROCESS, INCLUDING:

- Exploring violence through a gendered lens.
- Developing leadership.
- Adopting a bystander approach.

- Recognising the scope of violent behaviour.
- Challenge victim-blaming.

SCHOOL STAFF

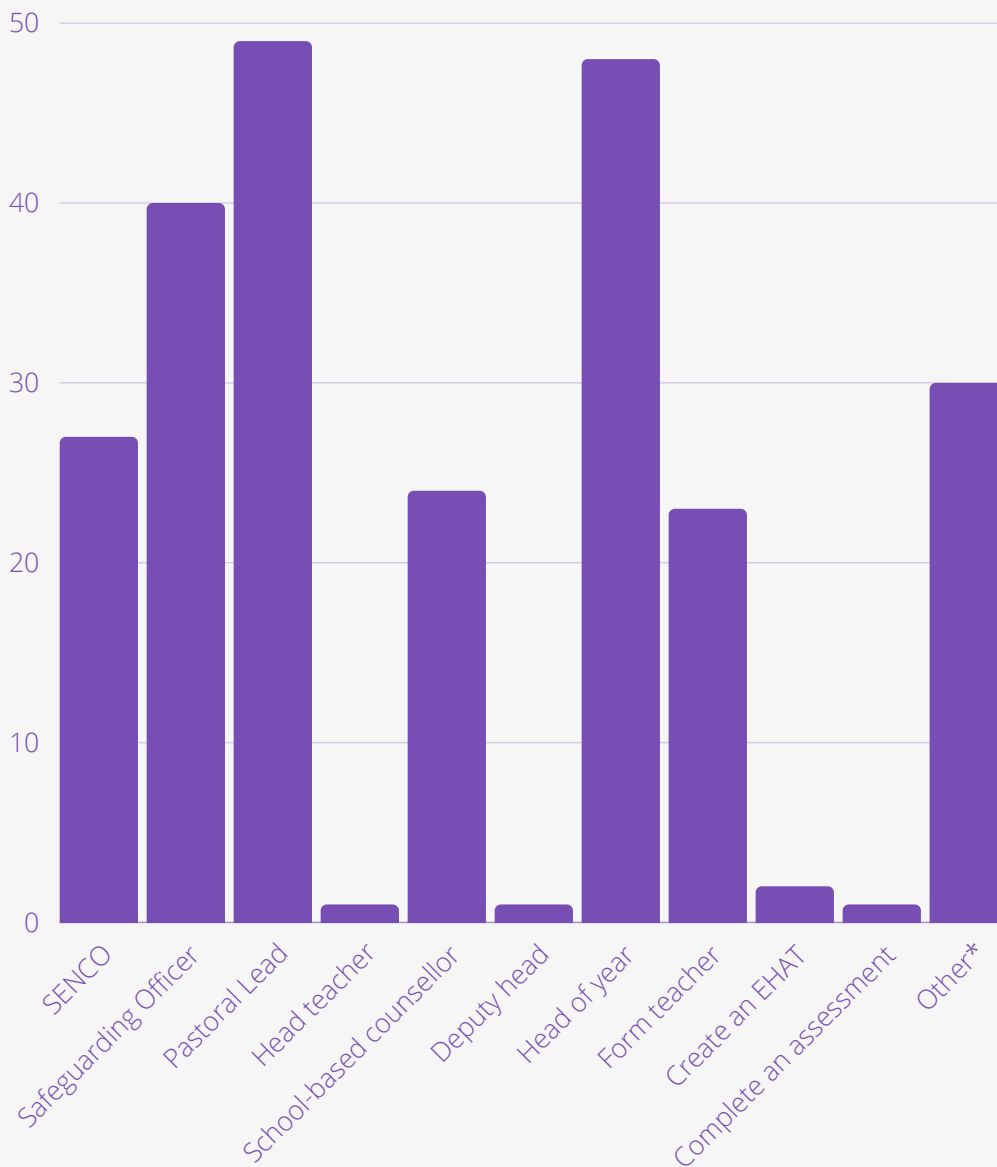## ROLES OF STAFF TAKING PART IN THE SURVEY
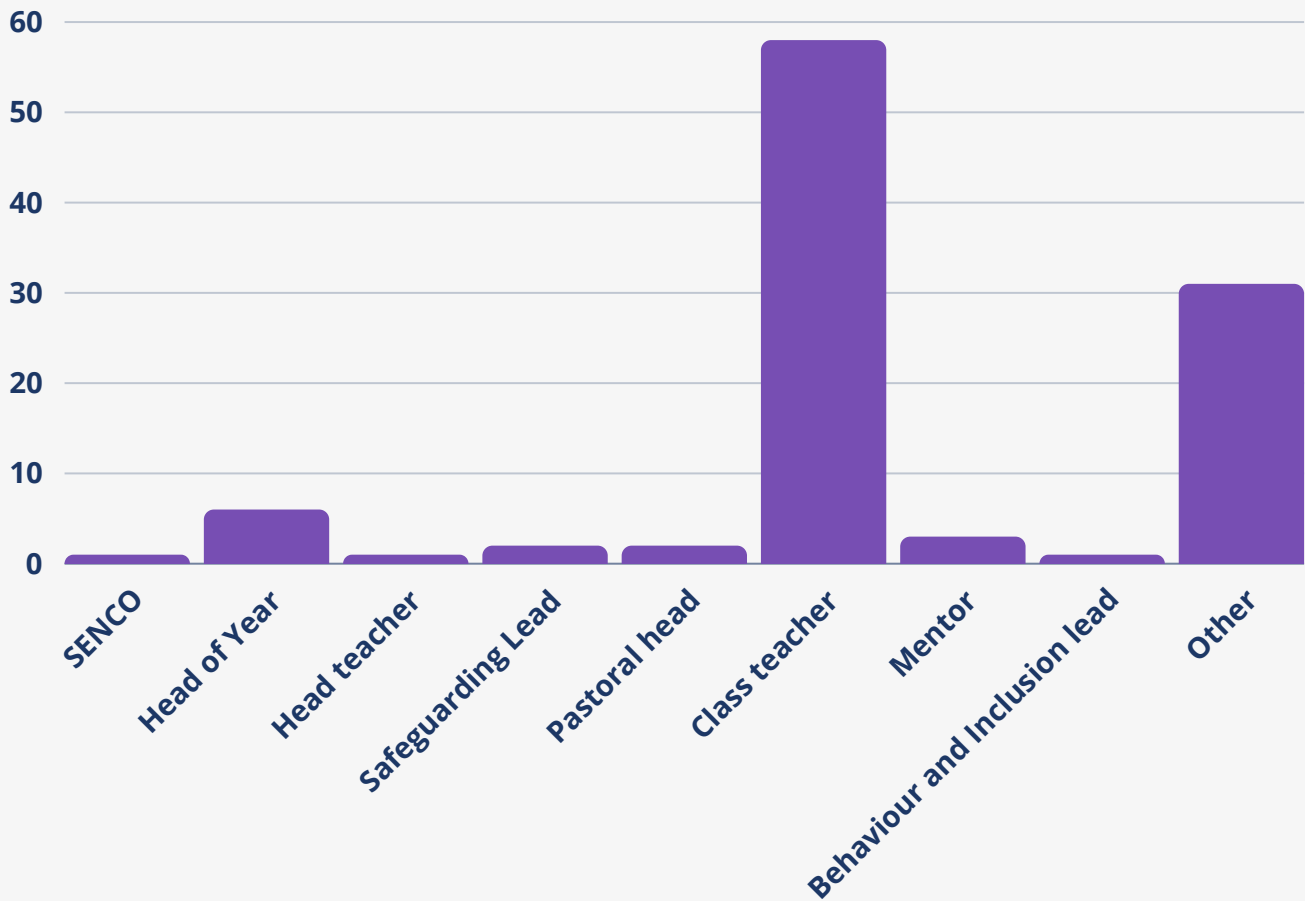
OTHER STAFF INCLUDE

Mental Health Practitioner/Lead
School mental health team
Student support
YPAS

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?
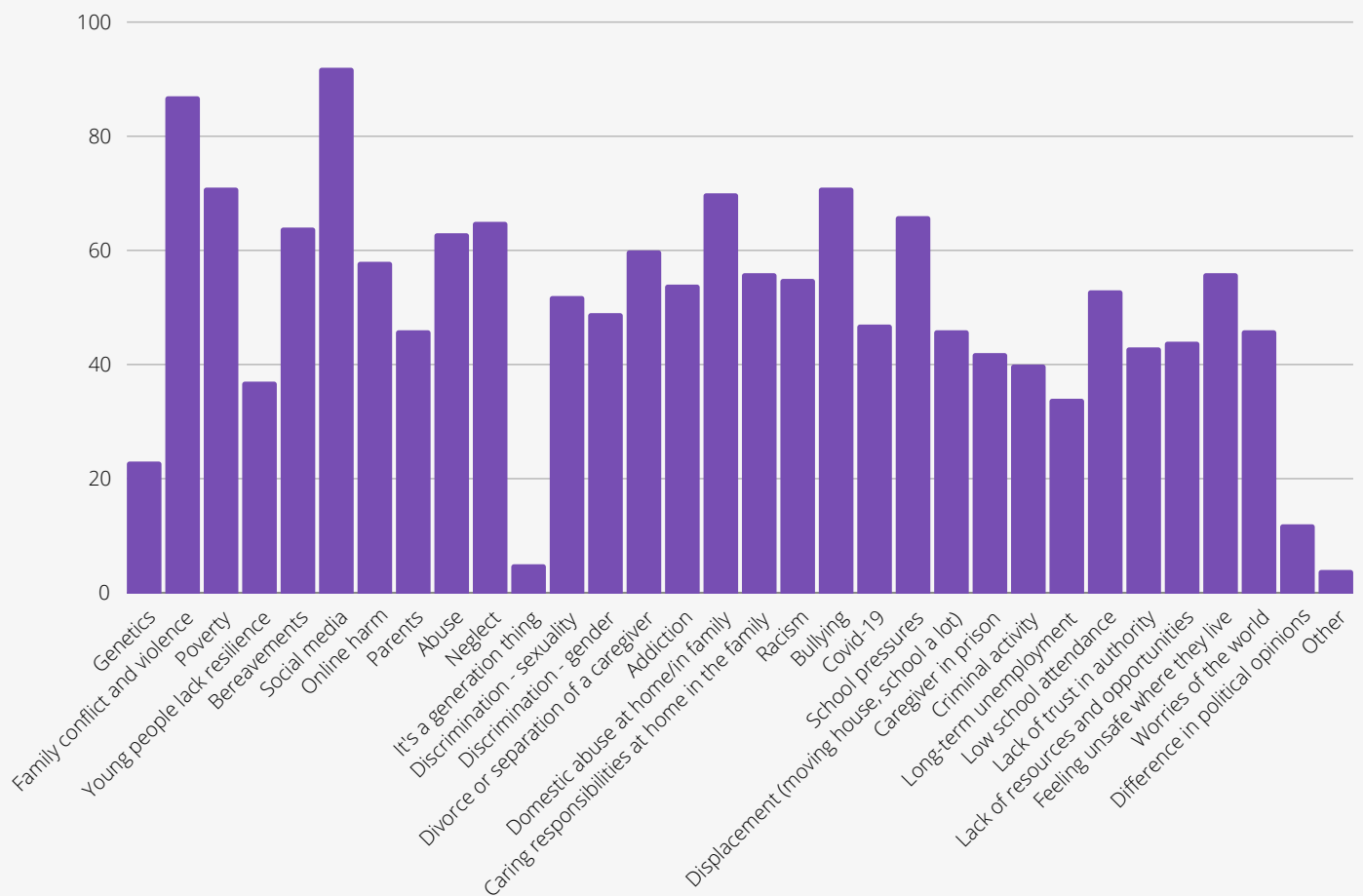

OTHER INCLUDES:

Mentor
School nurse
Learning coach/mentor
Mental health practitioner

Mental Health First Aider
YPAS
Pupil Outreach Dept
Student Support

SCHOOL STAFF

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

OTHER INCLUDES:

Friendship issues

Anxiety and self-applied pressure

Autism

Every child is different and different situations will impact them differently

Seeing parents deal with similar issues but not seeking help so they follow in their footsteps

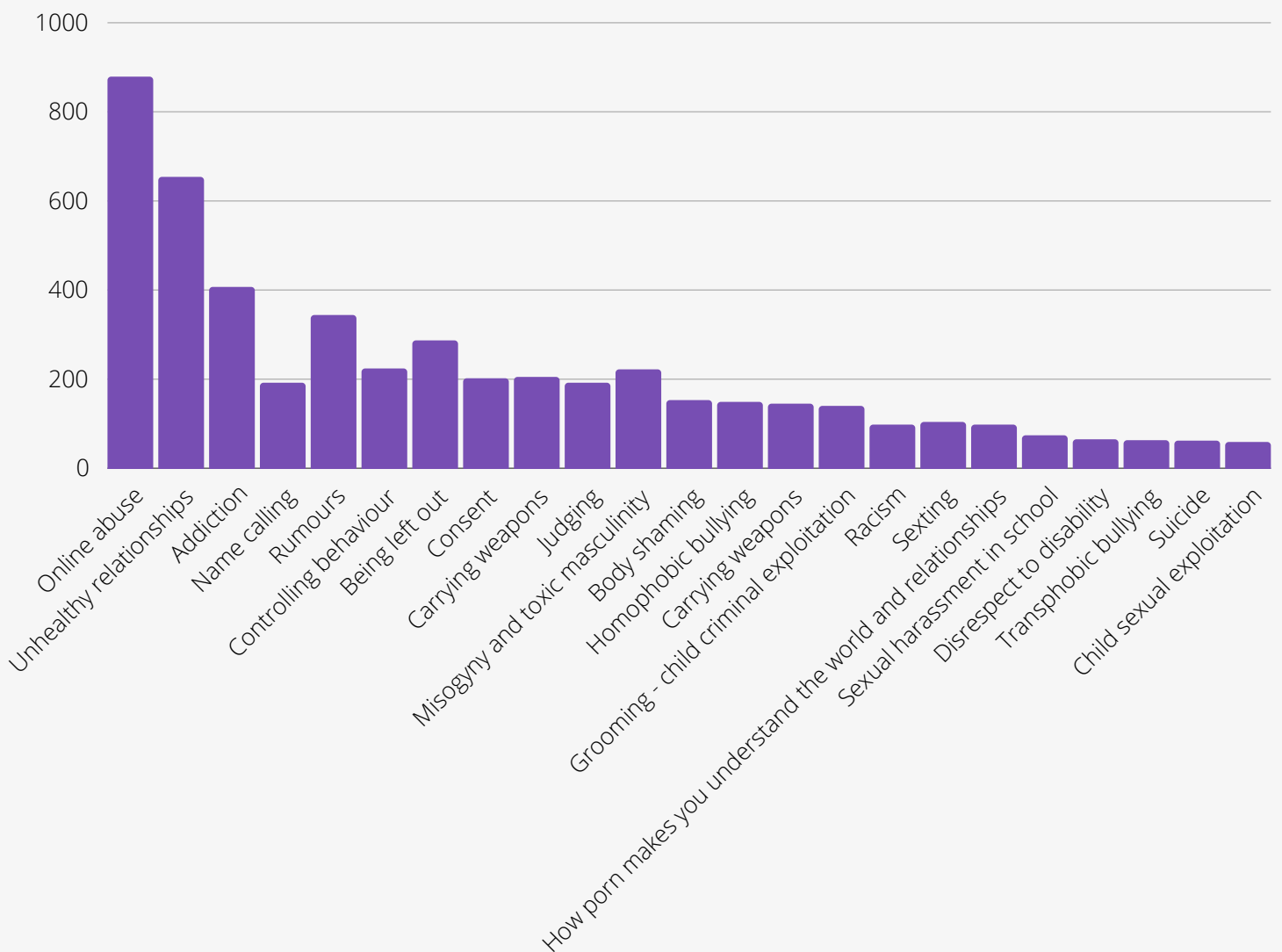Multi-faceted, I think social media amplifies rather than causes the issue.

SCHOOL STAFF

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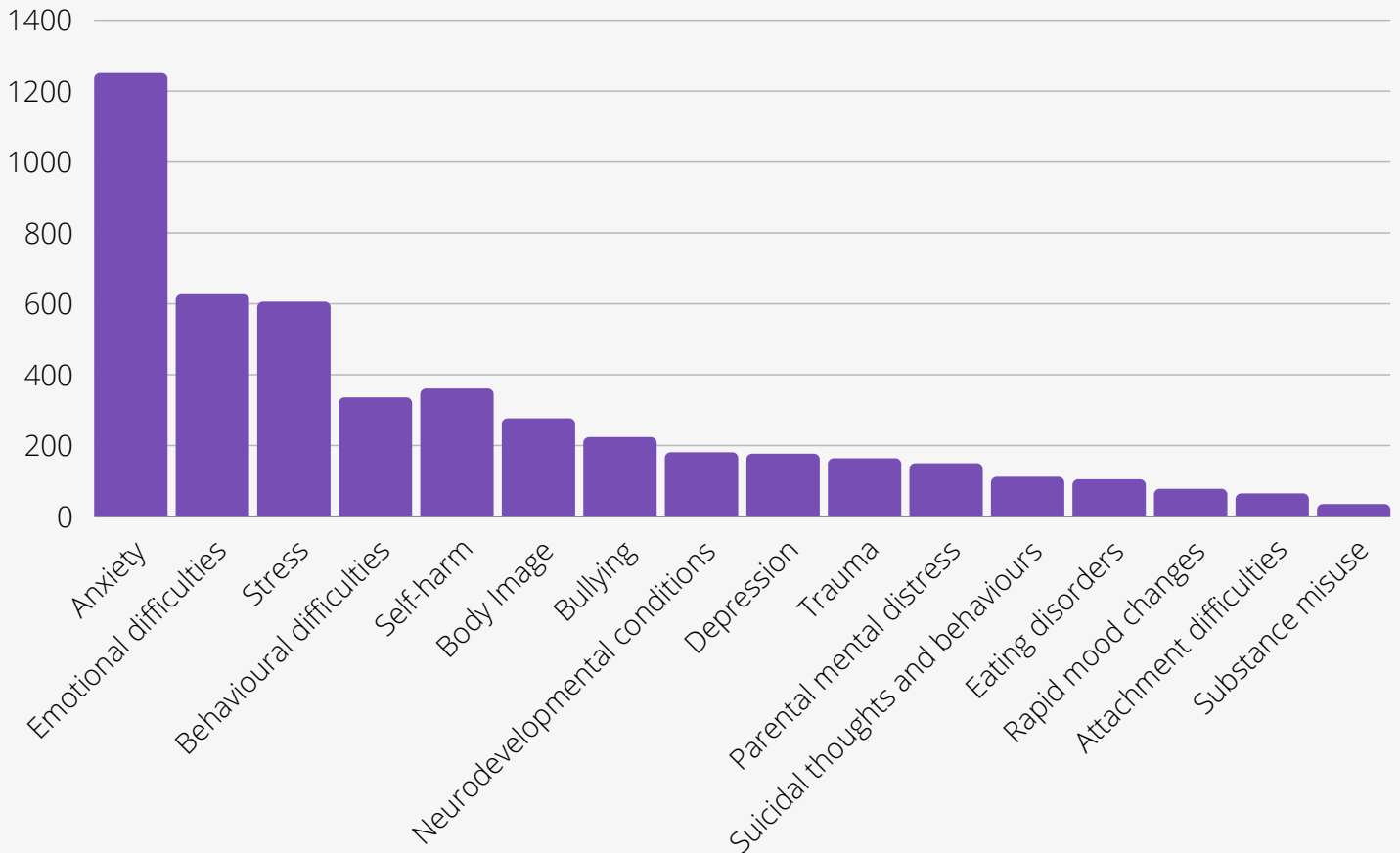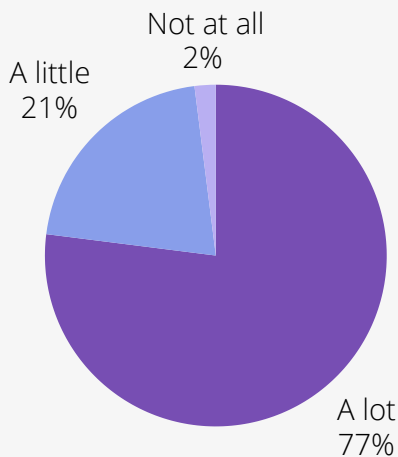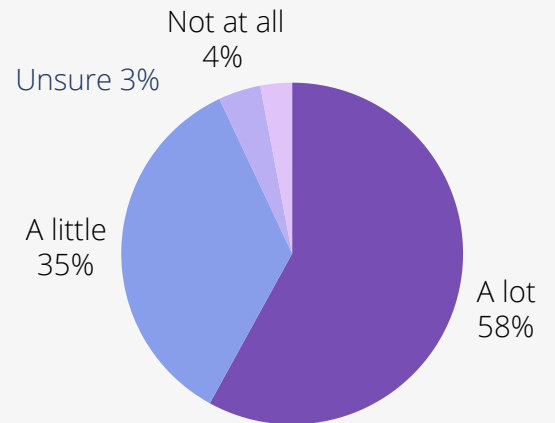
SCHOOL STAFF

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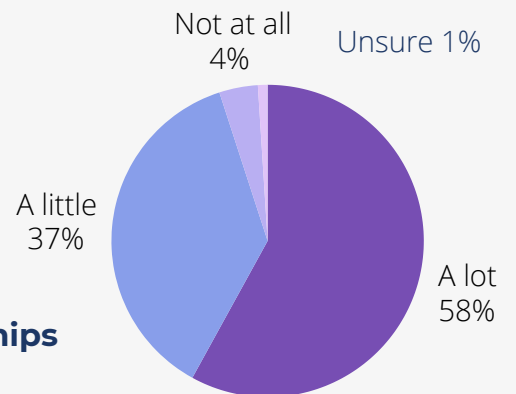
SCHOOL STAFF

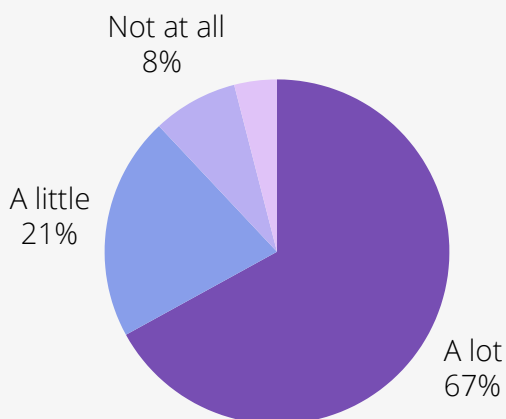## HOW DO YOU THINK COVID-19 WILL HAVE IMPACTED THE FOLLOWING AREAS:

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

Not at all 4%
Unsure 3%
A little 35%
A lot 58%

Increased loneliness or isolation

Not at all 2%
A little 21%
A lot 77%

Difficulties in family relationships

Not at all 4%
Unsure 1%
A little 37%
A lot 58%

Increased pressure on social media

Not at all 8%
A little 21%
A lot 67%

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

Higher risks of engaging in gangs

Unsure 22%

A lot 20%

Not at all 17%

A little 41%
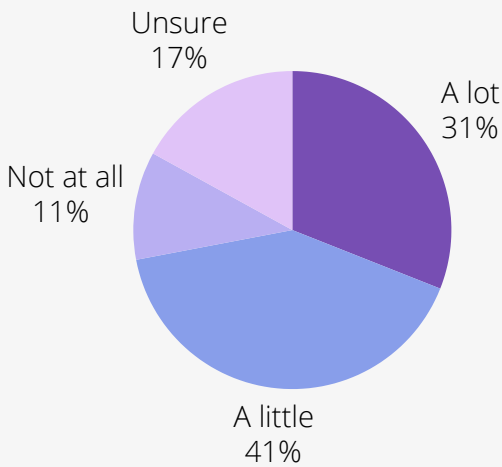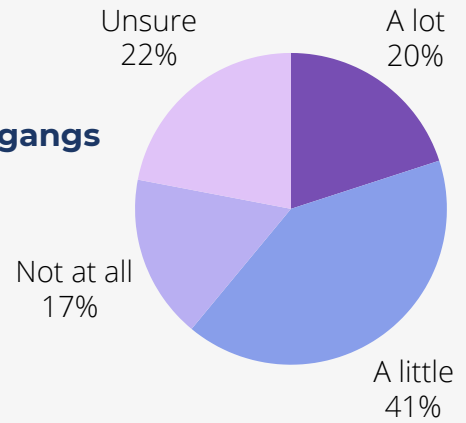
Higher risks of drink and drugs

Unsure 17%

A lot 31%

Not at all 11%

A little 41%

Higher risk for sexual exploitation or grooming

Unsure 14%

Not at all 2%

A lot 8%

Not at all 35%

A little 43%
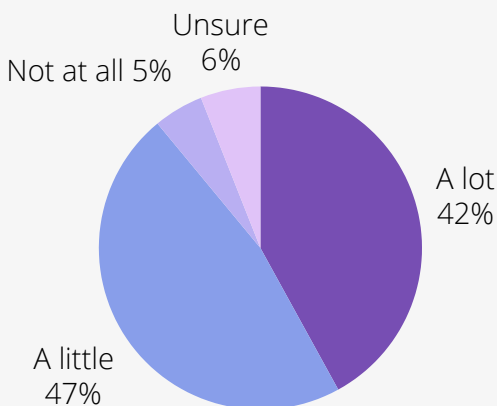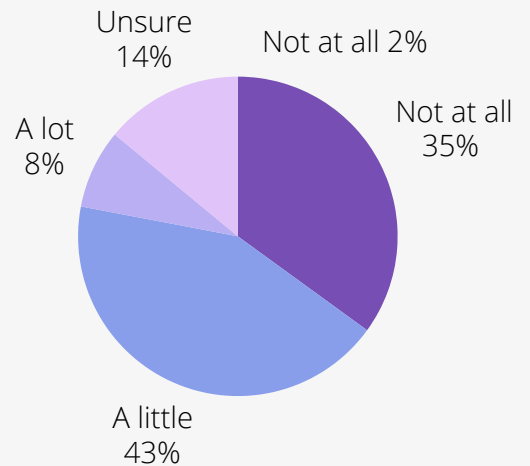
Change in physical health, appearance, weight

Not at all 5%

Unsure 6%

A lot 42%

A little 47%

SCHOOL STAFF

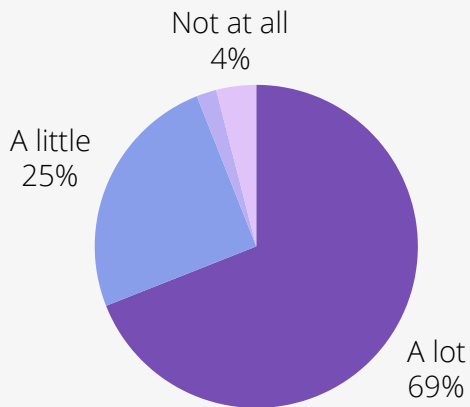## HOW DO YOU THINK COVID-19 WILL HAVE IMPACTED THE FOLLOWING AREAS (CONT):

Increased risk of complex food behaviours

Not at all 2%
Unsure 6%
A little 28%
A lot 64%

Increased poverty

Not at all 4%
A little 25%
A lot 69%

SCHOOL STAFF

HOW EMBEDDED ARE THE FOLLOWING INTO YOUR SCHOOL'S CULTURE:

A trusted adult relationship with a teacher or mentor

Started to embed 3%

Not at all 1%

Unsure 3%

Partially embedded 16%

Fully embedded 77%

A safe school environment

Started to embed 3%

Not at all 1%

Unsure 2%

Partially embedded 21%

Fully embedded 73%

The systems and environments around the child or young person are what build resilience (it is not just up to the individual).

Started to embed 8%

Not at all 3%

Unsure 6%

Fully embedded 37%

Partially embedded 46%

SCHOOL STAFF

HOW EMBEDDED ARE THE FOLLOWING INTO YOUR SCHOOL'S CULTURE (CONT)

Unsure 7%

Not at all 1%

Started to embed 4%

Fully embedded 41%

Children and young people believing school will stand by them through difficult times.

Partially embedded 46%

Unsure 6%

Not at all 1%

Started to embed 5%
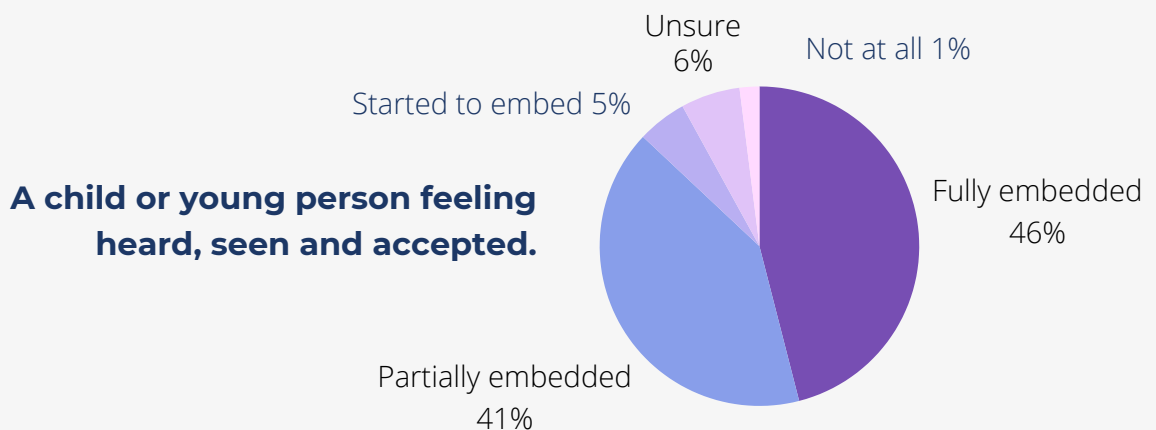
A child or young person feeling heard, seen and accepted.
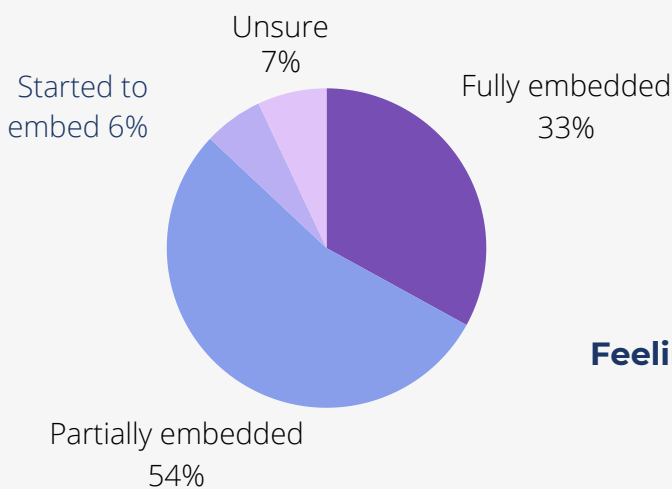
Fully embedded 46%

Partially embedded 41%

Unsure 7%

Started to embed 6%

Fully embedded 33%

Feeling supported by friends.

Partially embedded 54%
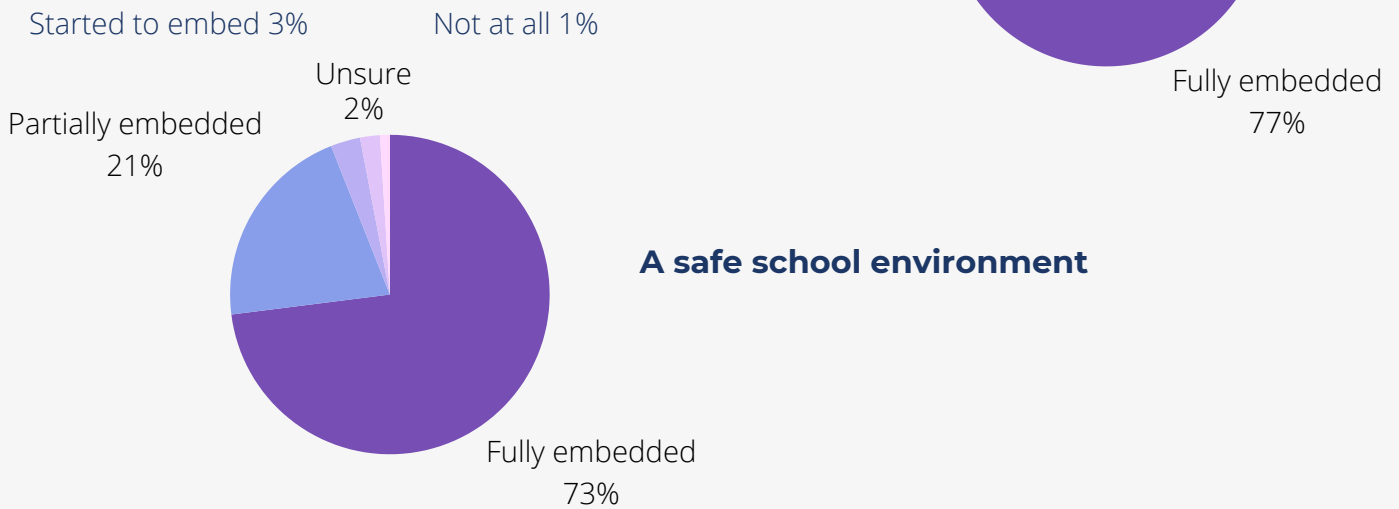
SCHOOL STAFF

HOW EMBEDDED ARE THE FOLLOWING INTO YOUR SCHOOL'S CULTURE (CONT)

Not at all
4%

Fully embedded
20%

Unsure
20%

Started to embed
10%

Partially embedded
46%
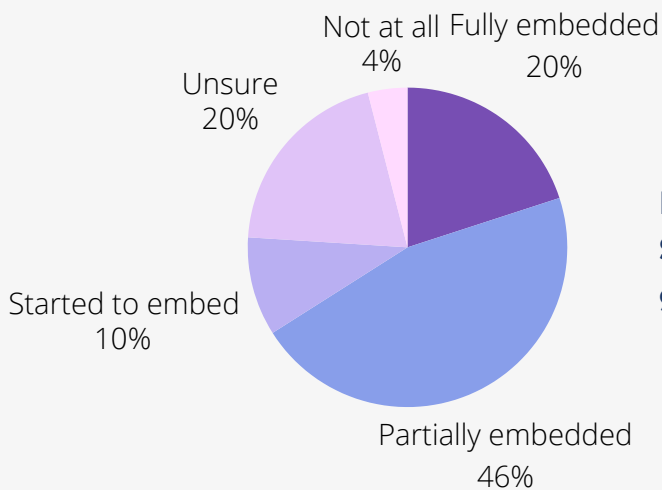
Belong to wider groups (Church, Sports, other youth and community groups).

Not at all
4%

Fully embedded
19%

Unsure
22%
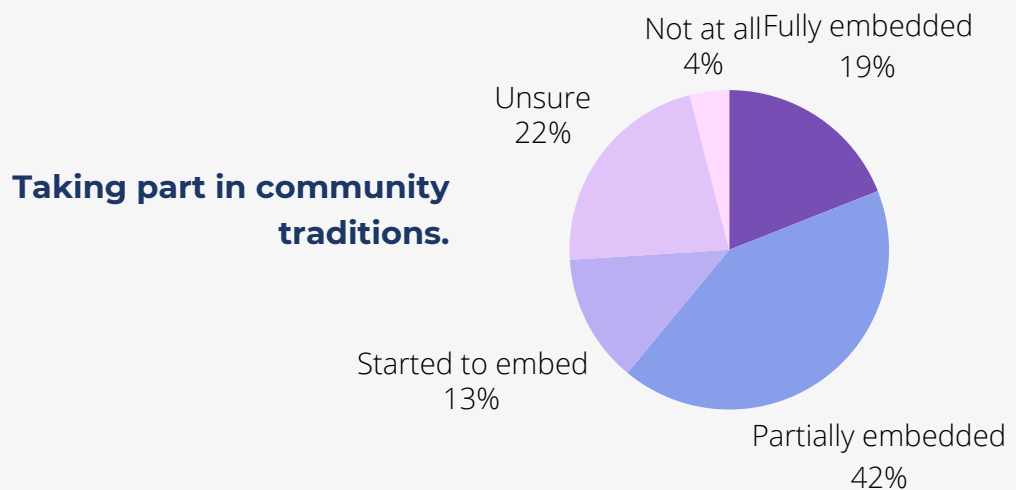
Taking part in community traditions.

Started to embed
13%

Partially embedded
42%

SCHOOL STAFF

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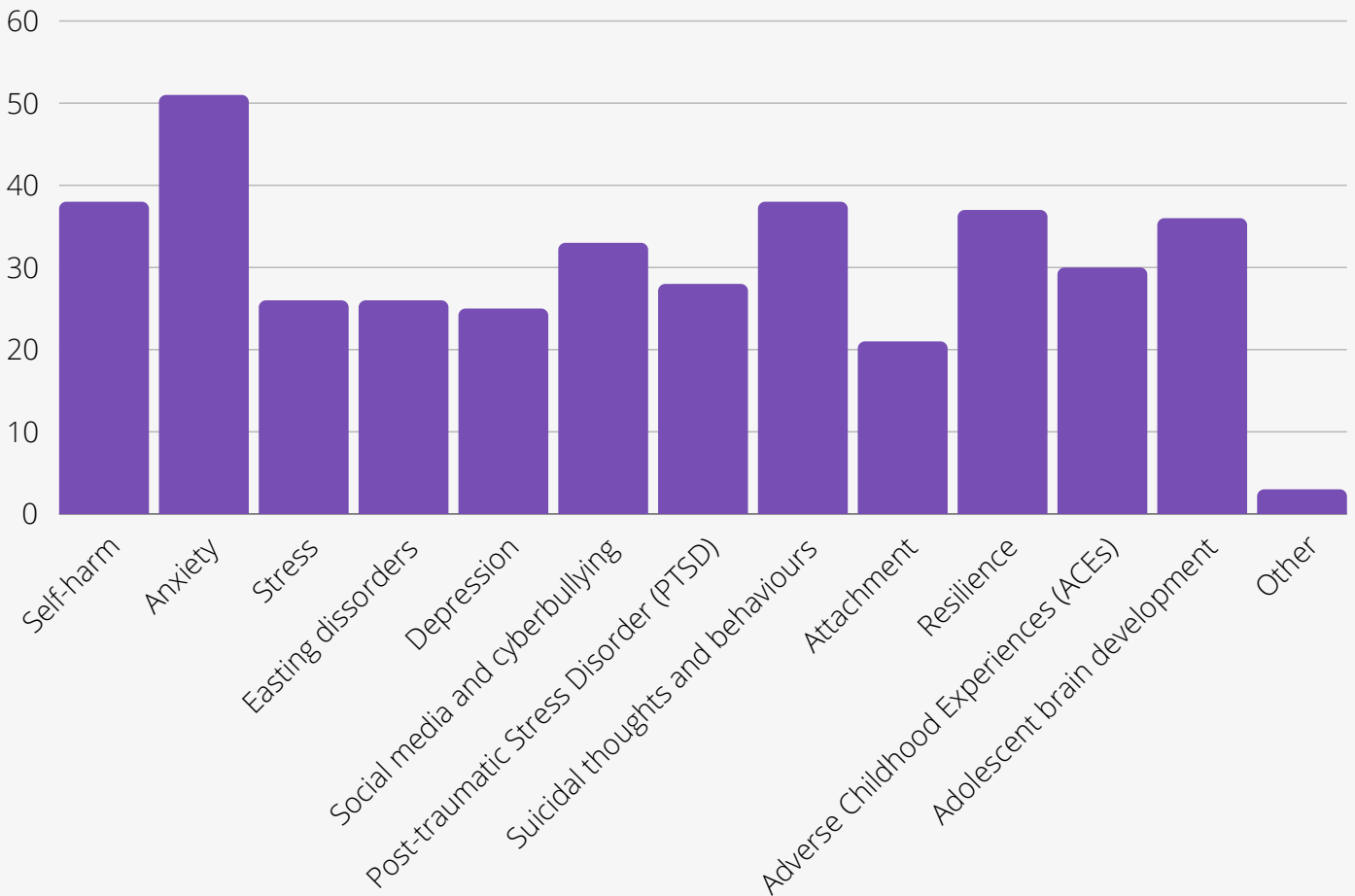
SCHOOL STAFF

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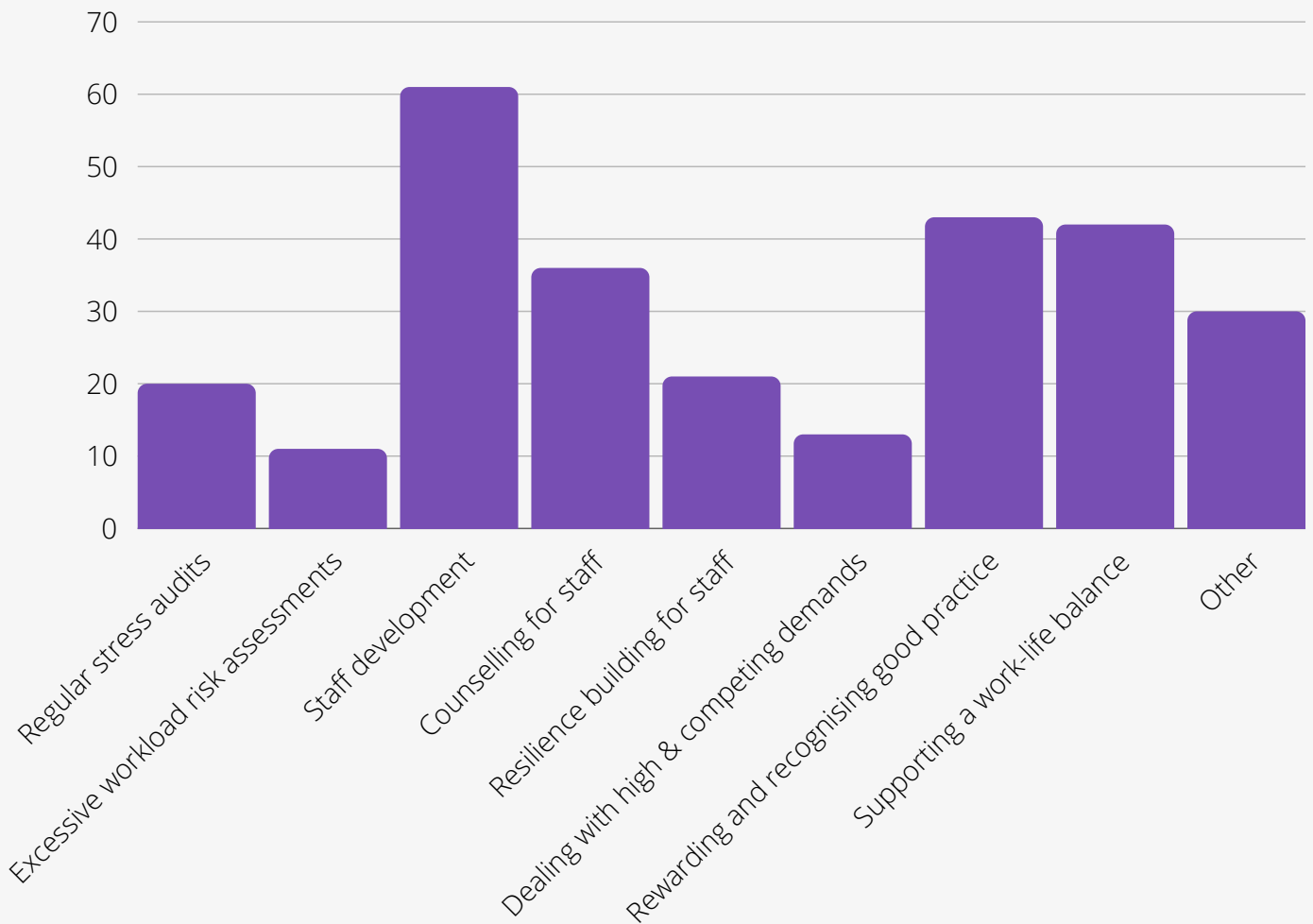
Other included:

None
Support available after six months
Unsure
Wellbeing days after school
BUPA wellbeing plan

IMPACT, FEEDBACK AND TESTIMONIALS

YOUNG PERSON REFLECTION

Lasting thoughts: What young people said when reflecting on the MVP Programme
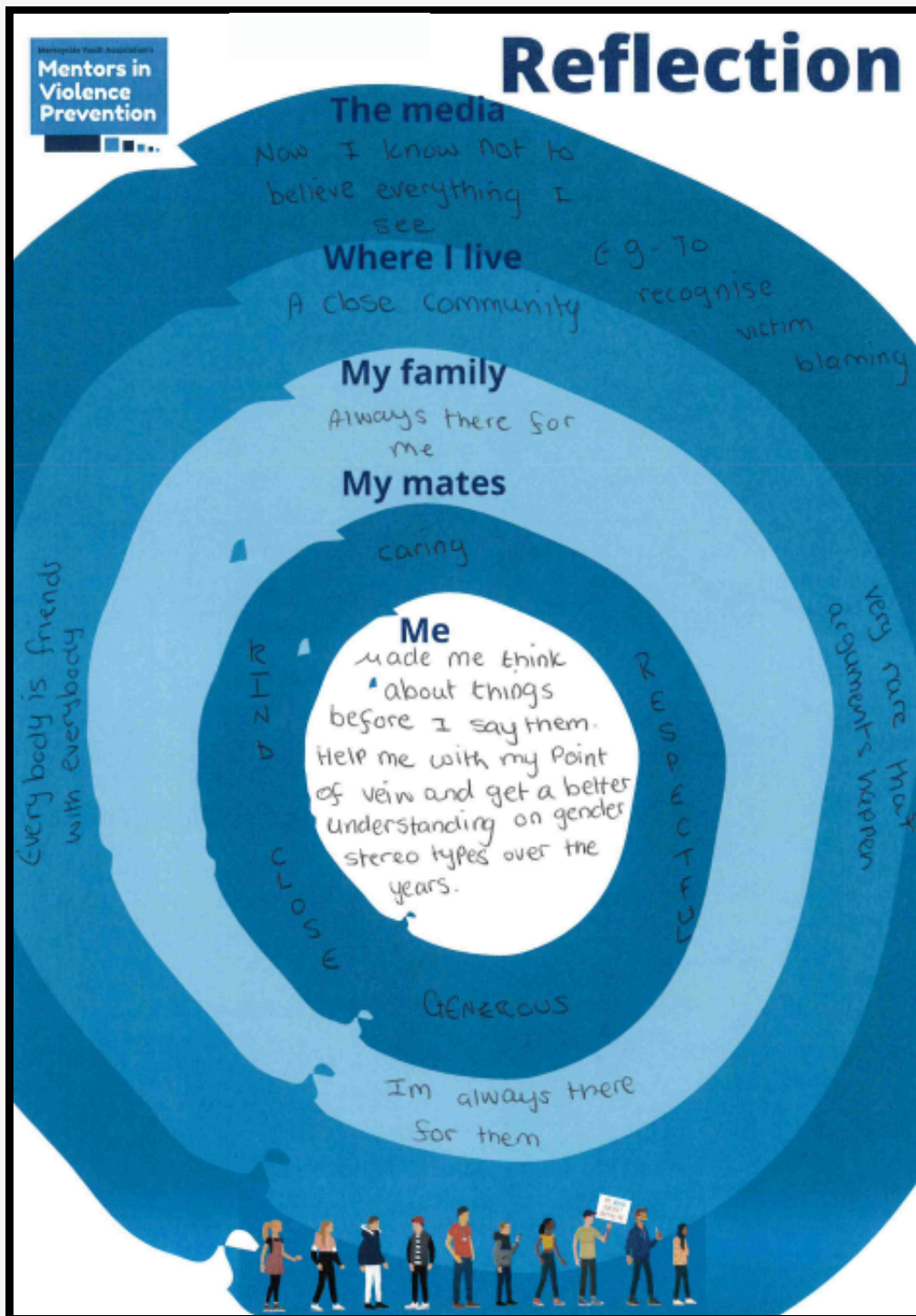
YOUNG PERSON REFLECTION

Lasting thoughts: What young people said when reflecting on the MVP Programme
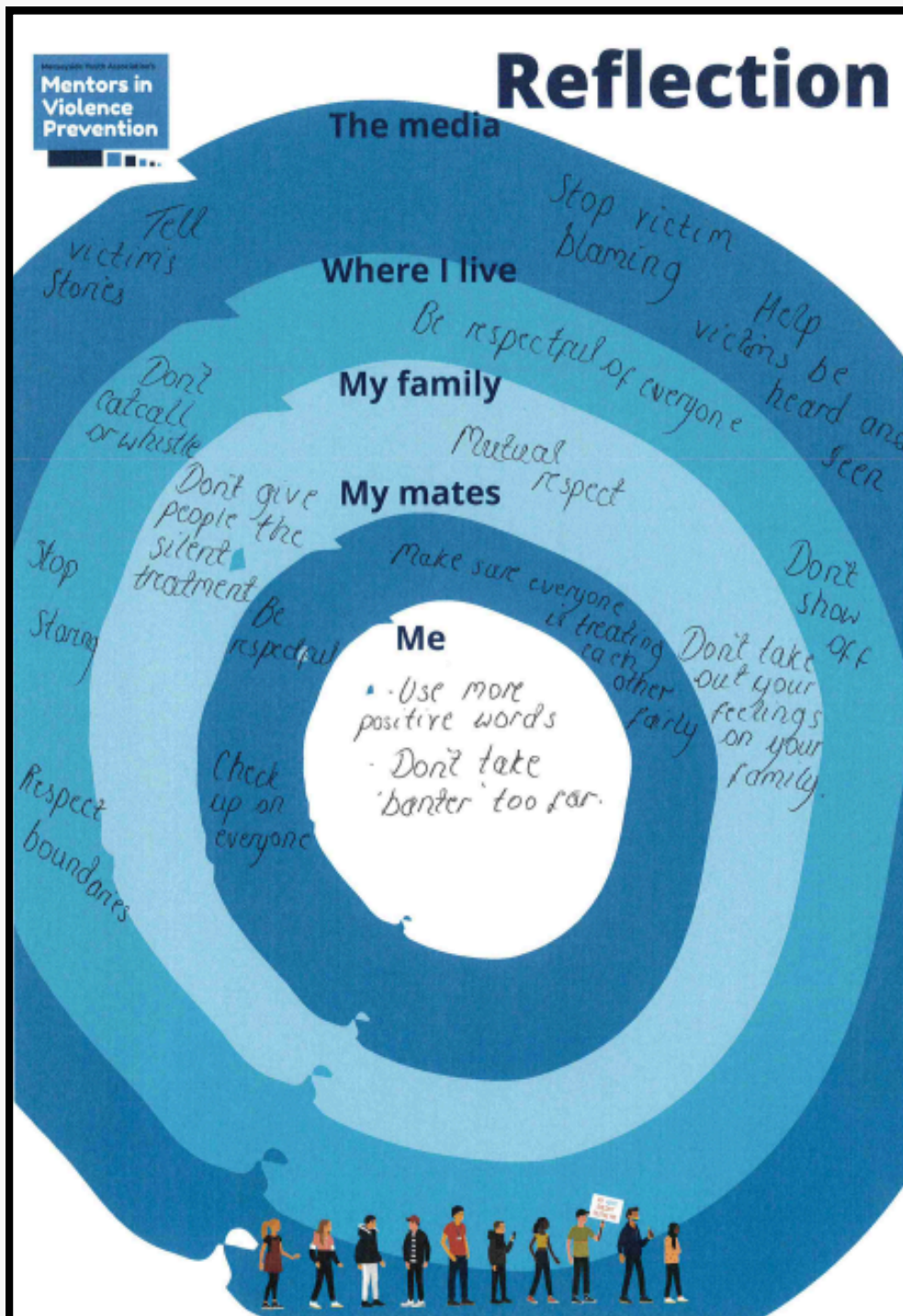
MENTOR FEEDBACK

Each year, Mentors are given the opportunity to reflect on their journey of MVP.

Reflections include their favourite things about the programme, what has gone well during their delivery, what could be improved, and how the programme has impacted them, and their school.

WHAT HAS BEEN YOUR FAVOURITE PART OF MVP?

Teaching other students as it helped me gain confidence

I loved teaching the year 7's (mentees) and watching them learn the importance of the MVP topics

Learning about how to be an active bystander

How the year 7's (mentees) say "hi" to us now because they trust us

Becoming more aware of the topics MVP teaches us about like victim blaming

The filming day was fun

MENTOR FEEDBACK

HOW HAS MVP CHANGED YOUR OUTLOOK ON VIOLENCE?

It taught me what an active bystander is and how to be one

I learnt that the most common form of bullying is purposefully excluding others

Victim blaming affects more women than men

It helped me see the severity of youth violence in the country, and in Merseyside

It showed me how much of an issue youth violence really is and how to encourage it to stop

It has encouraged me to be a better person

It provided me with insight into how to prevent violence in the first place

Violence is gendered and is mostly aimed at females

Victim blaming in the media and how little people know about it

It made me think about gender stereotypes

MENTOR FEEDBACK

HOW HAS MVP IMPACTED UPON YOUR SCHOOL?

The younger years start to have people they can trust and rely on

It has improved relationships between younger and older students

Violence rates have decreased across the school

It has helped the mentees become more aware of topics such as online abuse

It has helped spread awareness of violence prevention across the whole school

The overall school environment is better

It has informed people about the impact of violence on mental health

Helped the Mentors work as a team

It has allowed us (mentors) and the mentees to talk about things that affect us

It has encouraged everyone to think twice

SCHOOL FEEDBACK

Thank you for everything this year, you have been amazing and the kids absolutely loved it!!
Cardinal Heenan

Thanks for all your support with the mentors this year—they've loved it and it has been such a valuable experience for them and the mentees.
Upton Hall

Thanks for all of your hard work and support this year.
NLA

This opportunity has boosted the confidence of our mentors where those trained in the previous years hold established positions in the school.
Christ the King

Thank you so much for your support with the programme. The pupils have really benefitted from being involved and they all universally loved you!
Holy Family

The students really enjoyed the graduation ceremony, thank you for all the hard work that went in to organising it!
Hope Academy

We've been really pleased with how they've (Mentors) got on. They've been confident and helped each other as a cohort along the way. Both Julie and I have been happy that they've been able to build up a relationship with their mentees as they've been in a specified class. PSHE teachers have been complimentary of the scheme and the delivery.
Range High

On a very positive note, we are due an OFSTED any minute and as a result the SLT have asked an ex-inspector to come in and do a fake inspection to see where we can improve. Her visit was today, and she went into all the PSHE year 8 lessons and saw our lovely mentors in action. I've just seen my boss (SLT) in the corridor and she said the inspector was "blown away with the MVP mentors and programme".
Calday Grammar

FILMING OPPORTUNITY

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.

Holy Family Catholic High School - MVP Film - Recognising the signs of violence

Calday Grange Grammar School - MVP Film - Victim Blaming

St Hilda's High School - MVP Film - Gender Stereotypes

Stanley High MVP Film - Leadership

[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.

FILMING OPPORTUNITY FEEDBACK

Collaborate Digital

Collaborate Digital collected Feedback from this year's filming days, this is what our Mentors had to say:

> It made me think about who leaders are, and what qualities they have.

> It was a unique experience, very educational and I'd love to do it again.

> Very informative and involving. I liked how we got to work as a team and come up with the ideas ourselves.

> Very informative and enjoyable due to the creative aspects of making a film.

> It was very fun and I felt proud to see my ideas come to life.

> It was fun to learn what goes on behind the scenes of films / trailers.

> Very enjoyable, and I really liked working with my friends on something we were all passionate about

> I really liked it because we became more aware of our topic and it's good to spread awareness

FILM PUBLIC VOTE

Collaborate Digital

This year, we held our first MVP Public Film Vote.

All films created were hosted on Collaborate Digital's webpage, with the vote spanning 7 days.

A total of 12 films created this academic year were entered into the MVP Film Public Vote. Each film was created with a chosen Core Component as the topic. **A total of 4,484 votes were made by the public!**

1ST

Range High

2ND

St Hilda's

3RD

Belvedere

Bar chart with y-axis values: 0, 500, 1000, 1500, 2000. X-axis labels: Range High, St Hilda's, Belvedere, Pensby High, Holy Family, All Saints, Calday Grammar, Upton Hall, Hope Academy, Stanley High, Greenbank High, Holly Lodge
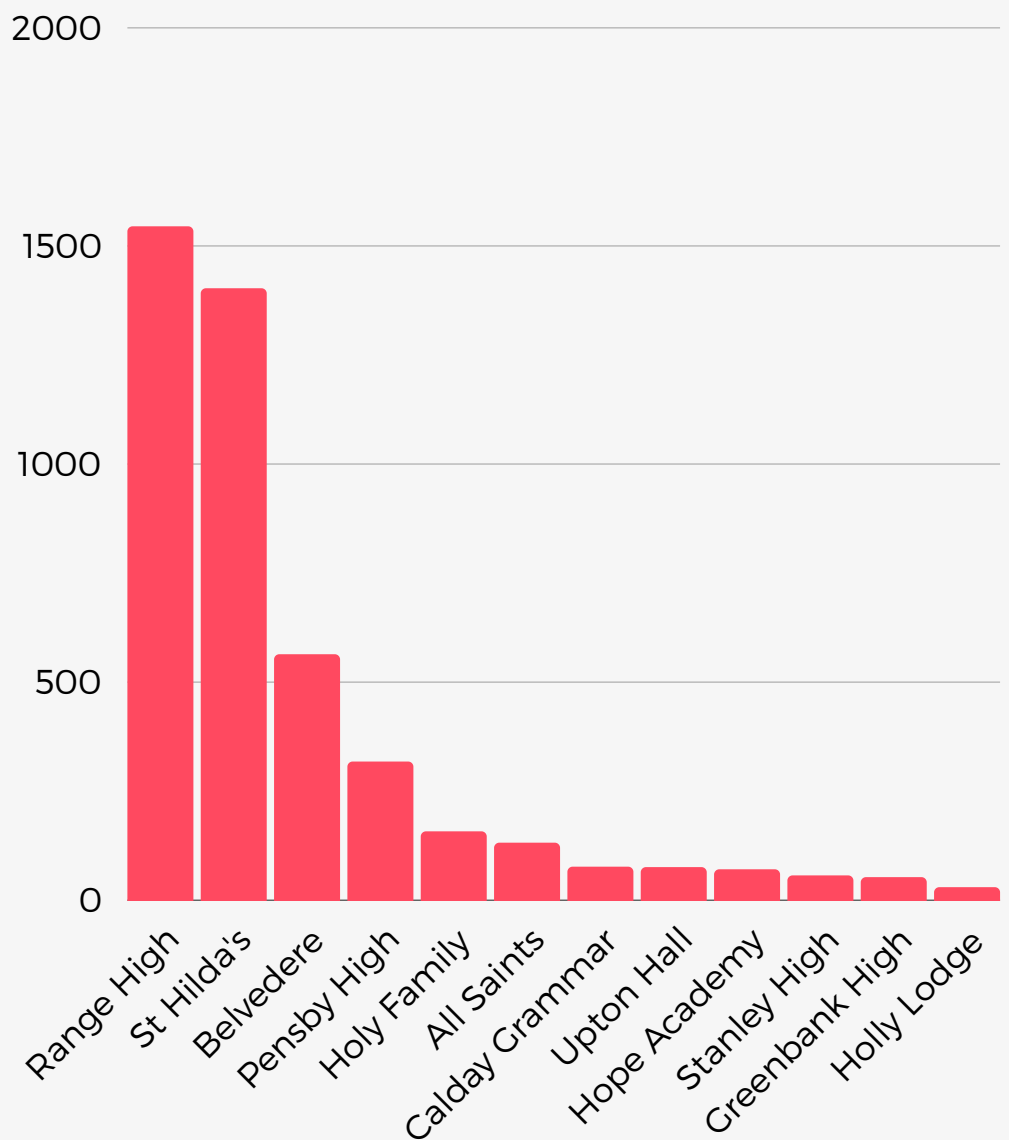
GRADUATION CELEBRATION

Each year, mentors are invited to a Graduation Celebration event to reflect on and celebrate their journey through the programme.

This year's event was held at the historic St George's Hall, where schools had the opportunity to meet each other, have fun, and even participate in a courtroom trial.

Click here
to watch the graduation celebration event.

Merseyside Youth Association's
Mentors in Violence Prevention

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).