

MENTORS IN VIOLENCE PREVENTION PROGRAMME

UPDATED MARCH 2022

# INSIGHT INTO YOUNG PEOPLE & SCHOOL STAFF VIEWS



PREPARED AND PRESENTED BY  
MERSEYSIDE YOUTH ASSOCIATION

Merseyside Youth Association's

**Mentors in  
Violence  
Prevention**



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### **HOW MVP HAS EVOLVED SINCE LAUNCH**

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# 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.



*"MVP is a crucial part of PHSE curriculum and if embraced by the school has the potential to empower young people and really shift the culture of the school for the future. MVP is vital in the current climate and gender-based violence is having a huge impact on our young people's mental health, we must put a stop to it. I see MVP as the vehicle to do this. Real issues young people experience, are hard-hitting and impactful."*

Kate Morris, Children & Young People's Mental Health Promotion Worker, MYA .

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# 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.

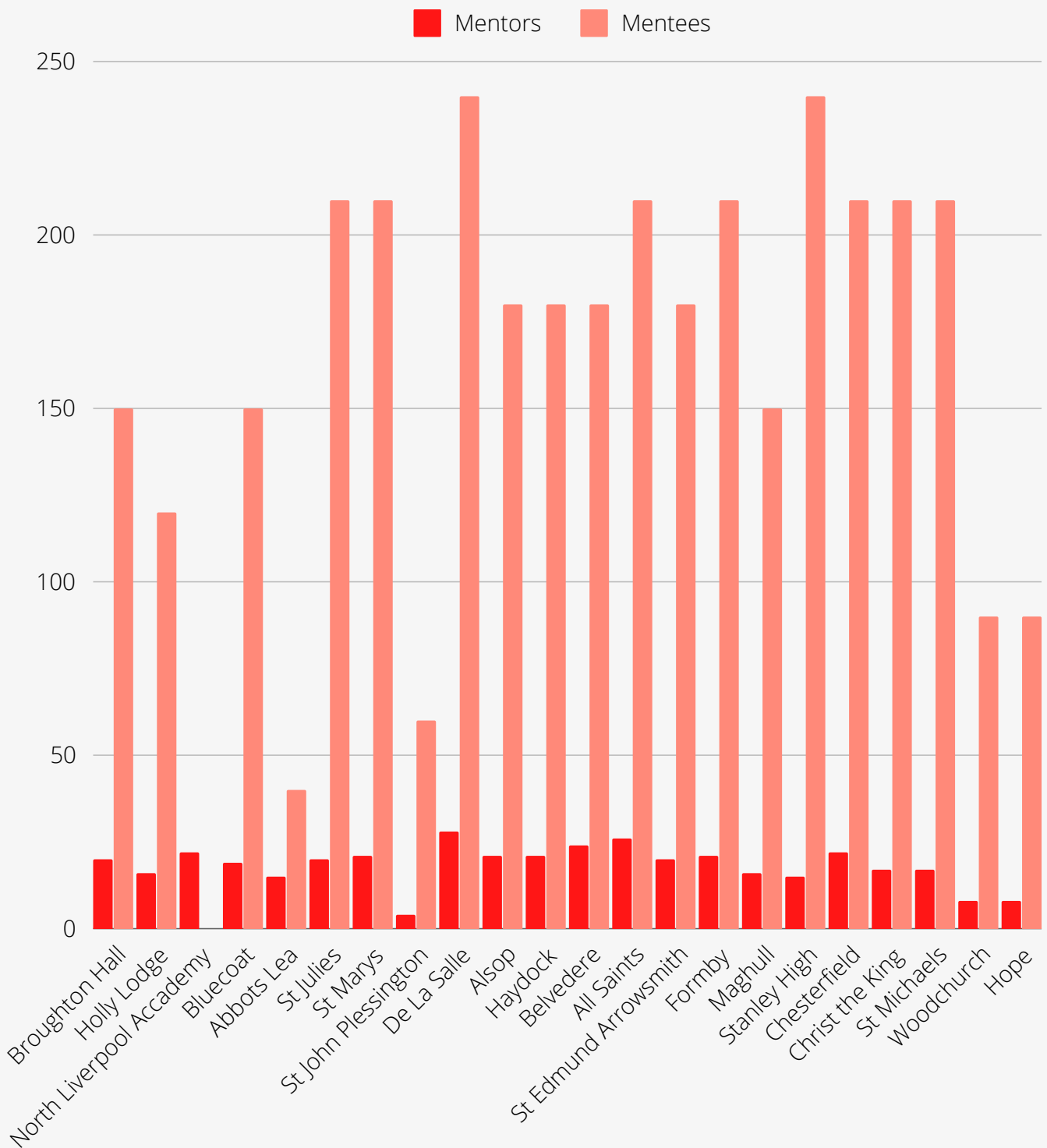
Comparisons between local authorities have been highlighted where differences in views are evident.

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



# YOUNG PEOPLE

**412** mentors have completed the MVP training, who then went on to train **2,220** mentees (to the end of the 2022 spring term)



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# 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.”

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# YOUNG PEOPLE

## What young people said about the MVP Programme

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

Since becoming an MVP mentor I have felt more mature. In the past I would have banter with people and take it too far. Looking at it now some may see it as bullying. After becoming an MVP I am able to see other people's feelings. Now I never take things too far with my banter as I think about the effect it has on others. I have also helped people who were feeling sad after others took things too far. The growth in my maturity has been the biggest and best change.

Hearing other's opinions, because you sometimes don't realise others views.

Knife crime had the biggest impact on me because my uncle got killed by being stabbed for no reason.

Being an MVP mentor has improved my confidence in standing up in front of people, and now I can interact with year 7's. Since becoming a mentor, I have stood up and spoken in whole school assemblies, which is something I would have never done before. If I see something happening, I will not walk past and do nothing as I know how it would affect the victim. Before, I would not step in, but I feel I must do something now. I do not mean I would get in the middle of a fight, but I would now ring the police since my MVP training. I wish when I was in years 7 and 8, there were MVP mentors I could go to as I was being bullied. After becoming a mentor, I realised that when I was being bullied, bystanders could have helped me. I wish they did. I now can be that person to help a year 7 if they are being bullied. I can be that active bystander for them.

What do you want to get out of being a mentor for MVP?

How do you think being an MVP mentor will help you in the future?

I want people to understand that they're not alone in bad situations, you can tell anyone with confidence never be afraid!"

"I want to make sure that pupils within my school are doing well. I also want them to know that if they can't go to a teacher about their mental health issues, they can always come to the MVPs!"

"I am excited to help the younger years and I might be able able to help someone in the future."

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# 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.

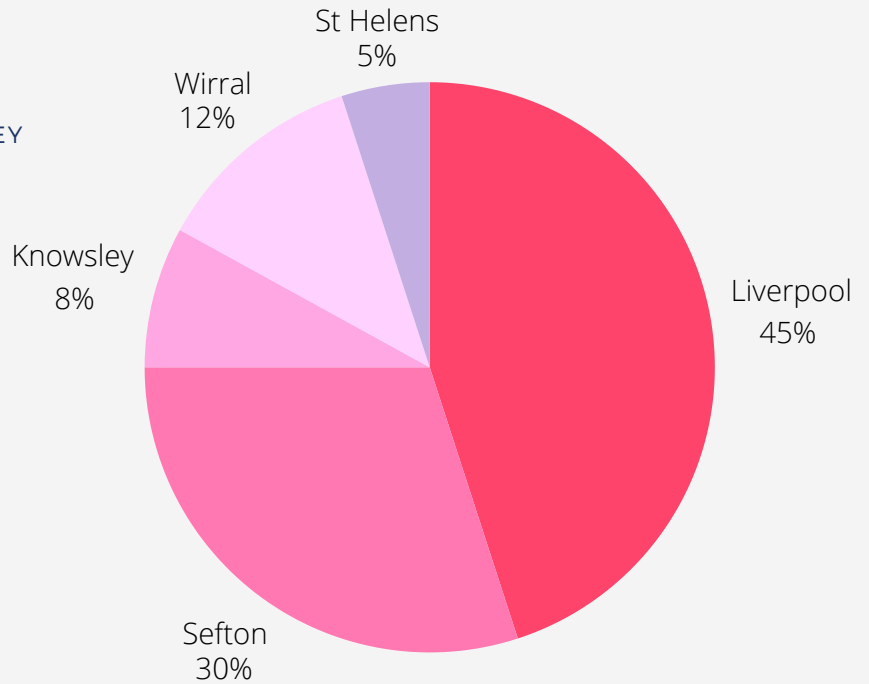


# YOUNG PEOPLE

## RESPONSES BY LOCAL AUTHORITY

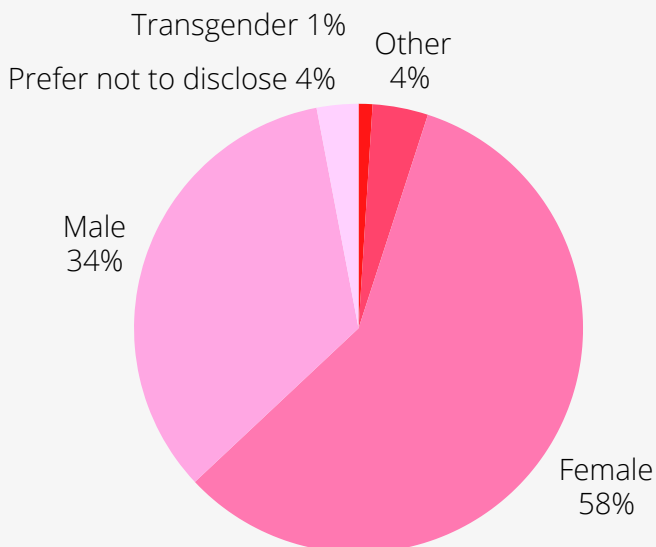
### SCHOOLS:

- HAYDOCK - ST HELENS
- ST EDMUND ARROWSMITH - KNOWSLEY
- ST MARYS - WIRRAL
- ST JOHN PLESSINGTON - WIRRAL
- FORMBY HIGH SEFTON
- STANLEY HIGH - SEFTON
- CHESTERFIELD - SEFTON
- CHRIST THE KING - SEFTON
- MAGHULL HIGH - SEFTON
- BROUGHTON HALL - LIVERPOOL
- HOLLY LODGE - LIVERPOOL
- BELVEDERE - LIVERPOOL
- BLUECOAT - LIVERPOOL
- ST JULIES - LIVERPOOL

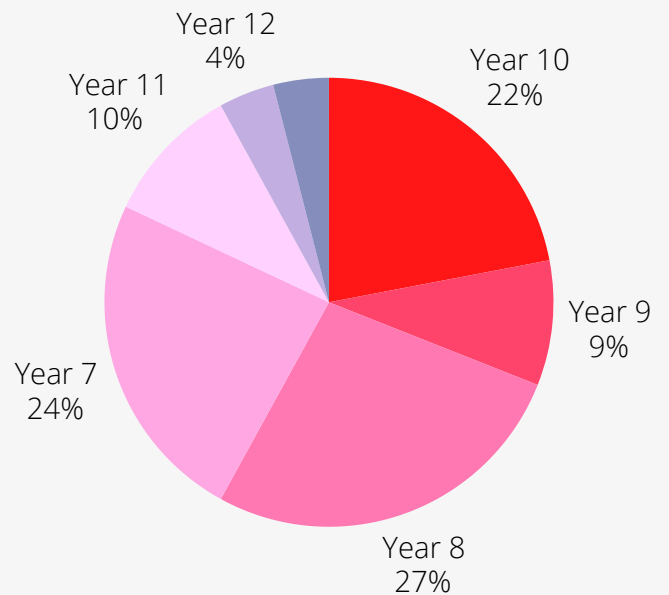


**3,709 responses**

## Gender



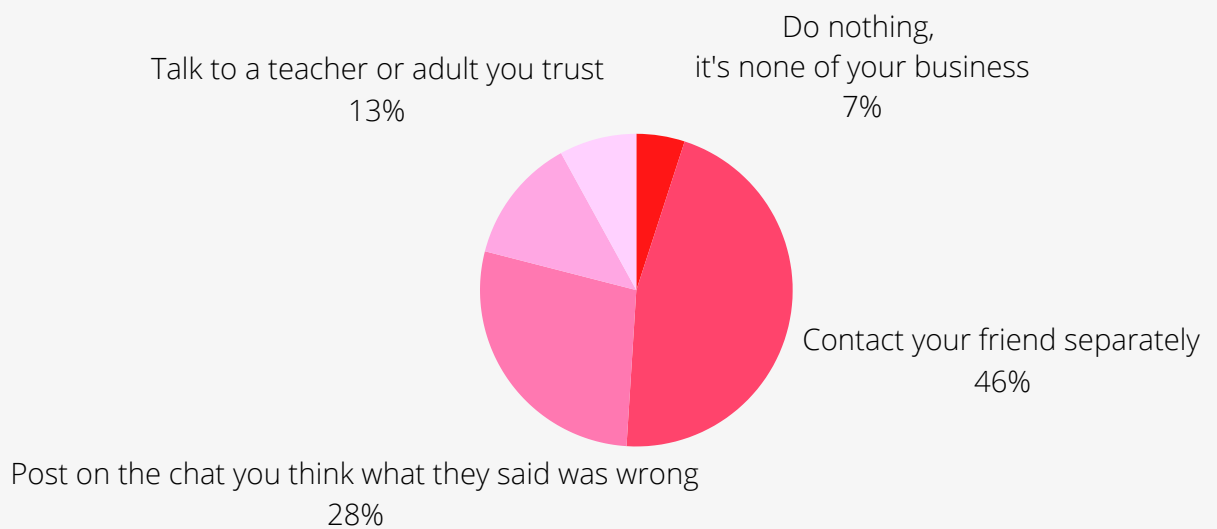
## Year Group



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# 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?



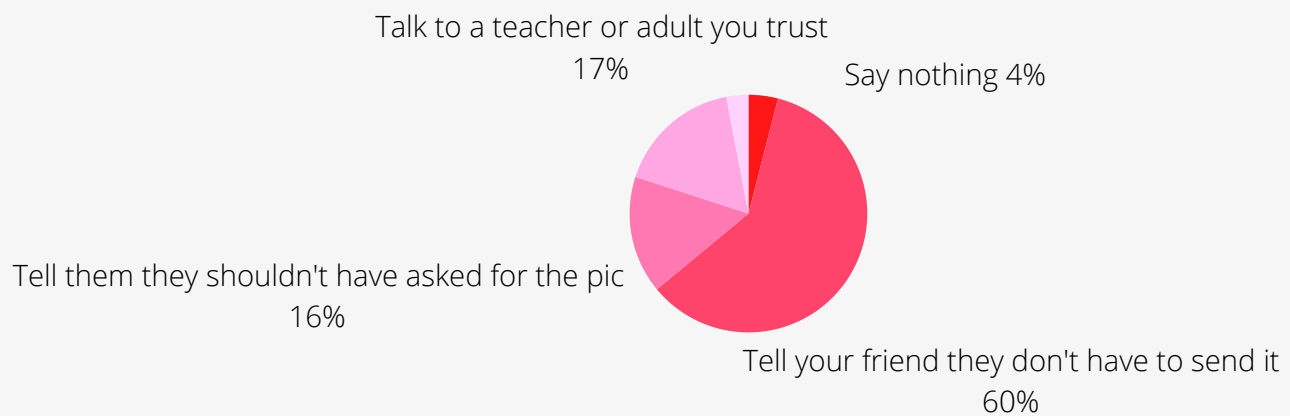
## 'Other' included:

- Argue back.
- Block them.
- Depends on the context and situation.
- Leave the chat.
- Contact the person separately / confront the bully.
- Screenshot and show a teacher.
- Tell their parent.
- Laugh - it's probably banter.

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# 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:**

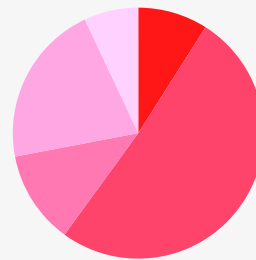
- Persuade them not to do it.
- Block them.
- Tell your friend to tell an adult.
- Tell the Police.
- Call Childline.
- Tell them to wait until they're 18.

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# 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?

Talk to a teacher or adult you trust  
Other 7%  
21%



Tell your friend it was out of order  
51%

## 'Other' included:

I would do 2, 3 and 4.

Help them get up and ask if they're ok.

Call off the friendship with my friend.

Talk to my friend about homophobia - it's ok to be gay.

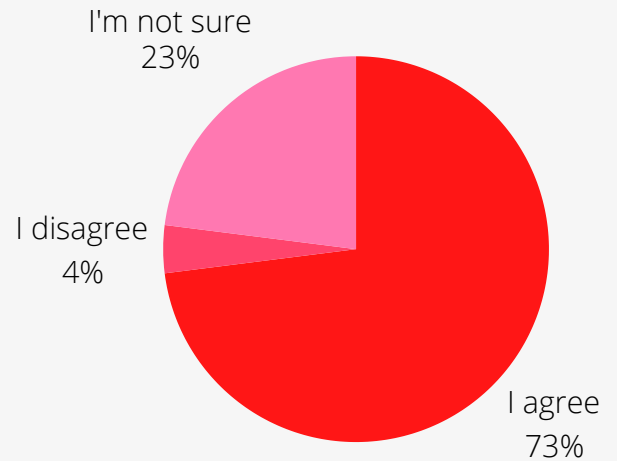
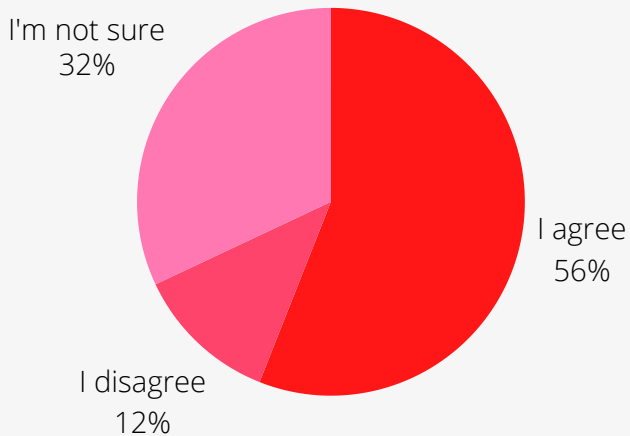
Cut communications with my friend if they don't apologise.

Beat up my friend/fight with them/slap them/push them away/punch them.

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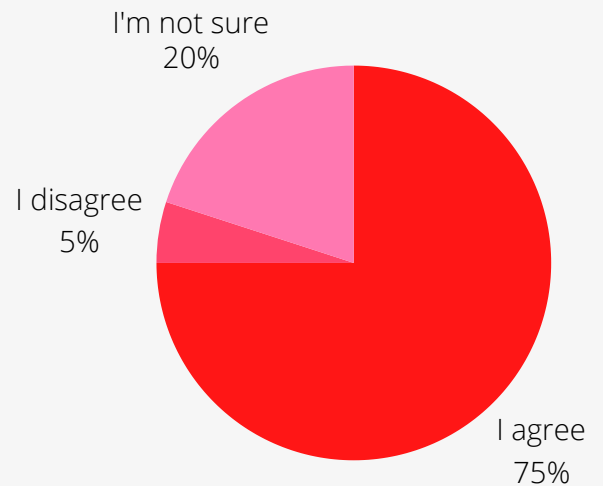
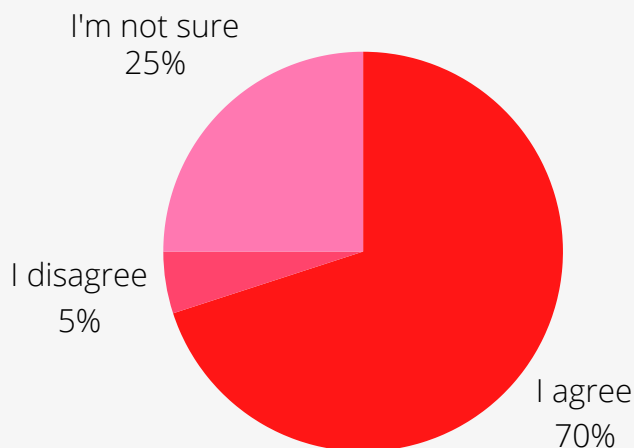
# YOUNG PEOPLE

**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**

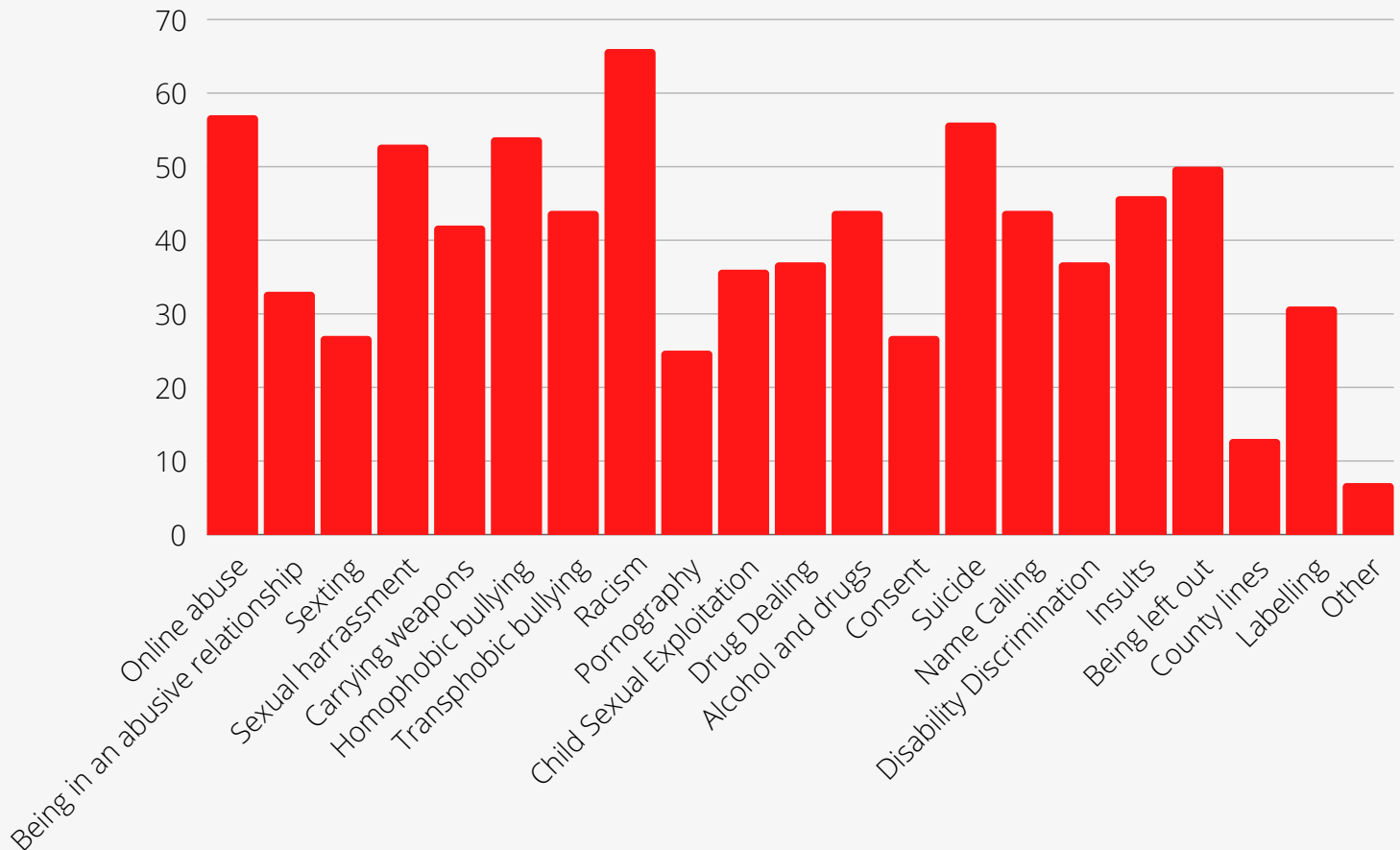
**I know of different ways to help if I see bullying or abusive behaviour**



**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

**Racism** was identified as the biggest worry across all areas, followed by **online abuse** (which was rated joint highest in Sefton).

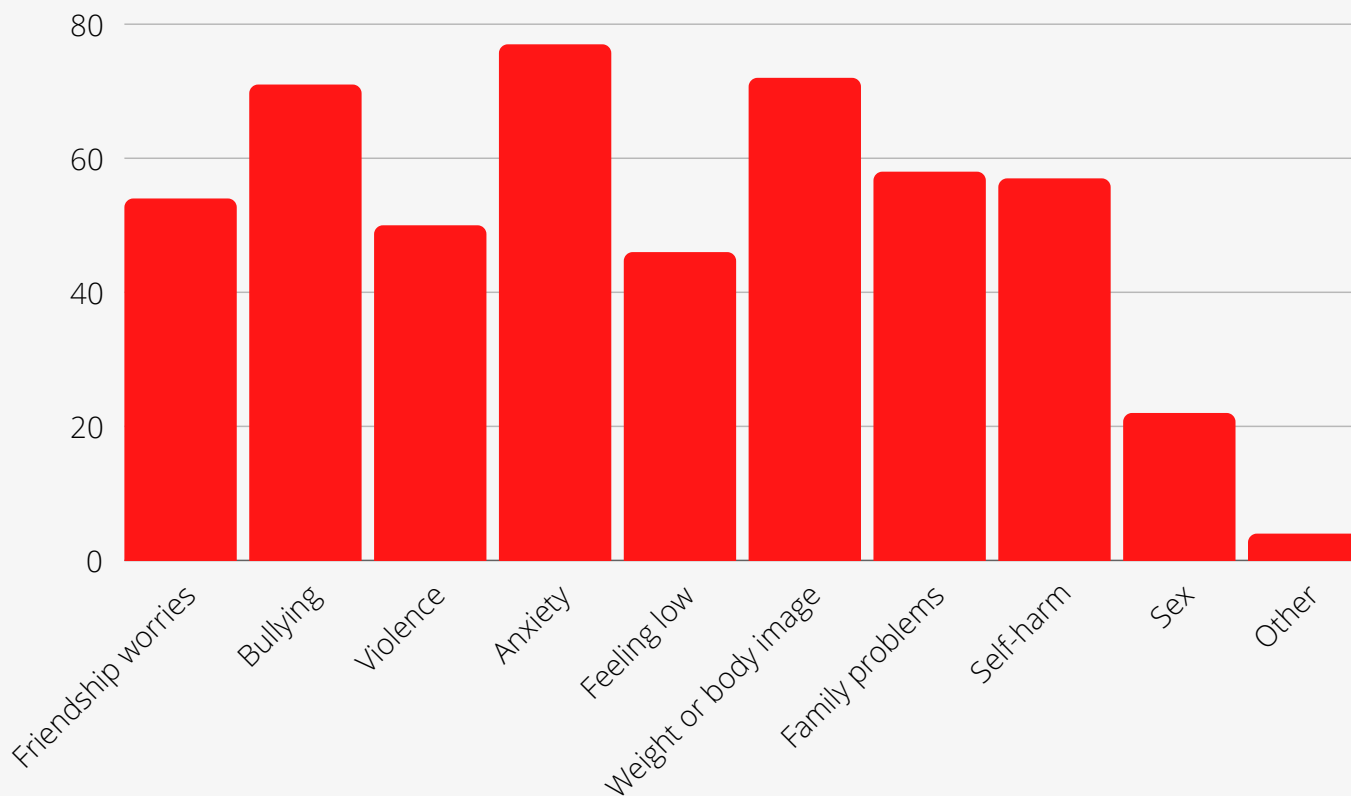
**Homophobic bullying** was higher in St Helens than in other areas.

Young people in Knowsley rated **carrying weapons** a greater concern compared to other areas.

'Other' included: Body shaming, bullying, Islamophobia, school work, 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** was identified as the main concern in Knowsley.

Whilst **anxiety** was the leading concern in all other areas, **weight or body image** followed closely behind.

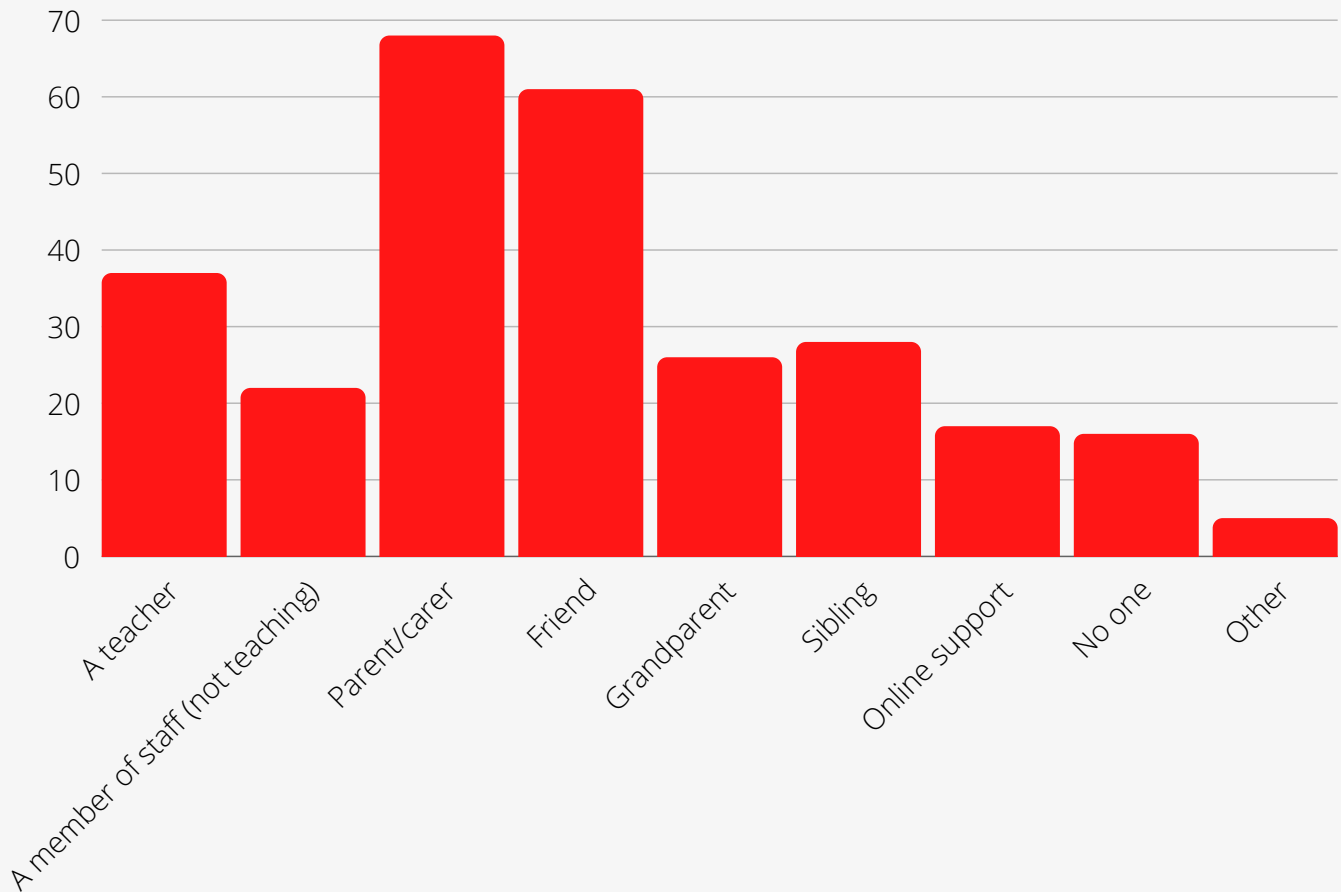
**Self-harm** featured as a strong concern in Knowsley. St Helens and Wirral.

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

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# YOUNG PEOPLE

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

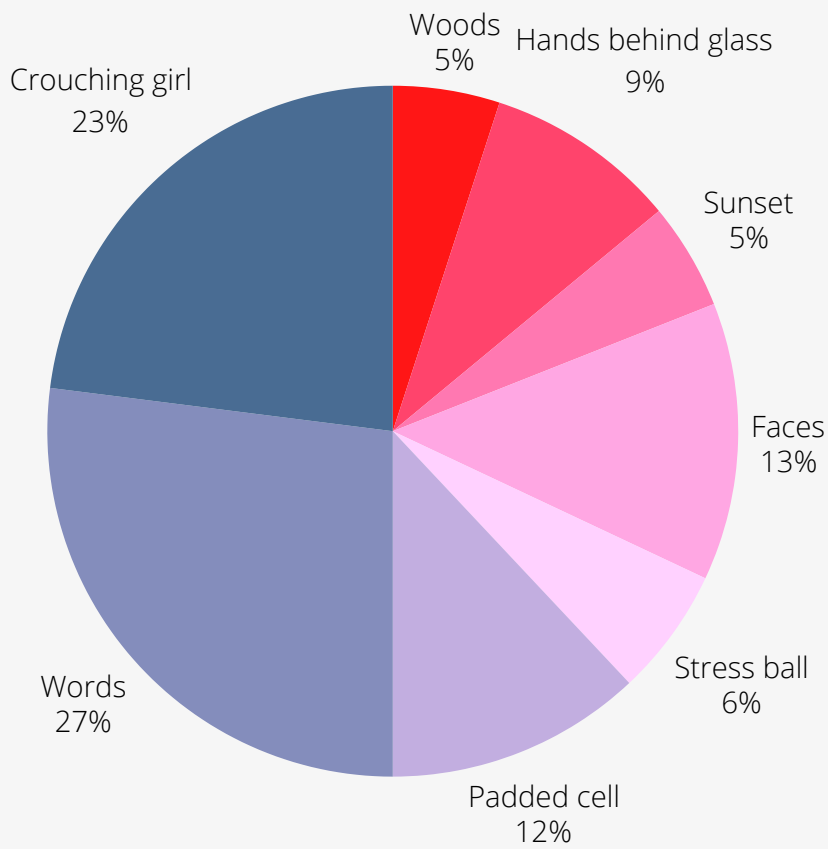
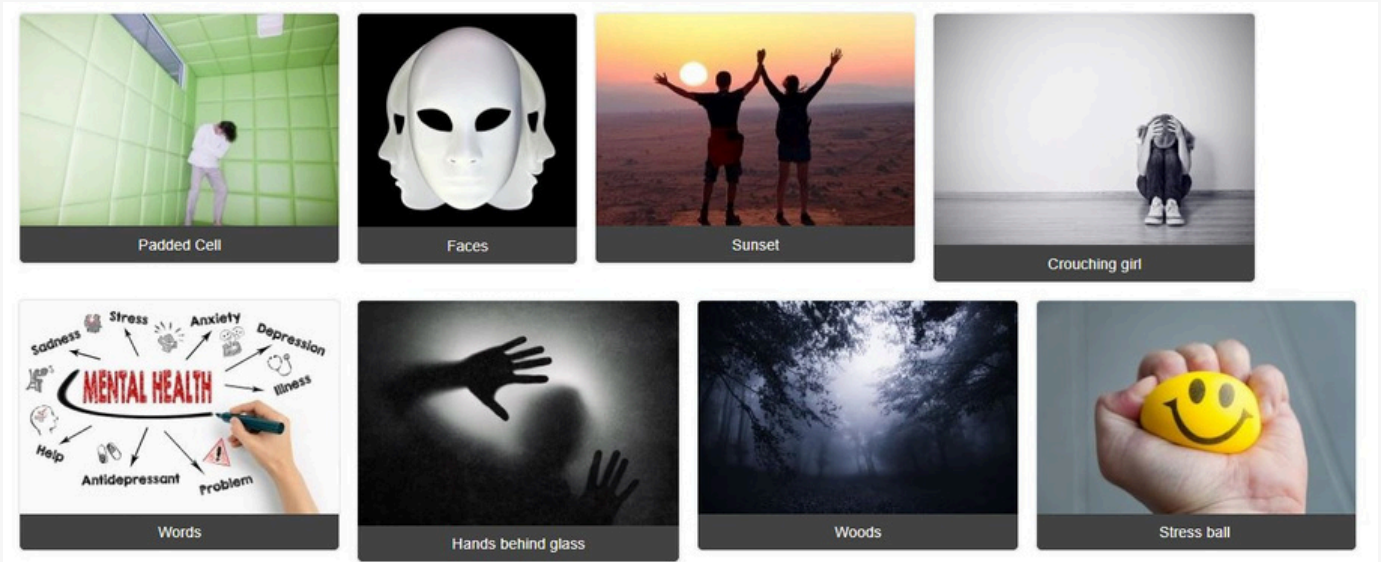


**'Other' includes;** football coach, aunt/uncle, CAMHS, doctor, YouTube, The Police, pet (dog/cat/hamster).



# 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		11,302	2,610
Spending time with friends	2		9,127	2,473
Spending time with family	3		5,548	1,755
Sleeping	4		4,304	1,497
Gaming	5		2,890	1,161
Social media	6		2,793	950
Watching movies	7		2,659	1,150
Laughing	8		2,077	1,077
Sport	9		2,341	873
Spending time with your pets	10		2,337	948
Art	11		2,105	712
Eating my favourite food	12		1,748	811
Reading	13		1,427	540
Dancing	14		802	347
Outdoor activities	15		735	342
Walking	16		698	318
Drinking alcohol	17		301	121
Other - write in	18		254	113

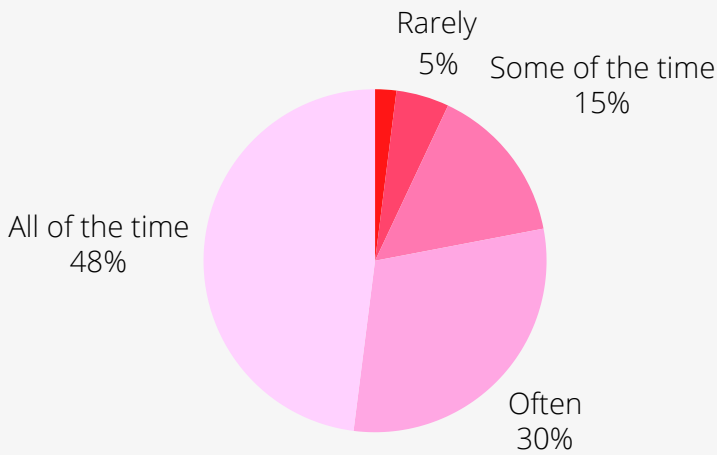
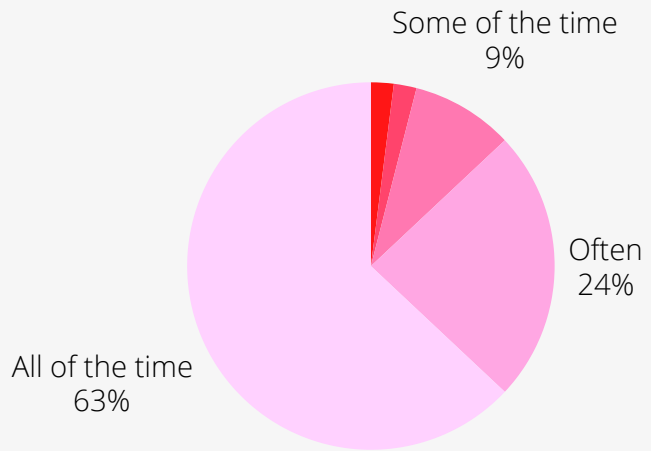
Lowest Rank      Highest Rank

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# YOUNG PEOPLE

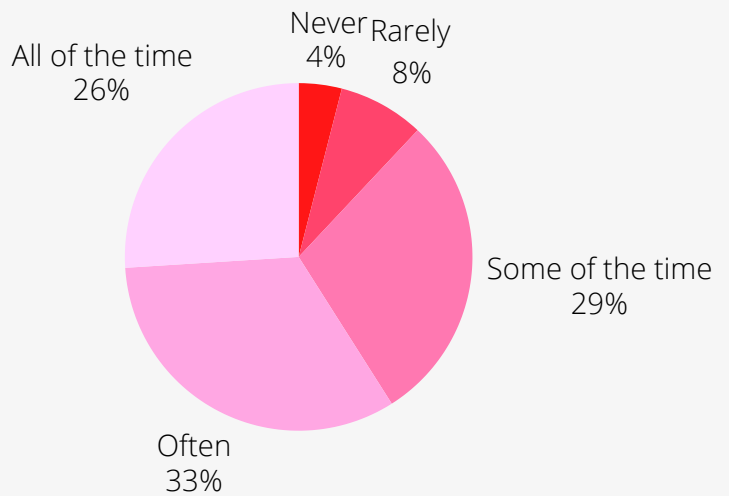
## THOUGHTS ON WELLBEING

**I feel safe and happy in the place that I live**



**I have friends and feel that I belong**

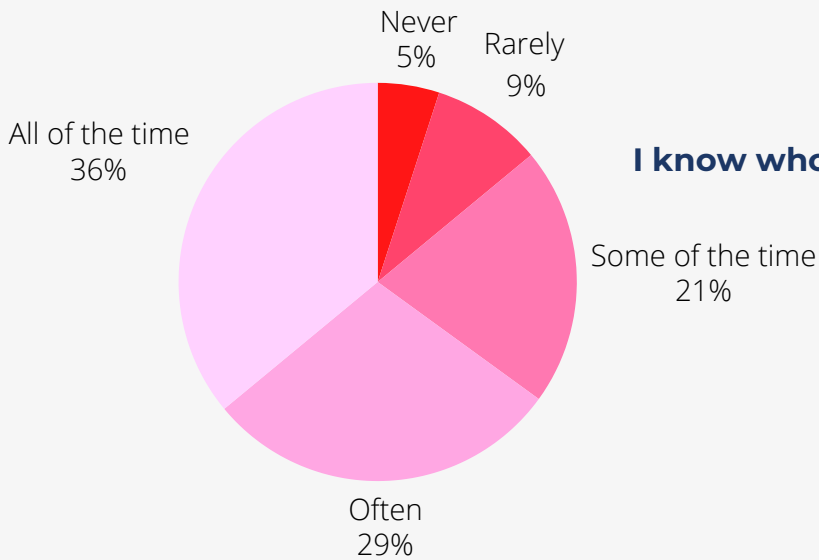
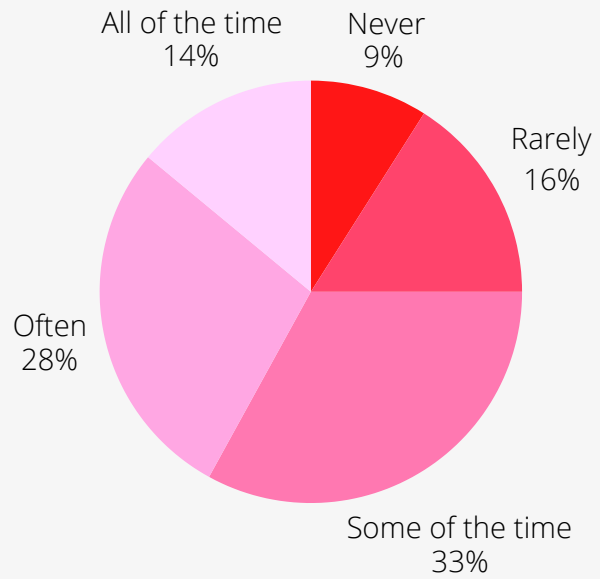
**I enjoy learning new things**



# YOUNG PEOPLE

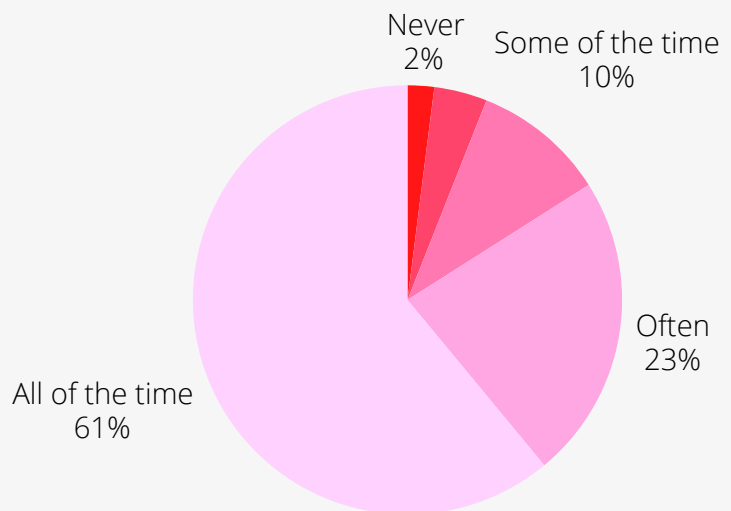
## THOUGHTS ON WELLBEING

### I cope with problems well



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

### I have a good relationship with my family

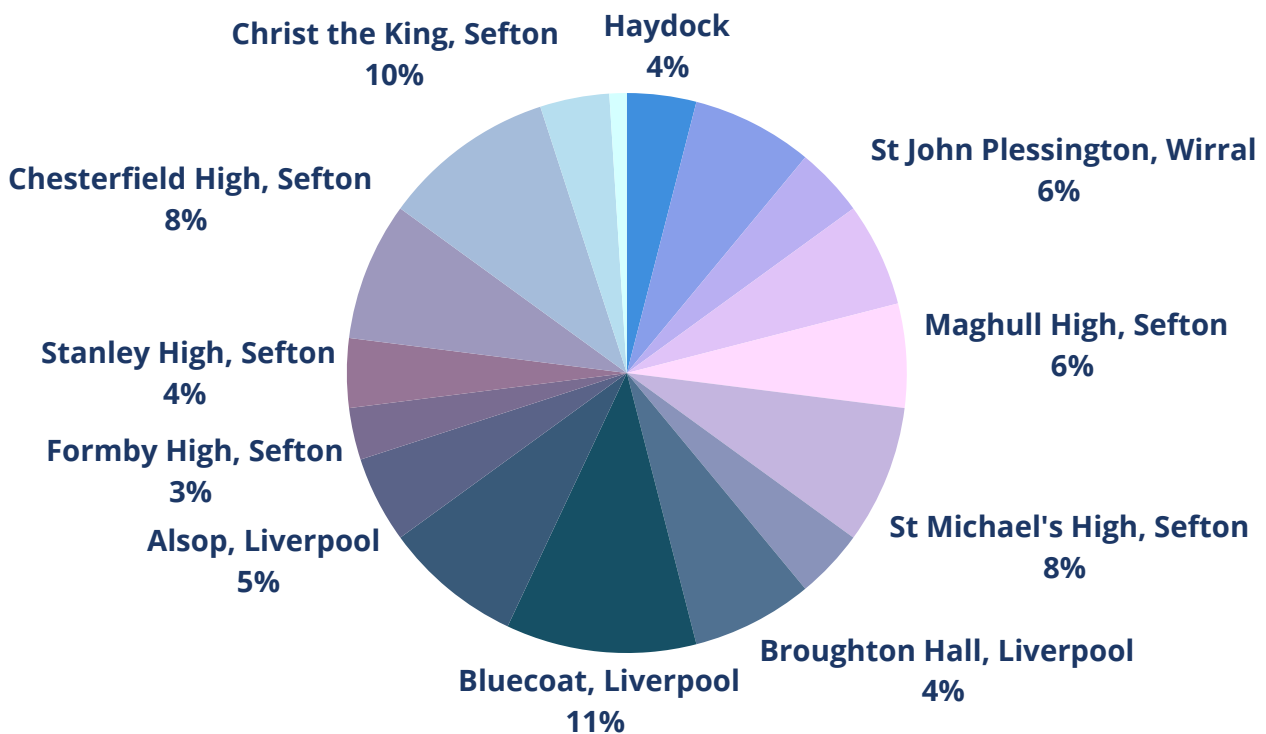


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# SCHOOL STAFF

## SCHOOLS OF STAFF TAKING PART IN THE SURVEY

508 responses



43 staff

### TRAINED IN THE MVP PROCESS, INCLUDING:

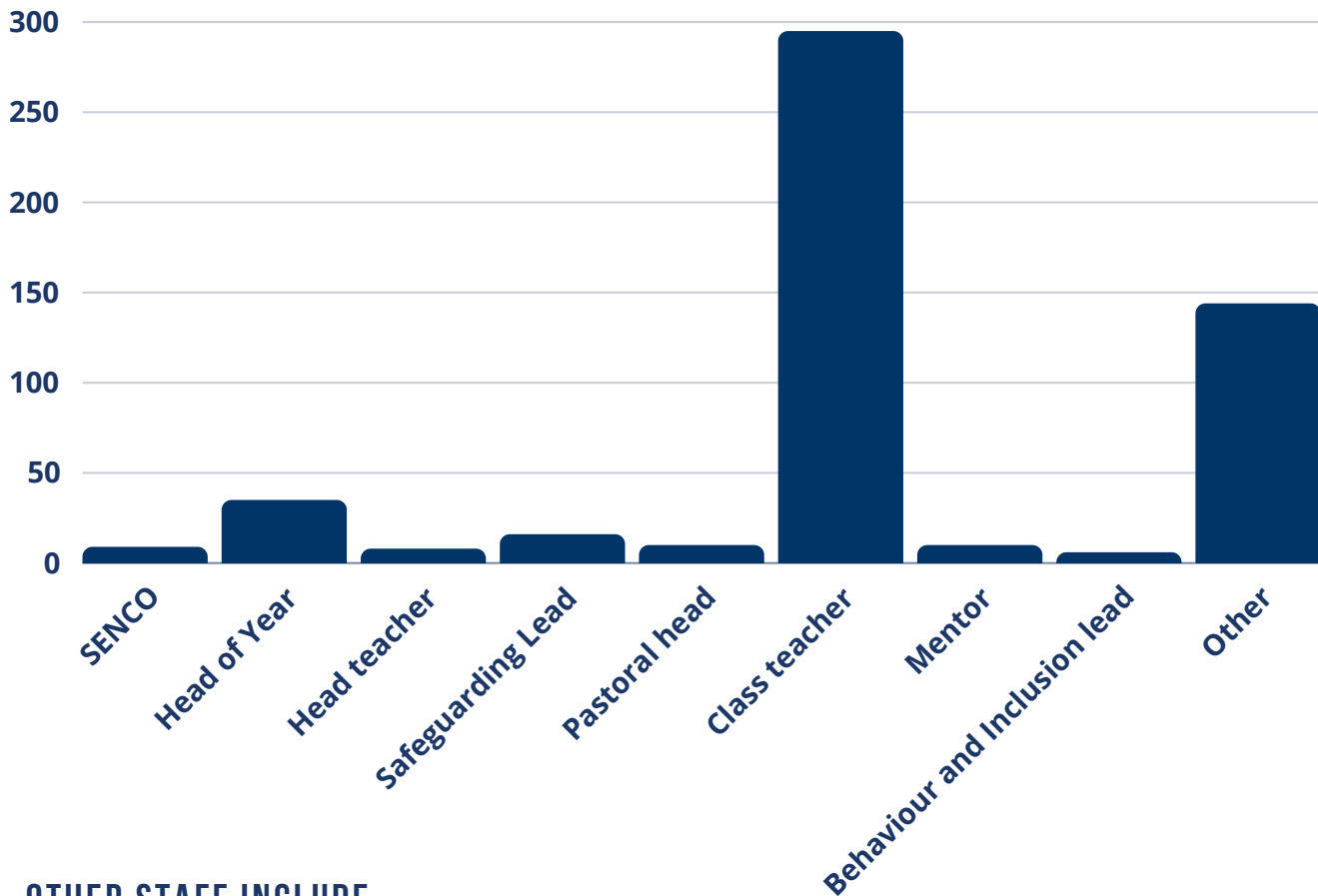
Exploring violence through a gendered lens  
Leadership qualities  
Being an active bystander

Types of violence and abuse  
Victim blaming.

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# SCHOOL STAFF

## ROLES OF STAFF TAKING PART IN THE SURVEY



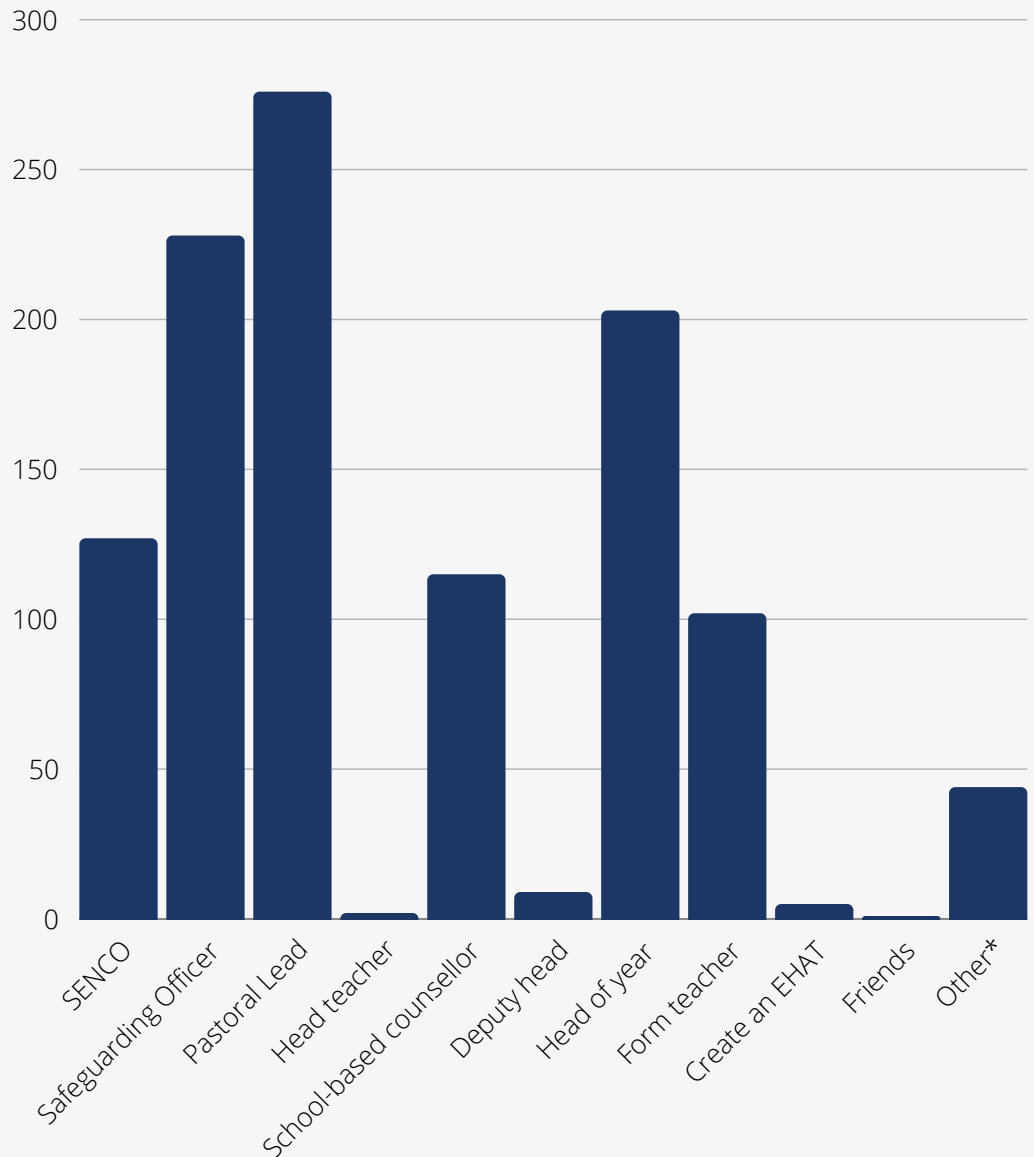
## OTHER STAFF INCLUDE

Assistant Head of Year  
Head of Department  
Support Staff  
Admin  
Chaplain  
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

# 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?



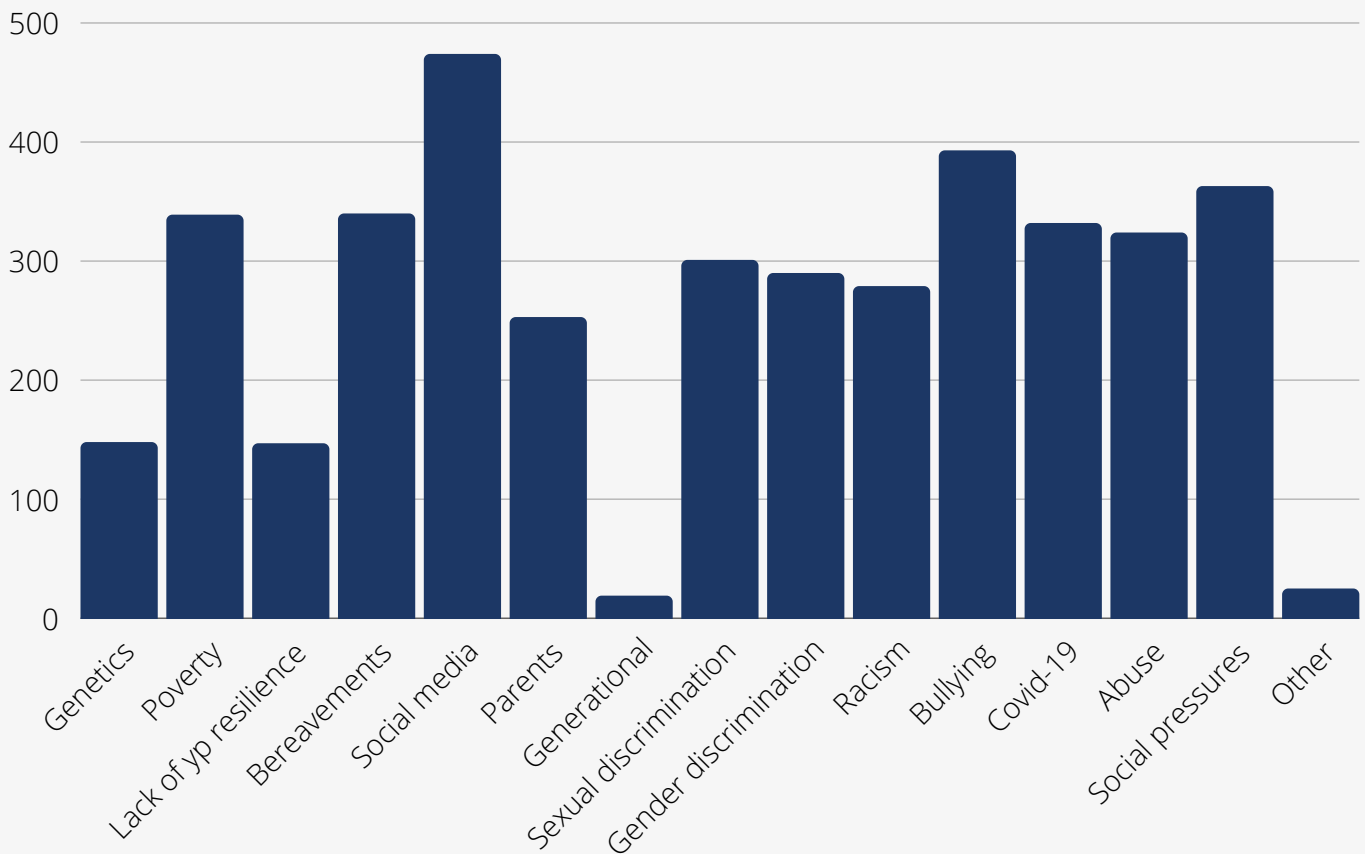
## OTHER INCLUDES:

Action for Children Programme - Blues  
 Director of wellbeing and mental health  
 External support - Kooth/NSPCC/CAMHS  
 School nurse  
 Learning coach/mentor  
 Mental health practitioner

Mental health First Aider  
 Assistant progress leader  
 Assistant head of year  
 Pastoral support  
 Senior leadership  
 Police  
 Phoenix Centre.

# SCHOOL STAFF

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



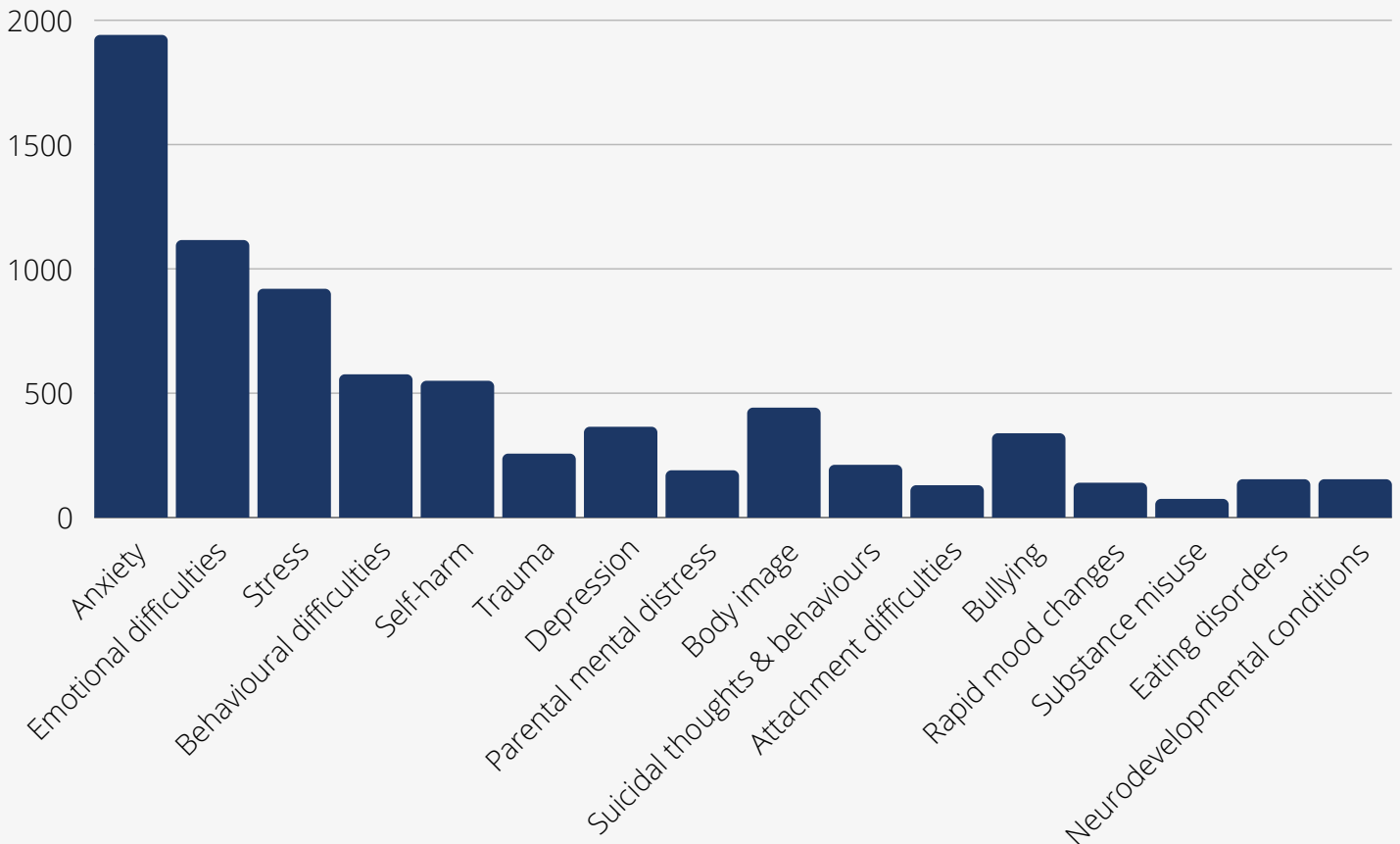
*MVP is a brilliant program, I love the way the staff are trained and they can further support the mentors and the mentees, it's like the whole school is involved.*

**School staff member.**



# 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.**

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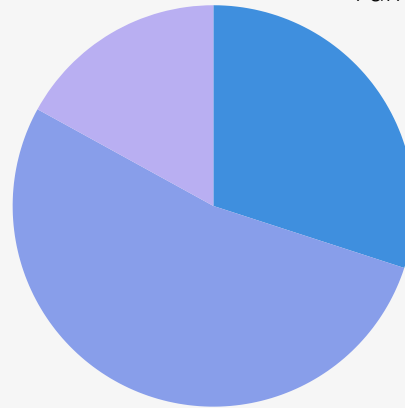
# SCHOOL STAFF

## HOW CONFIDENT ARE YOU IN THESE AREAS

### Asking a young person if they are experiencing suicidal thoughts

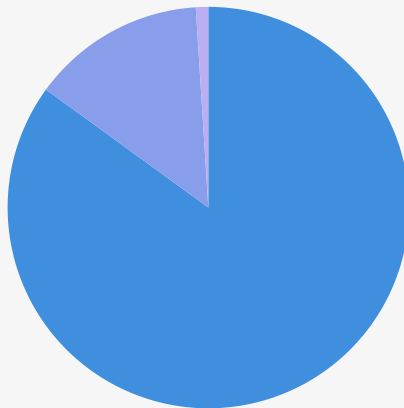
I have no confidence  
17%

I am very confident  
30%



I am slightly confident  
53%

I am slightly confident  
14%



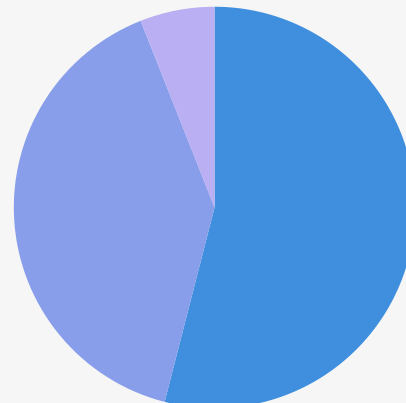
I am very confident  
85%

### Challenging students who are misusing the term 'gay'

### Signposting students to mental health services and resources

I have no confidence  
6%

I am very confident  
54%



I am slightly confident  
40%

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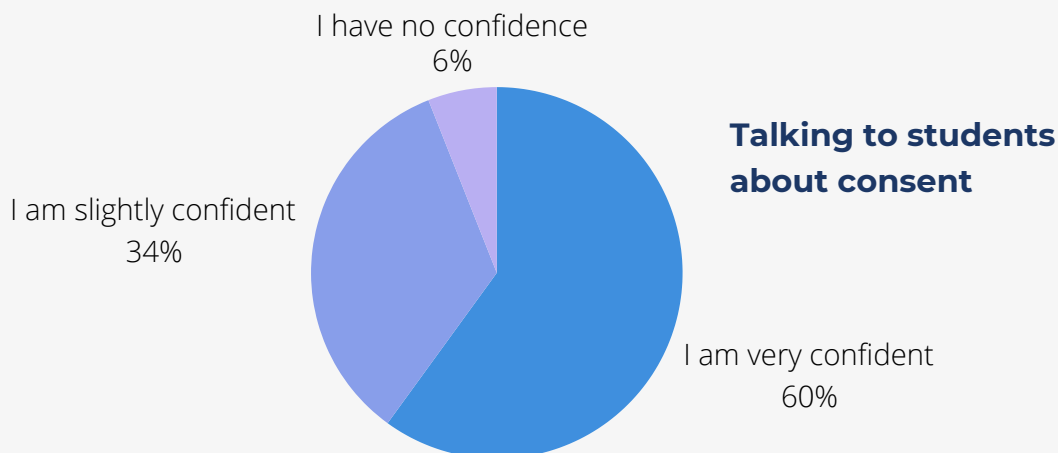
# SCHOOL STAFF

## HOW CONFIDENT ARE YOU IN THESE AREAS

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



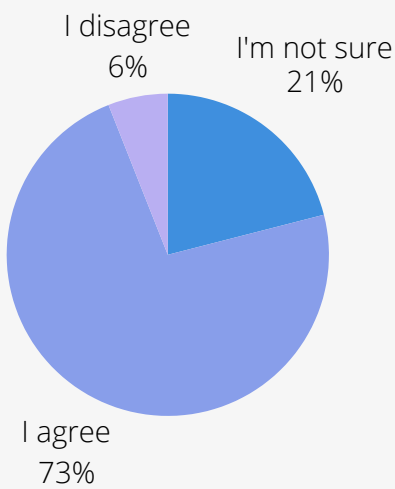
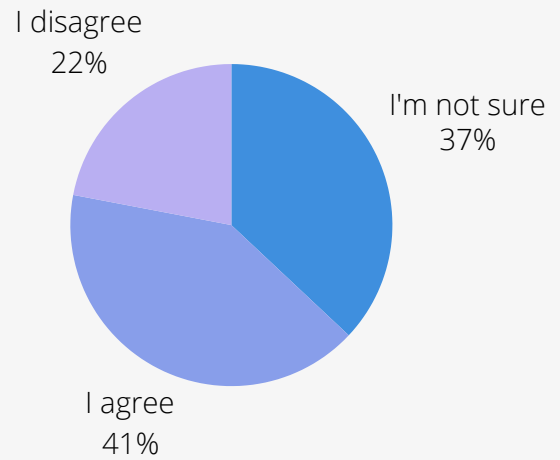
**Sign posting students to LGBTQ+ services**



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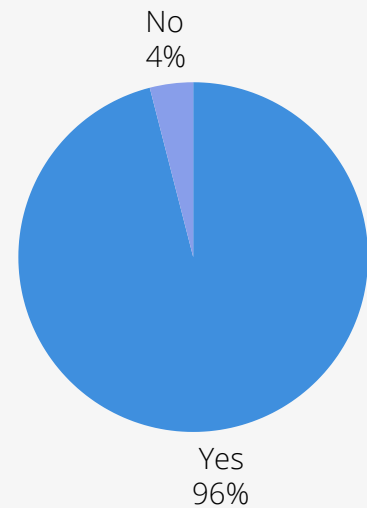
# SCHOOL STAFF

**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...

Some students don't have the understanding as to why they are doing something, they are just following what they see

You shouldn't have blame and shame. Be aware that something is wrong. Work through it. There is no blame. There is no shame. We speak of the truth. What happened. What is going to happen?

Children do not need to be shamed or blamed for things they have done wrong they need to be educated and supported to help with future behaviour and decisions.

It is our role to educate and a lot of the views and behaviours students demonstrate are a product of their family life, experiences and social norms outside of our school.

So that students can feel confident and comfortable talking about issues that affect them without the fear of victim-blaming or shaming.

Only in that situation would a young person feel confident to be able to speak their mind and explain their feelings and situations.

School should be a safe place where students feel they can express themselves without being shamed or judged. Obviously, there will be exceptions to this (racism, bigoted remarks, etc.) but overall, it's important to foster a culture in which students are encouraged to speak their minds without fear of being blamed or shamed.

Victims of these types of circumstances need to understand that they are not to blame for what has happened to them - need to reduce the guilt they will feel as much as possible to reduce the risk of more problems arising afterwards.

It's important to provide a framework for what is acceptable. Unfortunately, blame and shame is part of the British psyche, especially in the media. It's often used by individuals to make fun of others and is part of the 'lads' culture' to bond with others. Clarifying what is acceptable and tolerable within one's own comfort zone and developing strategies to speak out if not comfortable with what others are saying, even if done is fun, would be a helpful focus with students.

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# SCHOOL STAFF

**100% agreed building resilience in children and young people is important.**

## EXAMPLES OF REASONS WHY INCLUDE...

A lot of young people give up too easily and can expect things to just be given to them. They need to build up resilience and the confidence to pursue something.

Resilience is one of the most important life skills and one of the hardest to learn. It is unfortunately usually learnt through trauma/ACEs.

It is easy to give up on something that is difficult but achieving through persistence promotes good mental health. Sometimes children are given too much too easily and there are times when struggling to do something develops strong character.

I feel that highlighting better choices the children can make and how they can help their own situation will develop confidence as they grow through the school and may face those similar "difficulties" but have the awareness on how to deal with it in a better way.

I do not see how resilience can be taught as it is a strength developed as we overcome challenges. As a society, we have a tendency to protect children and young people rather than help them develop resilience.

Our culture has moved to a quick gratification mode, linked to the immediate impact of social media. The pressure of succeeding in the competitive environment of the School and outside means that students often find it difficult to manage when things go wrong and they don't do as well as they hope. Developing strategies for understanding that it is OK to 'fail' or not do as well would be helpful in developing resilience.

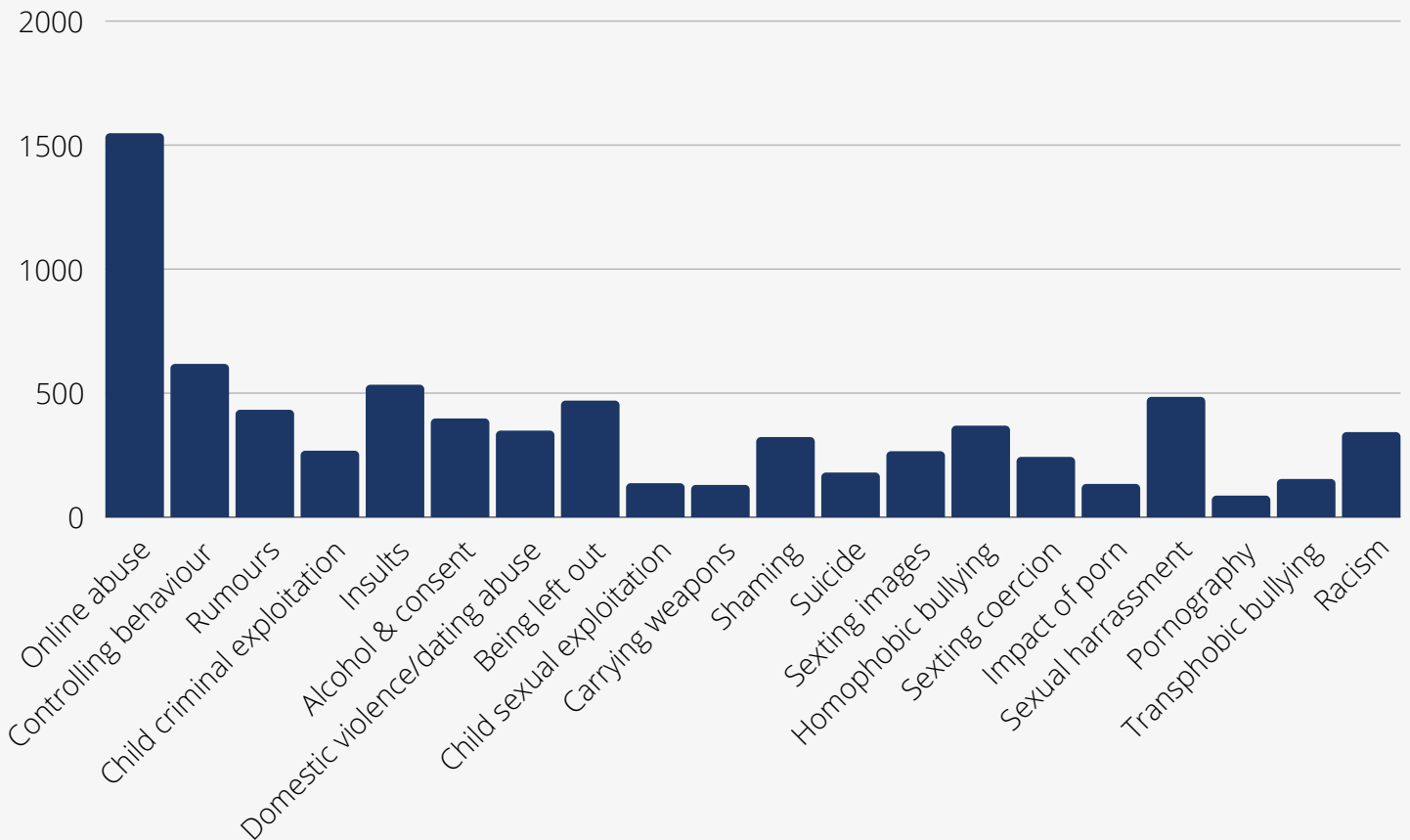
Resilience is something that I think the students in our school struggle with. It is not something that is specific to schools and is in fact, a life-long skill that students need to hone in order to lead a successful life far beyond the classroom.

Students need to be able to bounce back from difficulties and have the tools to rebuild and carry on. Too many young people feel that their life is over if the smallest thing happens which is negative.

During the lockdown, students have not been tested and have lost touch with extracurricular activities, therefore, reducing their confidence. It is important to ensure that students have confidence and resilience to help them later on in life and to reduce stress during exams.

# SCHOOL STAFF

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



## Local authority differences

Online abuse was rated the top learning subject in all areas.

Controlling behaviour was second in all areas except Liverpool, where sexual harassment featured higher.

Carrying weapons was higher in Knowsley than in any other area.

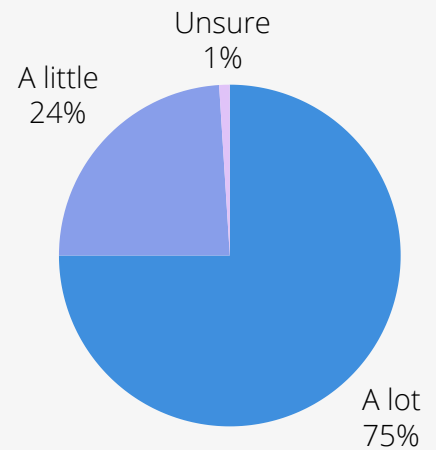
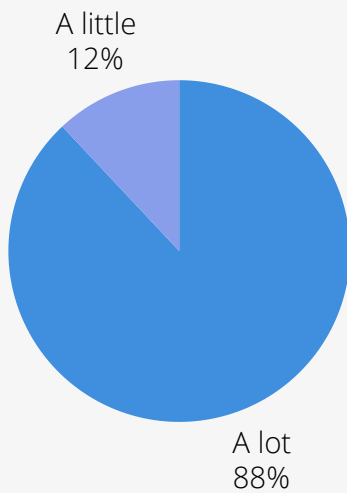
Racism was higher in Wirral than other areas, where insults and domestic violence - dating featured strongly.

# SCHOOL STAFF

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

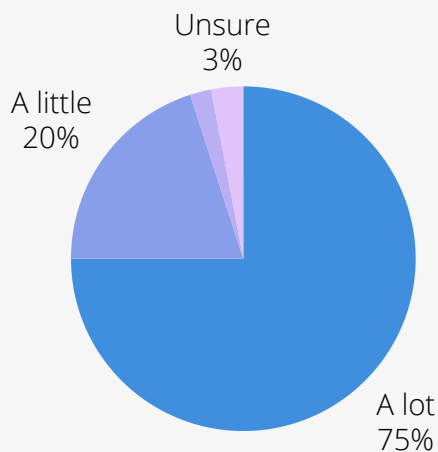
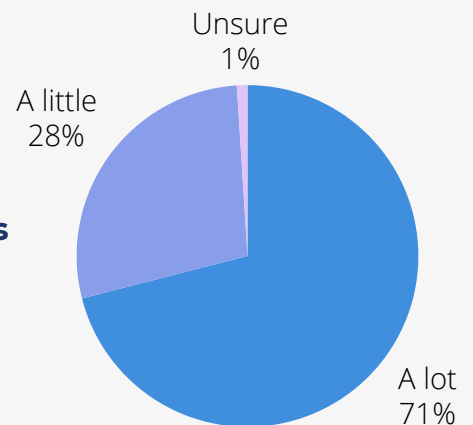
## Lack of safe supportive environments (youth centres, schools, friends houses)

St Helens ranked 'a lot' 90%



## Increased loneliness or isolation Wirral ranked 'a lot' 98%

## Difficulties in family relationships Wirral and St Helens ranked 'a lot' 85% and 86% respectively



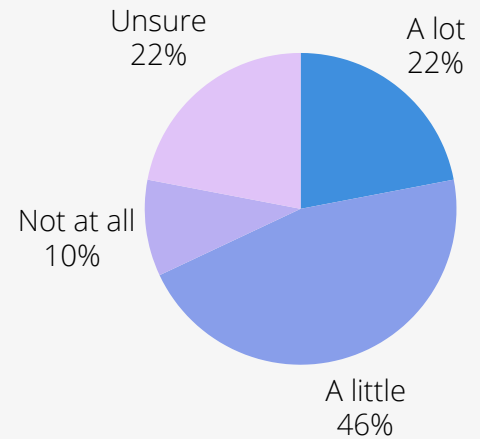
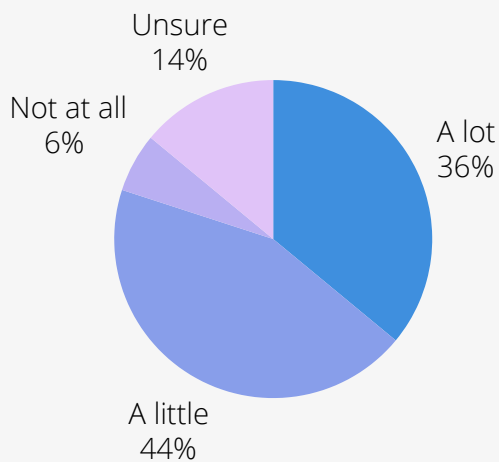
## Increased pressure on social media



# SCHOOL STAFF

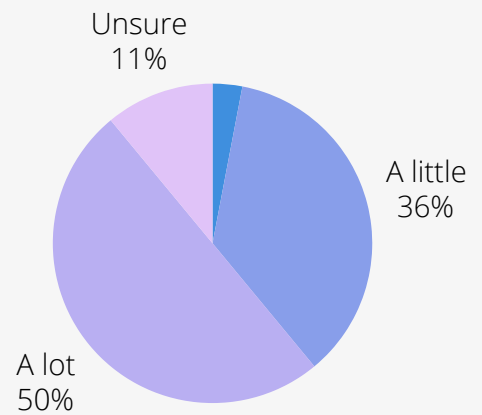
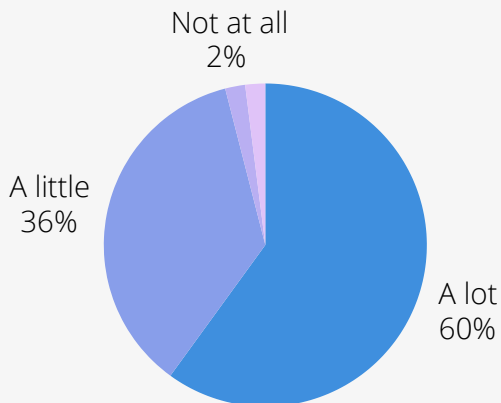
HOW DO YOU THINK COVID-19 WILL HAVE IMPACTED THE FOLLOWING AREAS:

## Higher risks of engaging in gangs



## Higher risks of drink and drugs Knowsley ranked 'a lot' 57%

## Higher risk for sexual exploitation or grooming St Helens ranked 'a lot' 64%



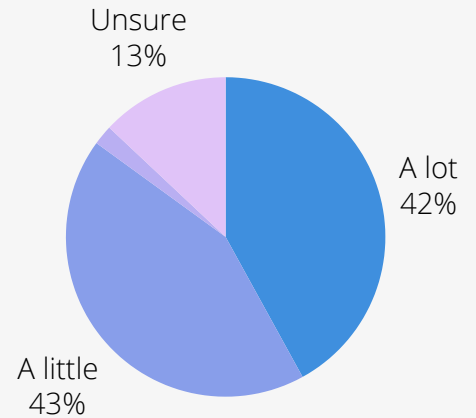
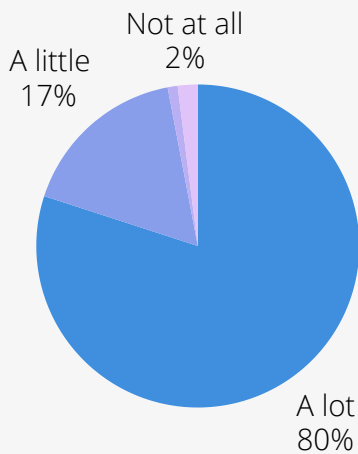
## Change in physical health, appearance, weight St Helens ranked 'a lot' 77%

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# SCHOOL STAFF

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

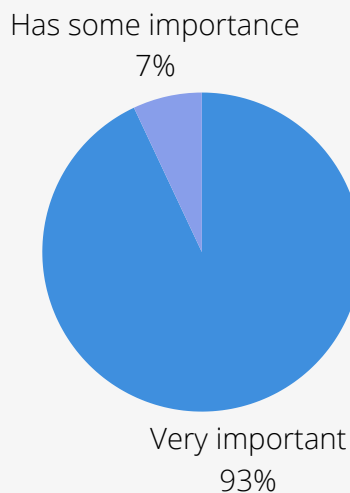
**Increased risk of complex food behaviours**  
St Helens ranked 'a lot' 64%



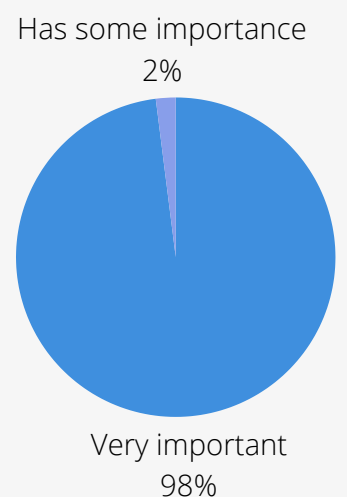
**Increased poverty**  
Knowsley ranked 'a lot' 97%

RATE THE IMPORTANCE OF YOUR SCHOOL PROVIDING THE FOLLOWING:

**A trusted adult relationship with a teacher or mentor**



**A safe school environment**



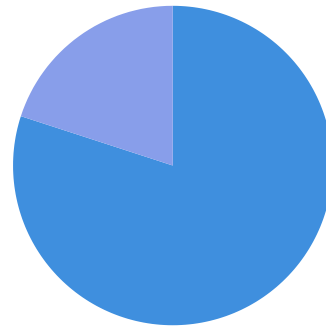
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# SCHOOL STAFF

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

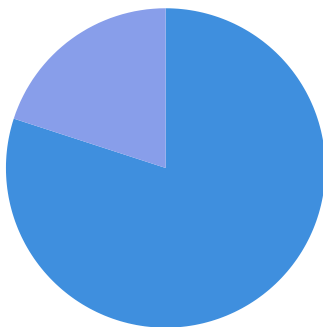
**Providing opportunities  
- e.g. sports and hobbies**

Has some importance  
20%



Very important  
80%

Has some importance  
20%



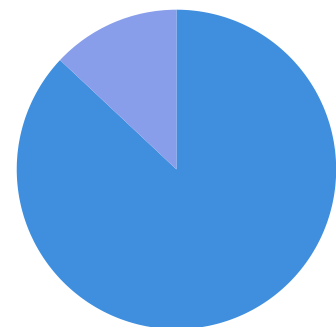
Very important  
80%

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

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

**St Helens ranked 'a lot' 96%**

Has some importance  
13%



Very important  
87%

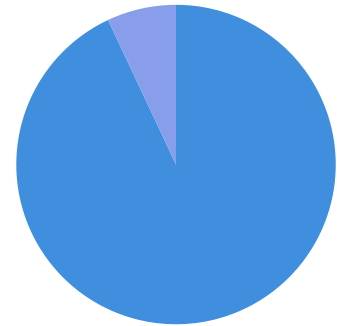
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# SCHOOL STAFF

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

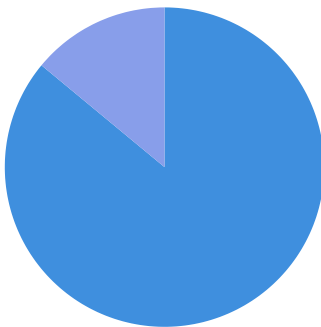
**For children and young people to access support**  
**St Helens ranked 'a lot' 96%**

Has some importance  
7%



Very important  
93%

Has some importance  
14%

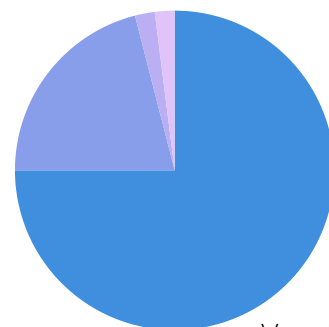


Very important  
86%

**To help children and young people to manage their emotions**  
**St Helens ranked 'a lot' 96%**

Has some importance  
21%

Unsure  
2%



Very important  
75%

**Awareness of high risks of engaging in gangs**

**St Helens ranked 'a lot' 86%, Liverpool ranking it lower than average, 65%.**

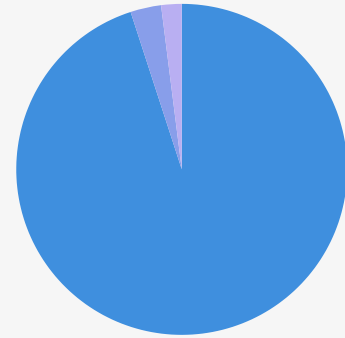
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# SCHOOL STAFF

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

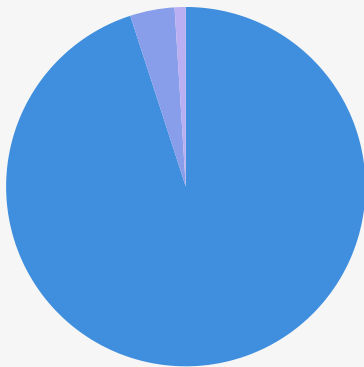
**A trusted adult relationship with a teacher or mentor**  
Sefton ranked 'this could be embedded' 87%, lower than average.

We will have difficulty  
3%



This could be embedded  
95%

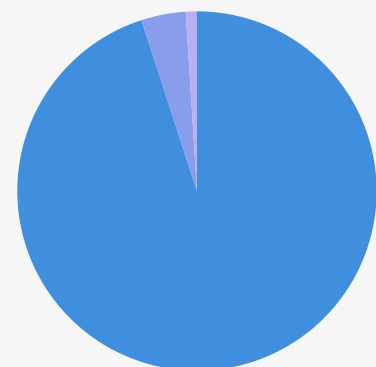
We will have difficulty  
4%



This could be embedded  
95%

**A safe school environment**  
Sefton ranked 'this could be embedded' 85%, lower than average.

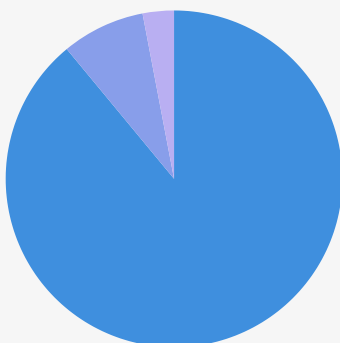
We will have difficulty  
4%



This could be embedded  
95%

**Providing opportunities - e.g. sports and hobbies**  
Knowsley ranked 'this could be embedded' 82%, lower than average.

We will have difficulty  
8%



This could be embedded  
89%

**To build children and young peoples' problem solving skills**  
Knowsley ranked 'this could be embedded' 74%, lower than average.

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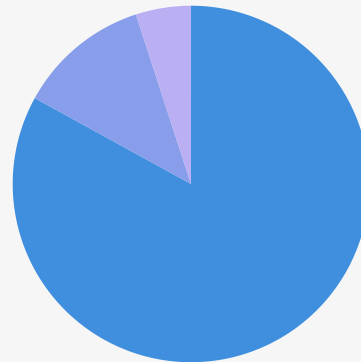
# SCHOOL STAFF

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

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

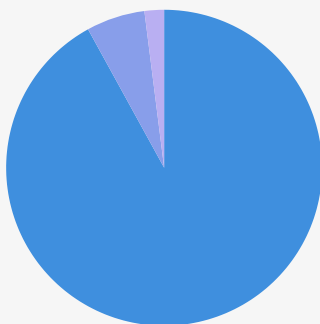
**Knowsley ranked 'this could be embedded' 66%, lower than average.**

We will have difficulty  
12%



This could be embedded  
83%

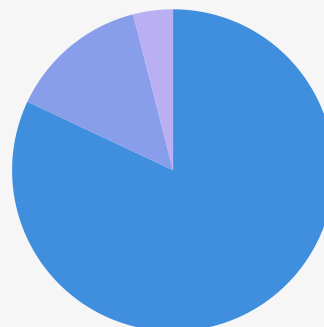
We will have difficulty  
6%



This could be embedded  
92%

**For children and young people to access support**  
**Wirral ranked 'this could be embedded' 80%, lower than average.**

We will have difficulty  
14%



This could be embedded  
82%

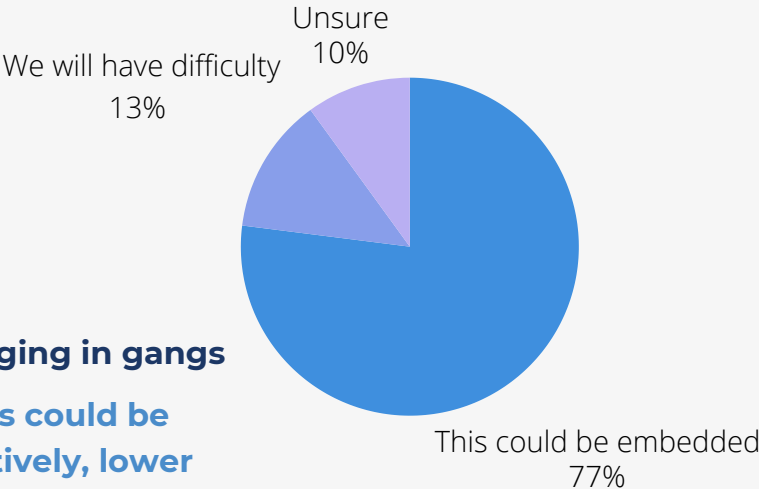
**To help children and young people to manage their emotions**

**Knowsley ranked 'this could be embedded' 63%, lower than average.**

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# SCHOOL STAFF

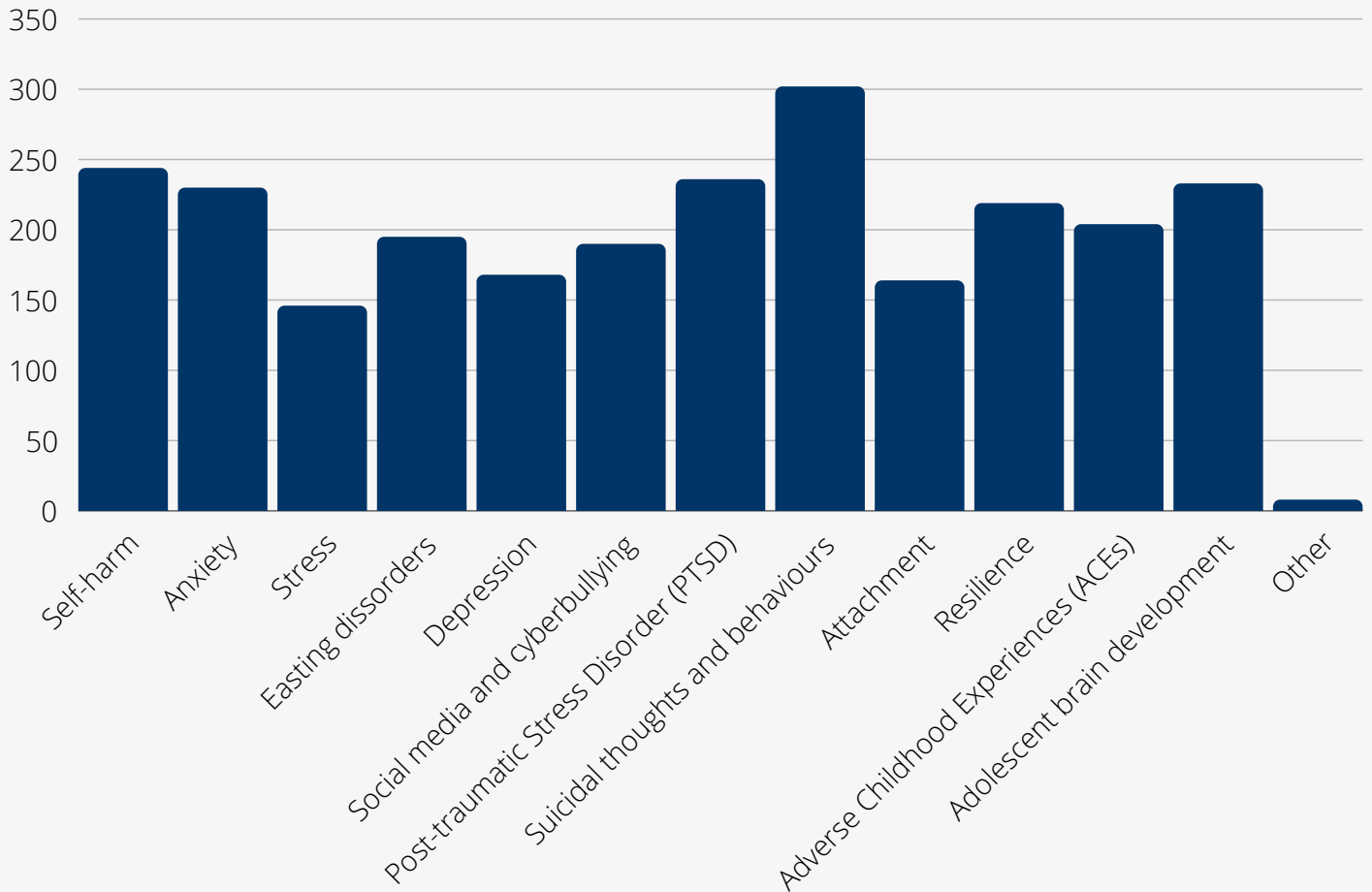
DO YOU FEEL THE FOLLOWING AREAS ARE FEASIBLE FOR SCHOOLS TO EMBED...



**Awareness of high risks of engaging in gangs**  
Knowsley and Wirral ranked 'this could be embedded 63% and 65% respectively, lower than average.'

# SCHOOL STAFF

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



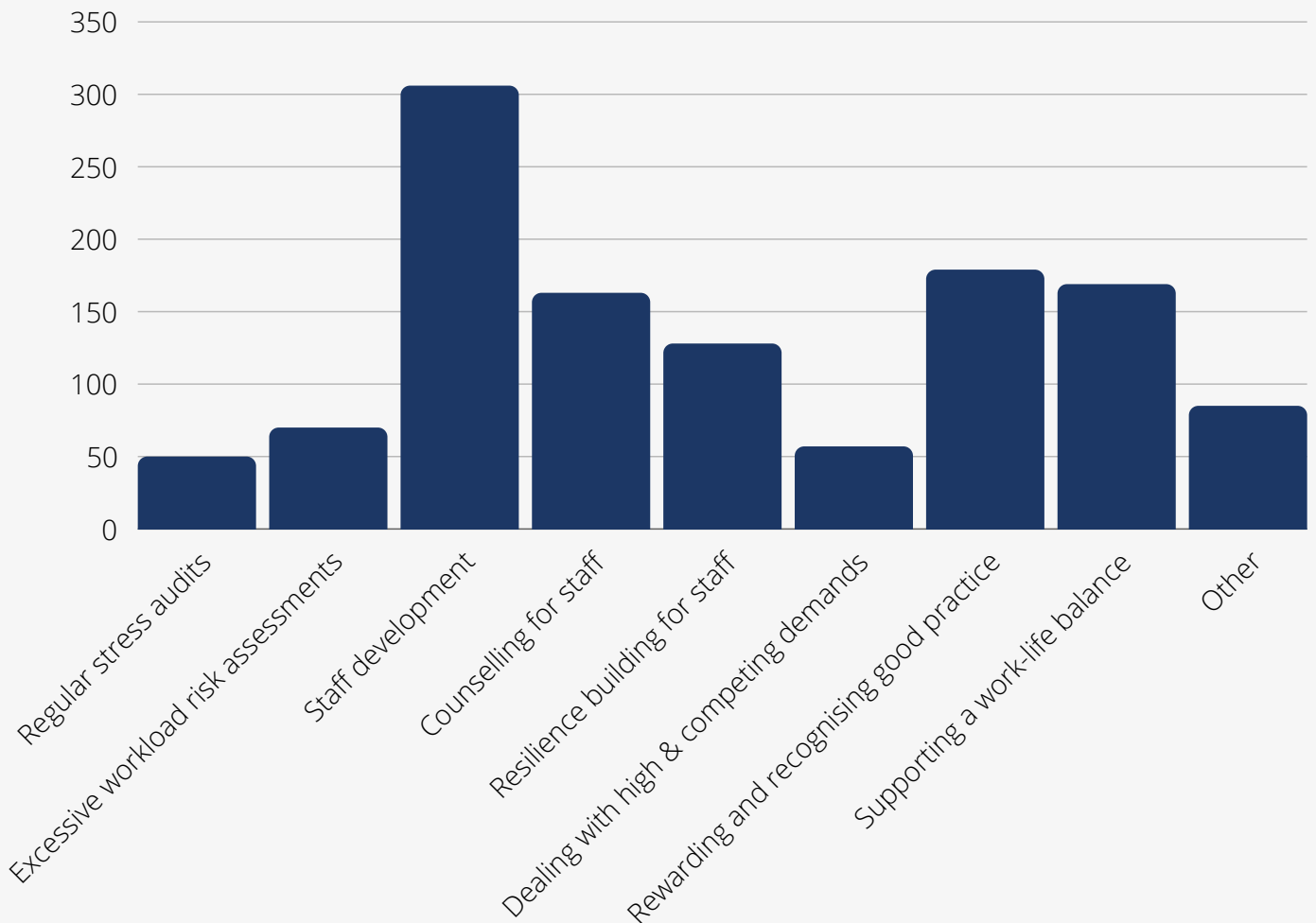
## Local authority differences

Suicidal thoughts and behaviours ranked highest in all areas, although St Helens ranked resilience as an equally high priority, as did Knowsley which also identified anxiety and adolescent brain development higher than other areas.



# SCHOOL STAFF

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



## Local authority differences

St Helens identified rewarding and recognising good practice as the strongest strategy they have in place.

A large proportion of Knowsley staff felt none of these strategies are in place to support staff,

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# 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.

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# CASE STUDIES

## ABBOTS LEA, SPECIAL SCHOOL

### **Reflections on changes and adaptations to improve inclusivity.**

The RAISE MVP mentor attended the MVP promotion assemblies in person. Afterwards, once mentors had volunteered, the MVP mentor from RAISE met with them all very informally to start to build a relationship, it was also to gain knowledge of and worries or anxieties the pupils may have had and talk them through what the training days would look and feel like, with as much detail as possible. Prior to this, the MVP lead from the school to discuss the needs of the pupils and was given some history and context of each mentor coming on to the programme which was extremely helpful.

The mentor training was adapted from the original delivery. It was split into 'Core one and Core two' so the flow of the training mirrored how they would be delivering. The PowerPoint presentation contained visuals that match a visual timeline in the room, so pupils knew what was coming next within the delivery. From discussions with the MVP lead about how new topics are introduced into the school, we developed a glossary of key terms used in the MVP programme that mentors may not have heard before, so they can refer to it and to support mentee sessions if a mentor is asked to define something they have a reference. This is comprehensive but could be added to as we continue with the programme. During training and planning for delivery RAISE MVP mentors felt reflection is needed on the language/ content in the sessions plans and presentations, simplify the language and make the session plans more visually. Which the team have started to review all material.

Music was something the MVP lead from the school said would help, therefore this was built into the two days, we used a balance of mental health related songs, and some personal requests from the pupils when music breaks were planned. Sensory breaks and movement for those who needed it were ongoing and fluid throughout the two days. Two-person delivery from RAISE worked well as whilst one facilitator led a part the other checked understanding and learning or sensory needs and able to facilitate any smaller discussions happening in a clearly very passionate group of young people. I think the combination of all this created a very safe environment for the young people to engage and contribute. The mentor group was an effective size 15 young people to two facilitators with a member of staff from the school to support.

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# CASE STUDIES

## ABBOTS LEA, SPECIAL SCHOOL (CONT.)

I think the combination of all this created a very safe environment for the young people to engage and contribute. The mentor group was an effective size of 15 young people to two facilitators with a member of staff from the school to support. The young people's level of understanding when it came to gender-based violence was unbelievable, they were talking about toxic masculinity, gender stereotypes and other forms of abuse before we'd even gotten into the MVP programme, it was like they were really happy to have a safe space to talk, even sharing some of their own experiences.

We had two dropouts from the mentor training, one gave us feedback about the lack of creative ways the training was delivered personally she felt there was too much table work and discussion and gave us excellent ideas on activities we could include to be more creative which the team have taken on board. The pupil was invited to return at any time they wanted to the programme, we also spoke about having a role in the promotion of MVP across the school, designing posters using social media and other avenues. The second dropped out as was currently involved in a bullying situation and found the material triggering and chose not to continue.

Following the training, relationship building was key and the importance of keeping MVP in the mentor's thoughts, so regular informal catch-up sessions were planned to continue to build relationships, between RAISE MVP mentors and school MVP mentors as for this school they were various key stages it was also to gain knowledge of and worries or anxieties the pupils may have had and talk them through what the delivery would look and feel like. A refresher day was completed prior to completing core and two with further catch-ups and refreshers planned for each topic. Regular contact is key for retention of information.

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# CASE STUDIES

## ABBOTS LEA, SPECIAL SCHOOL (CONT.)

On reflection, dates for the whole process to be booked into the school terms prior to signing up for the programme would be ideal to ensure long breaks between training/ refreshers and delivery do not occur.

Schools may need to consider an increase of staff that come along to the staff MVP training, and potentially have a member of staff allocated to buddy up and support each mentor group of 3-4 pupils dependent on the school though out the process. The mentors have a grasp and clear understanding of the MVP purpose and content along with good presentation and delivery skills, but ongoing support with the logistics of the delivery such as time keeping, technology, resources, location and managing when mentees don't understand the topic/ content of the session, as the RAISE team reduce the input within the school and the school move forward to embed MVP into its culture, ethos and environment.

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# CASE STUDIES

## MENTOR DEVELOPMENT AND REGULATION, ABBOTS LEA, SPECIAL SCHOOL

A mentor on the programme was discussed in terms of the needs of the pupil, prior to coming on the MVP training and committing to the course. The pupil's Autism, high-level needs and sensory experiences, often left the pupil quite dysregulated in lessons and led to not only self-injurious behaviour but violence towards others at times. The school felt the pupil could benefit from the knowledge and learning the MVP project could offer along with time to build confidence and skills and a platform for opportunity.

And as the RAISE Team are we glad the school decided this was a positive opportunity for the pupil. With some adaptations, the mentor training was a success and the pupil remained regulated for the full two days and has continued to regulate well with little support through further catch-ups, planning sessions and even the delivery of sessions to mentees in school. The pupil has engaged so well, contributing to discussions with passion and understanding and has brought the comedy and role-play element to the MVP, which engages other pupils well. This pupil has shown growth in skills of presentation, facilitation and more. A pleasure to be around, very supportive and encouraging to fellow mentors.

The MVP lead for the school has said it is such an achievement to see the pupil up at the front of the class with other pupils showing great facilitation and leadership skills and promoting anti-violence messages across the school.

The MVP opportunity has started to evidence that the pupil has lots of potential that can be used and supported in the voluntary or employment sector in the future.

# SUMMARY

*I just wanted to let you know how well the Year 10 mentors did today, delivering session two of the MVP Programme to Year 7.*

*They were brilliant and so much more confident than the first time they delivered! They said that the Year 7s had remembered a lot of the content from session 1 and appeared to understand it and they engaged really well with today's session and seemed to enjoy it. The mentors were all on a high when they came out of the classes and are really looking forward to session 3.*

*The feedback from the English staff was extremely positive; they could definitely see the value in the Year 7s being educated by the Year 10s. They felt that the Year 7s understood the key messages and the content generated some really in-depth discussions, as it mirrored some of the themes in "The Tempest", which they are covering in their English lessons at the moment.*

*The feedback from the Year 7 pupils was really good again too.*

*I am very proud of the mentors, as I'm sure you will be too.*

*Thanks.*

Steven Griffin  
Year 9 lead, Alsop.



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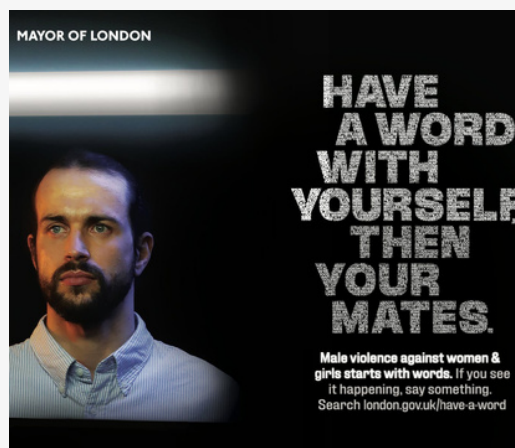
# YOU SAID: WE DID HOW MVP HAS EVOLVED

IN RESPONSE TO STAFF AND STUDENT MVP FEEDBACK AND THE BROADER VIEWS AND CONCERNS SHARED IN THE SURVEYS, THE RAISE TEAM ADAPTED COURSE CONTENT AND INCORPORATED NEW TOPICAL MATERIALS FOR DISCUSSION.

National and local campaigns have been discussed during sessions:

## Have a Word

**Mayor of London** Sadiq Khan's **campaign** aimed at tackling gendered violence against women and girls. [www.london.gov.uk/content/have-a-word](http://www.london.gov.uk/content/have-a-word)



## Lads Lads Lads poem (click image below to watch)

Written by Lauren-Nicole Mayes, and performed by Scouse actor Jay Johnson.





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# YOU SAID: WE DID HOW MVP HAS EVOLVED

IN RESPONSE TO STAFF AND STUDENT MVP FEEDBACK AND THE BROADER VIEWS AND CONCERNS SHARED IN THE SURVEYS, THE RAISE TEAM HAS ADAPTED COURSE CONTENT AND INCORPORATED NEW MATERIALS.

## Staff asked for:

More awareness of mental health.

Whole-School approach training on specific MVP subjects, i.e. online bullying.

More info about first line responses to mental health.

More awareness of the issues around suicide in young people and prevention.

## We responded by:

Scheduling a series of ROAR Essentials sessions for these schools.

Training delivered to the whole school by RAISE, supported by MVP mentors.

Developed ROAR secondary which MVP schools can access.

Allowing access to Serious Suicide Awareness training and bitesize courses. Delivered every six weeks for MVP school staff to attend.

Wrap-around support for schools who are delivering this session is available, supported by members of the RAISE Team.

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## Young people asked for:

Participation opportunities.

The training to be more creative.

Greater understanding of new definitions and terminology unique to MVP.

## We responded by:

Invited MVP mentees to attend MYA YAY Group. Some were also on the 2022 NOW Festival steering group.

The RAISE team are reviewing this as a team.

Developing a glossary of terms mentors can use to answer questions from mentees.

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# YOU SAID: WE DID HOW MVP HAS EVOLVED

IN RESPONSE TO STAFF AND STUDENT MVP FEEDBACK AND THE BROADER VIEWS AND CONCERNS SHARED IN THE SURVEYS, THE RAISE TEAM HAS ADAPTED COURSE CONTENT AND INCORPORATED NEW MATERIALS.

On the subject of...

## RACISM

"Young people were developing a racism session plan, before the session plan they asked if they could deliver the key elements of the plan but talk about their experiences of racism - they shared these in the session and you could hear a pin drop in the room." Leigh Horner, MVP trainer.

Focus groups of mentors within sessions - specifically the racism session - incorporating discussion around this video about white privilege - [Heartbreaking Moment When Kids Learn About White Privilege | The School That Tried to End Racism - YouTube](#)

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# CONTACT DETAILS

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

[WWW.EDUCATIONMVP.CO.UK/ABOUT/INTERESTED/](http://WWW.EDUCATIONMVP.CO.UK/ABOUT/INTERESTED/)



[educationmvp.co.uk](http://educationmvp.co.uk)



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

