SEPTEMBER 2021

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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INTRODUCTION

What is the Mentors in Violence Prevention Programme?

Merseyside Youth Association's Mentors in Violence Prevention (MVP) is a peer education programme. 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.

INTRODUCTION

Following the delivery of each MVP session - to staff and young people - Merseyside Youth Association's RAISE mental health promotion team have been inviting members of the workforce and students to take part in a survey.

The surveys explore similar issues but through different eyes of each audience.

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

"*Once the ethos of MVP is embedded as a whole school approach, I believe MVP will create a more positive learning environment for young people and staff. Children and young people will feel more included and have a sense of belonging amongst their peers. MVP has the ability to change peoples attitudes and additionally to increase the confidence of staff to intervene when violence is present and build relationships with their pupils.*"
Sophie Williams, MVP Trainer, MYA.

148 mentors have been trained, who then went on to train 570 mentees
(up to the end of 2020/21 school year)

RESPONSES BY LOCAL AUTHORITY

SCHOOLS:

OLDERSHAW ACADEMY - WIRRAL
WOODCHURCH HIGH SCHOOL - WIRRAL
FAZAKERLEY HIGH SCHOOL - LIVERPOOL
KINGS LEADERSHIP ACADEMY HAWTHORNES - SEFTON
MEOLS COP HIGH SCHOOL - SEFTON
ALL SAINTS HIGH SCHOOL - KNOWSLEY
DE LA SALLE HIGH SCHOOL - ST HELENS
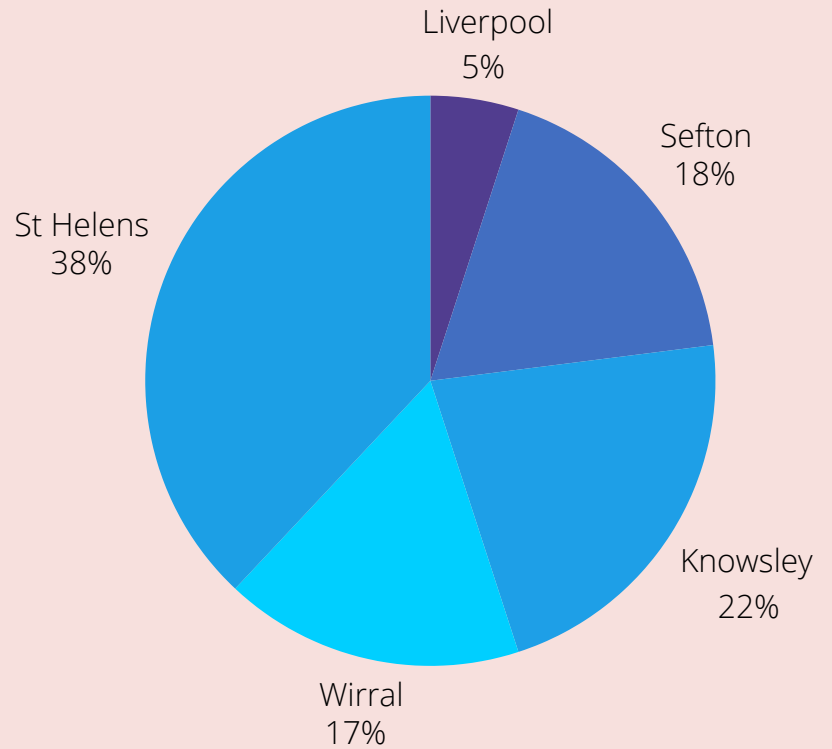HOPE ACADEMY - ST HELENS

Pie chart:
- Liverpool 5%
- St Helens 16%
- Sefton 25%
- Knowsley 20%
- Wirral 34%
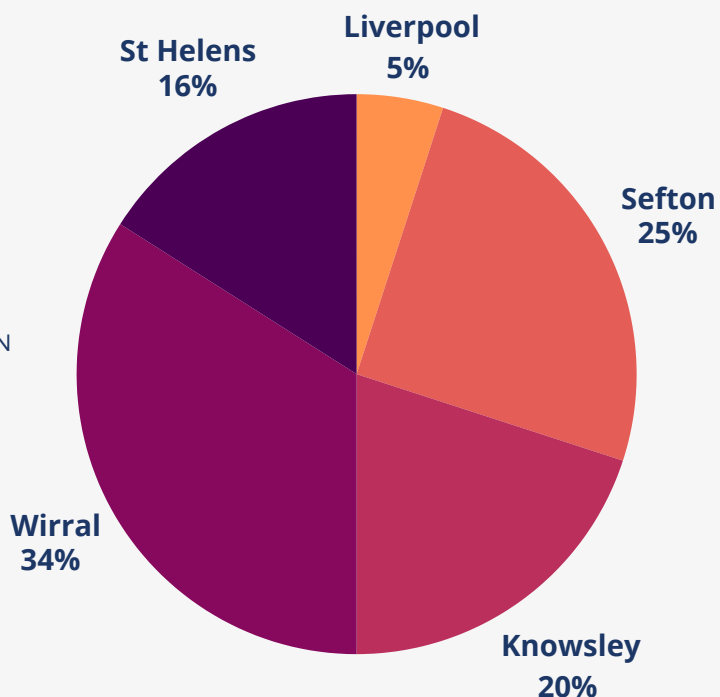
YOUNG PEOPLE

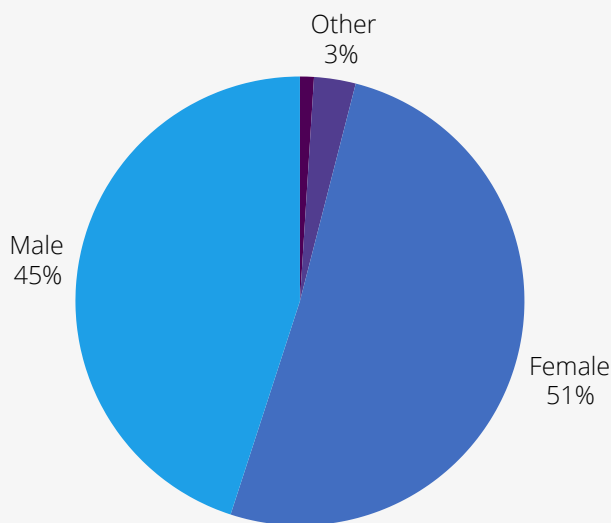## RESPONSES BY LOCAL AUTHORITY

SCHOOLS:

OLDERSHAW ACADEMY - WIRRAL
WOODCHURCH HIGH SCHOOL - WIRRAL
FAZAKERLEY HIGH SCHOOL - LIVERPOOL
MEOLS COP HIGH SCHOOL - SEFTON
KINGS LEADERSHIP ACADEMY
HAWTHORNES - SEFTON
DE LA SALLE HIGH SCHOOL - ST HELENS
HOPE ACADEMY - ST HELENS
ALL SAINTS HIGH SCHOOL - KNOWSLEY
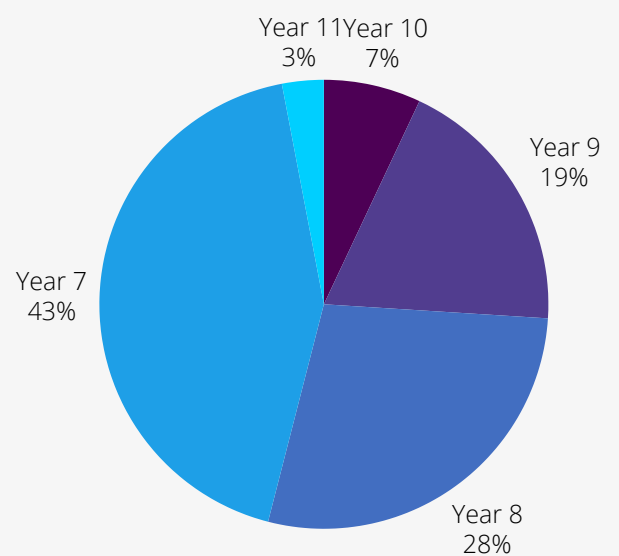HALEWOOD ACADEMY - KNOWSLEY

1,262 responses

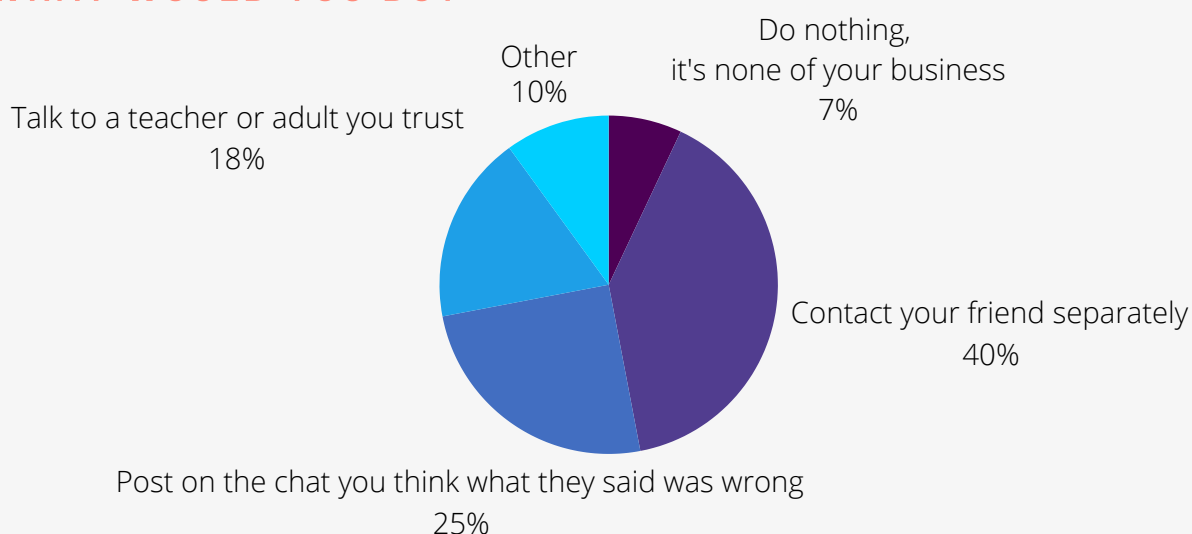**Responses by Local Authority pie chart:**
- Liverpool 5%
- Sefton 18%
- Knowsley 22%
- Wirral 17%
- St Helens 38%

Gender
- Other 3%
- Male 45%
- Female 51%

Year Group
- Year 11 3%
- Year 10 7%
- Year 9 19%
- Year 8 28%
- Year 7 43%

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
10%

Do nothing,
it's none of your business
7%

Talk to a teacher or adult you trust
18%

Contact your friend separately
40%

Post on the chat you think what they said was wrong
25%

Local authority differences

In the main, the reactions were similar across all areas.

Slightly fewer young people in Knowsley (12%) said they would talk to a teacher or trusted adult than in other areas where the average was 18%,

Similarly, slightly fewer young people in Liverpool (27%) said they would do nothing but speak to their friend separately.

'other' options mainly related to taking an active bystander approach:
"I would tell them to stop hiding behind their computer and calm down..."

"I would check on my friend first, then confront the people in the chat as what they did was wrong..."

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?

Talk to a teacher or adult you trust
Other 4%
23%

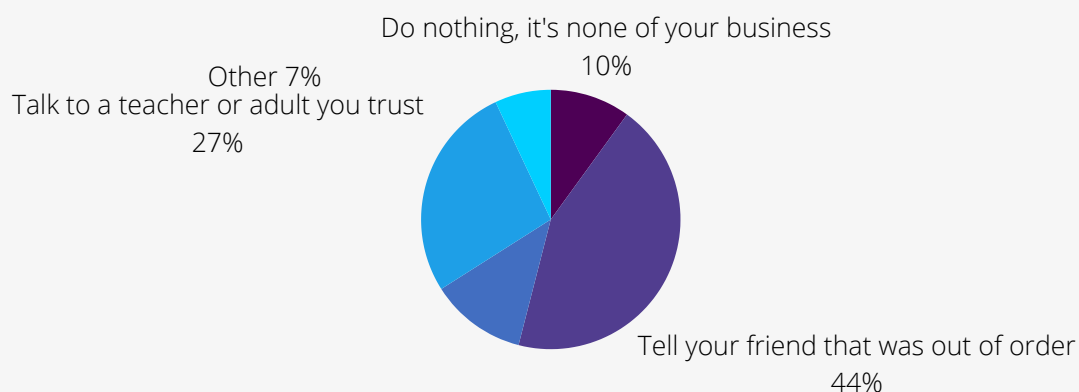Tell your friend they don't have to send it
50%
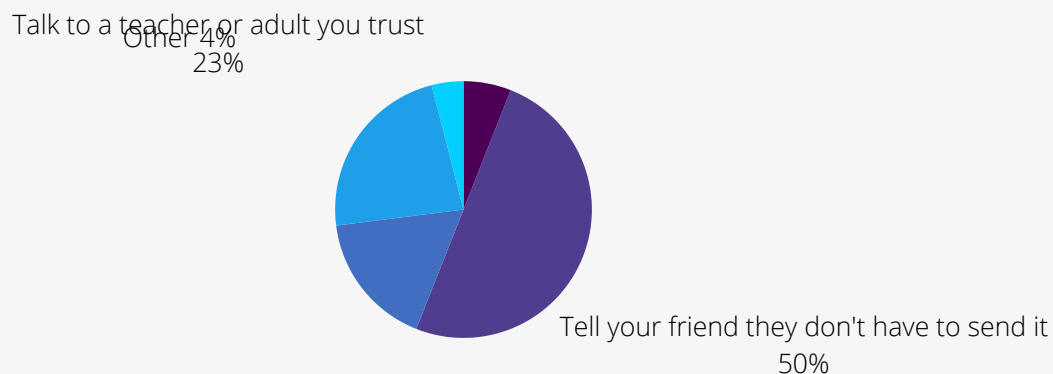
Local authority differences

The most popular option across all areas was to the friend they don't have to send the photo.

However, in Sefton, the option to speak to the girl/boy and tell them they shouldn't have asked for the picture was below average (12%).

In Liverpool, 14% said they would talk to a teacher or trusted adult, compared to the average of 23%.

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?

Do nothing, it's none of your business
10%

Other 7%
Talk to a teacher or adult you trust
27%

Tell your friend that was out of order
44%

Local authority differences

The most popular response in all areas was to tell their friend they were out of order.

Slightly below average, young people in Liverpool (8%) said they would speak to the other pupils the next time they saw them explain they didn't agree with their friend's actions.

'Other' options relate to defending the victim and calling out their friend: "Shout at my friend and tell them that was out of order, then help the person up to make sure they're ok and tell them I will be there if they ever need me,"

"Tell my friend that was not ok, and I would speak to the other person."
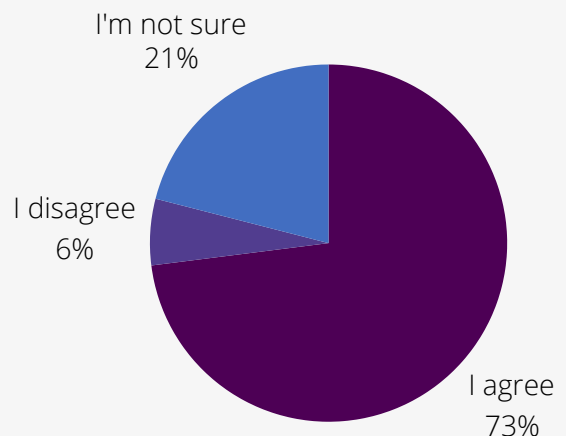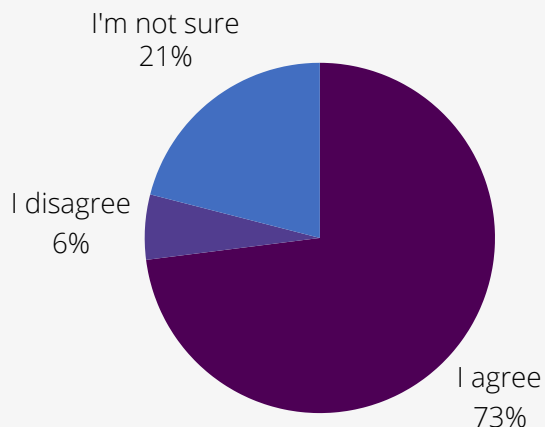
"Stop being friends with the bully."

YOUNG PEOPLE

I can recognise healthy and unhealthy behaviours within my relationships

I'm not sure
25%

I disagree
5%

I agree
70%

I'm not sure
31%

I disagree
9%

I agree
60%
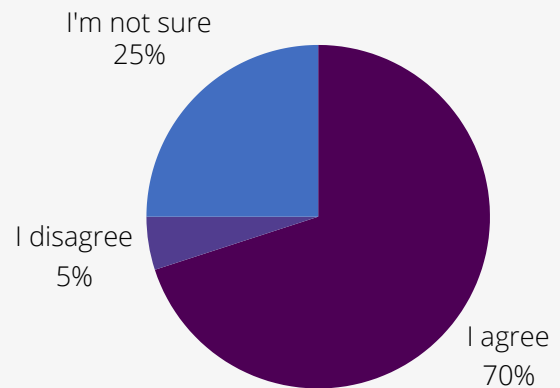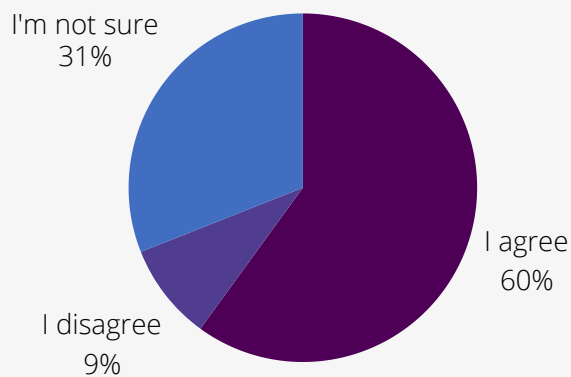
I have a responsibility within my year group to ensure pupils are safe and included

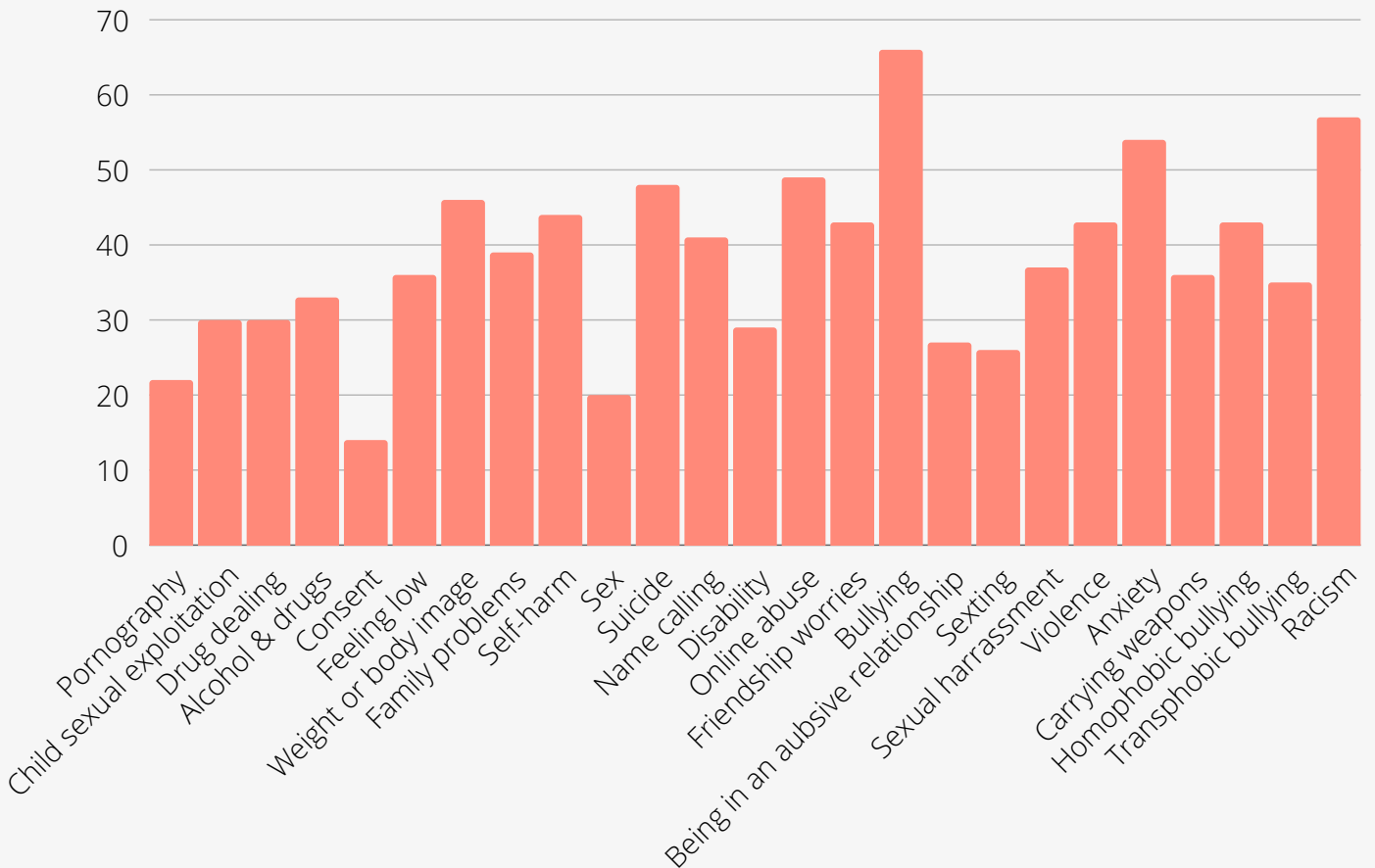**I know of different ways to help if I see bullying or abusive behaviour**

I'm not sure
21%

I disagree
6%

I agree
73%

I'm not sure
21%

I disagree
6%

I agree
73%

Local authority differences

Views were consistent across all areas.

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.

Bar chart showing the biggest worries or concerns for young people. Values (approximate):
- Pornography: 22
- Child sexual exploitation: 30
- Drug dealing: 30
- Alcohol & drugs: 33
- Consent: 14
- Feeling low: 36
- Weight or body image: 46
- Family problems: 39
- Self-harm: 44
- Sex: 20
- Suicide: 48
- Name calling: 41
- Disability: 29
- Online abuse: 49
- Friendship worries: 43
- Bullying: 66
- Being in an abusive relationship: 27
- Sexting: 26
- Sexual harrassment: 37
- Violence: 43
- Anxiety: 54
- Carrying weapons: 36
- Homophobic bullying: 43
- Transphobic bullying: 35
- Racism: 57

Local authority differences

Bullying was identified as the biggest worry across all areas; in Knowsley, this priority was shared equally with racism, rated highly by young people in Sefton, Liverpool and Wirral.

Young people in Liverpool felt anxiety was a big concern, rating it close behind bullying.

Weight or body image issues are rated highest in St Helens, compared to other issues.

YOUNG PEOPLE

WHO WOULD YOU TURN TO IF YOU NEEDED HELP/SUPPORT?
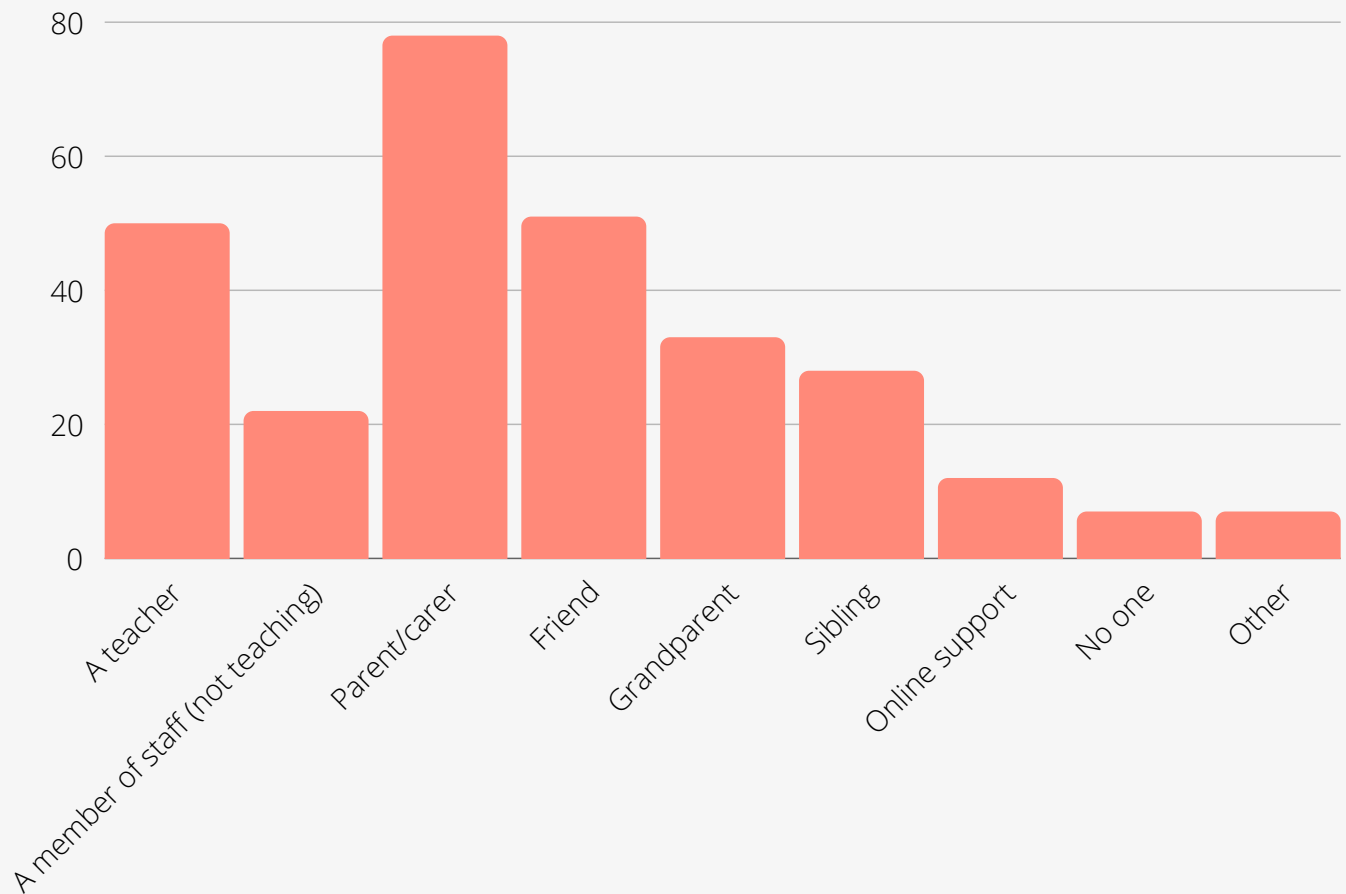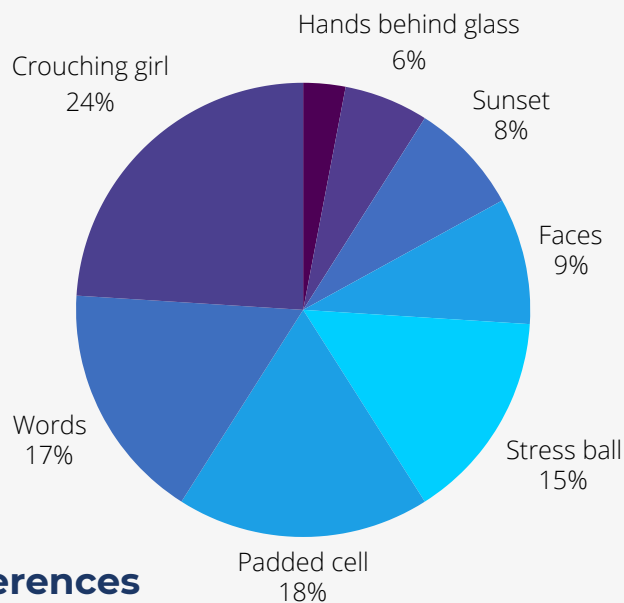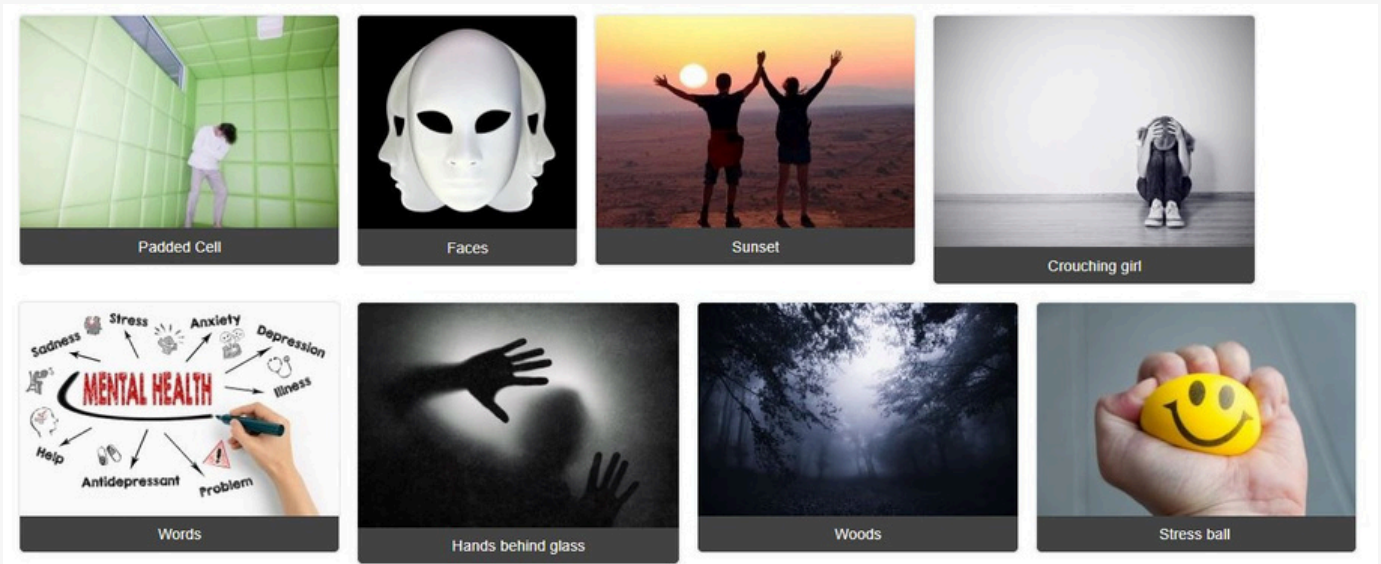

Local authority differences

Parent/carers are the most popular turn to for young people needing help and support across all areas.

Teachers followed closely behind in Wirral, whereas for young people in Liverpool, St Helens, Sefton and Knowsley, friends were the second most popular choice.

In Knowsley and Wirral, some young people added the Police in their 'other' options.

YOUNG PEOPLE

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

Pie chart:
- Crouching girl 24%
- Hands behind glass 6%
- Sunset 8%
- Faces 9%
- Stress ball 15%
- Padded cell 18%
- Words 17%

Local authority differences

Crouching girl and words were the most popular images in all Knowsley, St Helens and Sefton, with the padded cell choice slightly lower than average.

Young people in Liverpool recognised the stress ball equally to the crouching girl.

Young people in Wirral recognised the crouching girl, padded cell and the stress ball in almost equally measures (26%, 27% and 22%, respectively).

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		3,751	825
Spending time with friends	2		3,150	810
Spending time with family	3		1,975	635
Sleeping	4		1,262	444
Gaming	5		1,133	486
Social media	6		973	304
Watching movies	7		934	394
Sport	8		842	321
Art	9		796	270
Spending time with your pets	10		787	325
Laughing	11		730	339
Eating my favourite food	12		554	257
Dancing	13		340	150
Outdoor activities	14		325	157
Reading	15		283	106
Walking	16		245	108
Other - write in	17		79	43
Drinking alcohol	18		48	20

Lowest Rank   Highest Rank

Local authority differences

In all areas, listening to music and spending time with friends were the most popular choices across all areas, whilst spending time with family scored high positively for some young people but conversely ranked low for others.
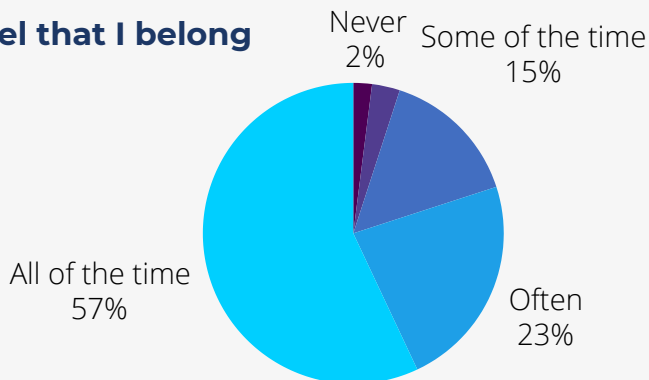
Gaming was rated most negatively in all areas, followed by watching movies.
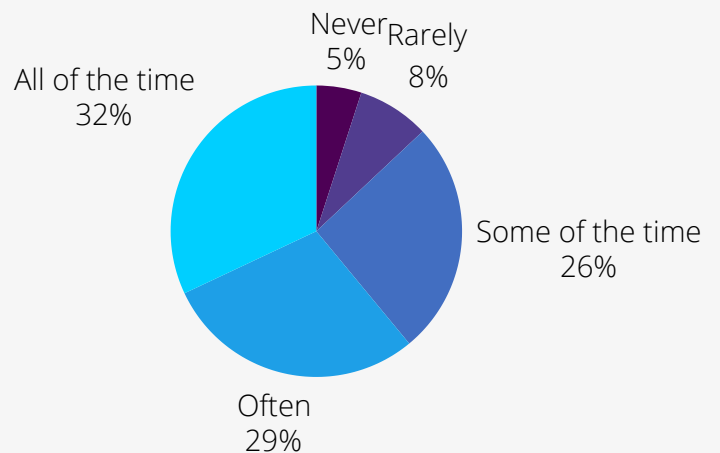
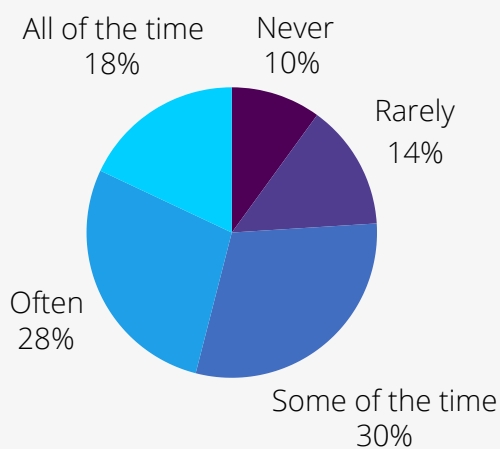# YOUNG PEOPLE

I feel safe and happy in the place that I live

Some of the time
11%

Often
21%

All of the time
66%
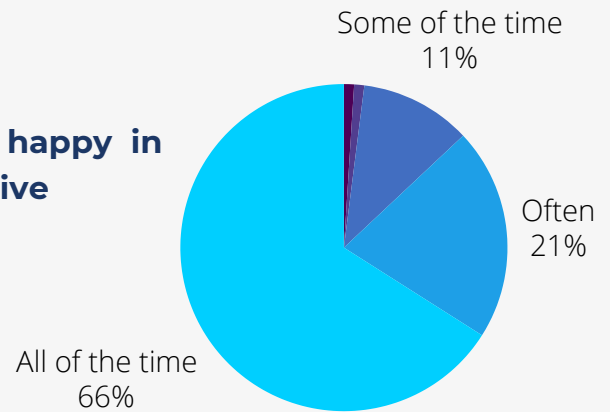
I have friends and feel that I belong

Never
2%

Some of the time
15%

Often
23%

All of the time
57%

I enjoy learning new things

Never
5%

Rarely
8%

Some of the time
26%

Often
29%

All of the time
32%

I cope with problems well

All of the time
18%

Never
10%

Rarely
14%

Some of the time
30%

Often
28%

Local authority differences

Views were consistent across all areas.

YOUNG PEOPLE

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

Never
5%

Rarely
9%

Some of the time
18%

All of the time
49%

Often
19%
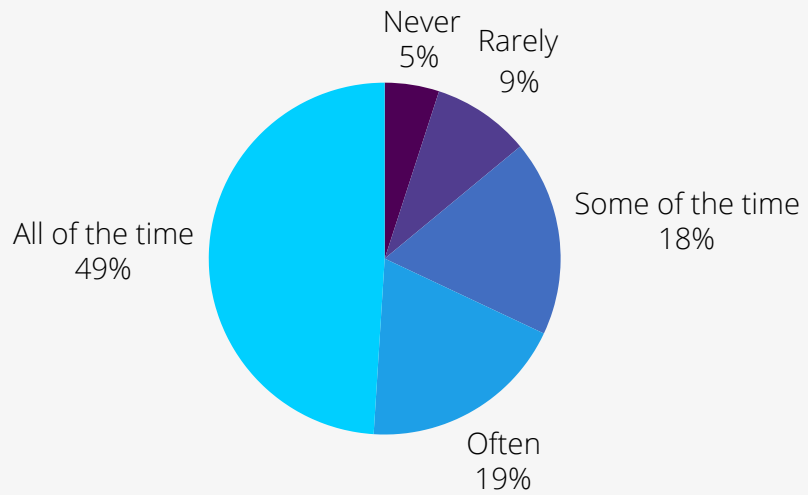
I have a good relationship with my family
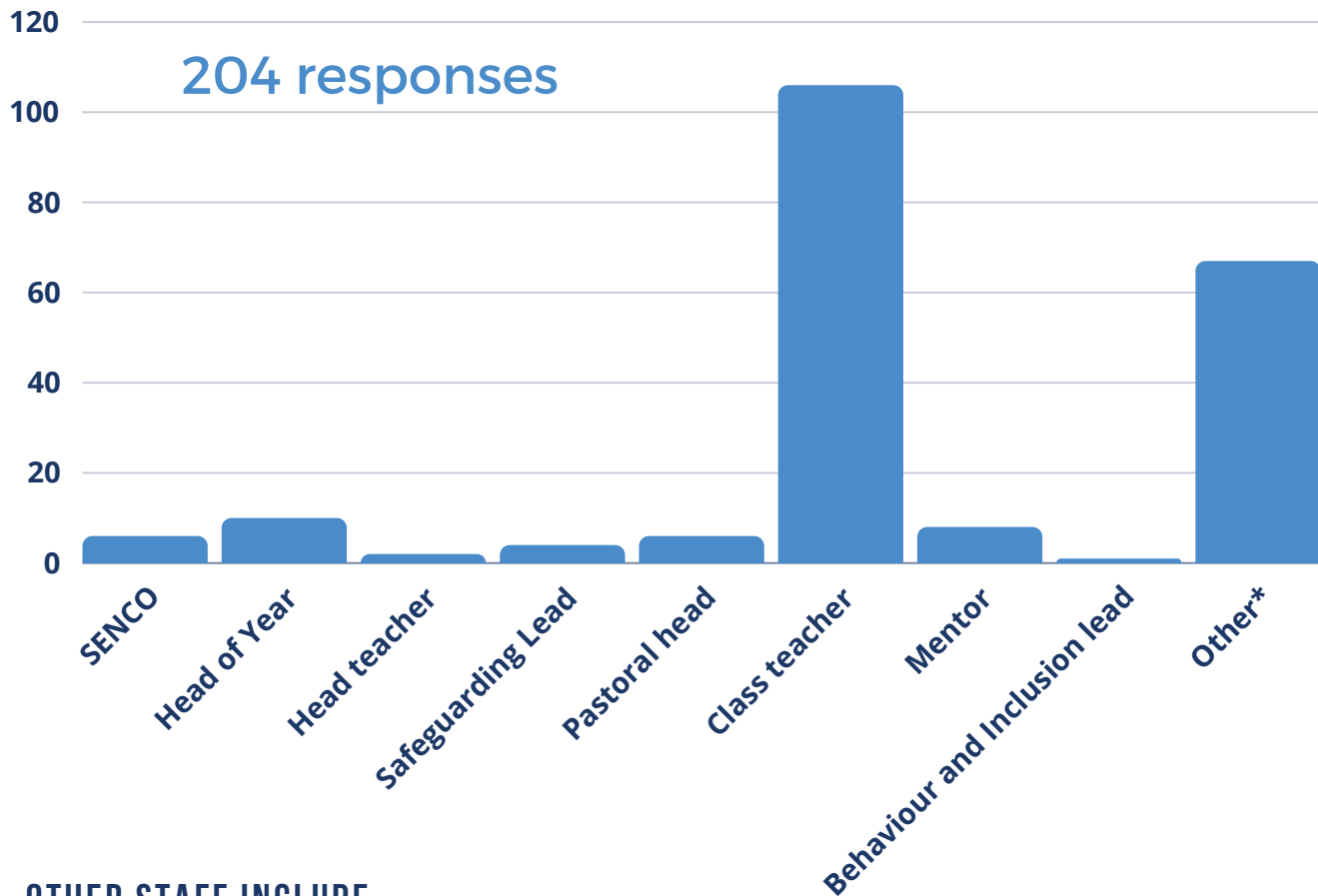
Some of the time
9%

Often
19%

All of the time
69%
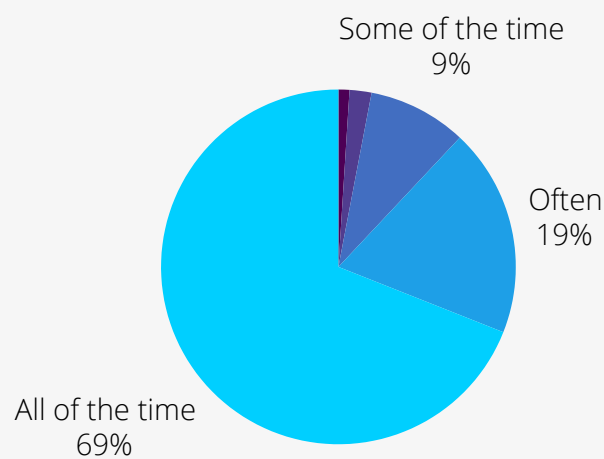
Local authority differences

Views were consistent across all areas.

SCHOOL STAFF

ROLES OF STAFF TAKING PART IN THE SURVEY

204 responses

Chart with y-axis values: 120, 100, 80, 60, 40, 20, 0

Categories (x-axis): SENCO, Head of Year, Head teacher, Safeguarding Lead, Pastoral head, Class teacher, Mentor, Behaviour and Inclusion lead, Other*

OTHER STAFF INCLUDE

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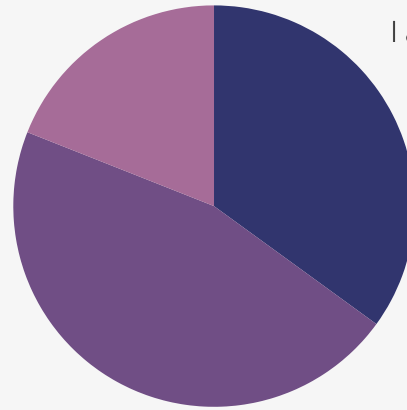Assistant Progress Leader
Assistant Head
Career Lead

Curriculum Leader
Deputy Headteacher
Inclusion Manager
Learning Mentor
Operations Staff
Trainee
SEN Teaching Assistant
Support Assistant
Teaching Assistant

SCHOOL STAFF

HOW CONFIDENT ARE YOU IN THESE AREAS

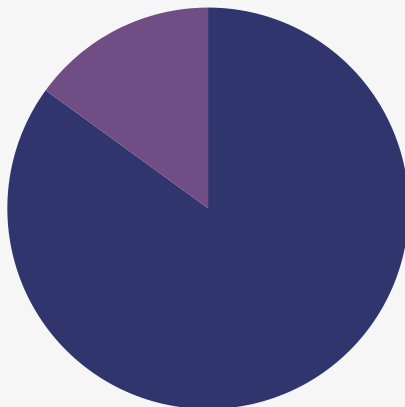**Asking a young person if they are experiencing suicidal thoughts**

I have no confidence
19%

I am very confident
35%
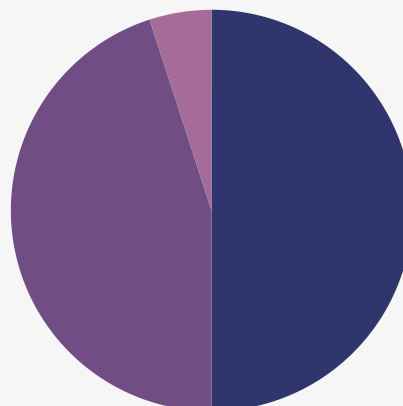
I am slightly confident
46%

I am slightly confident
15%

Challenging students who are misusing the term 'gay'

I am very confident
85%

Signposting students to mental health services and resources
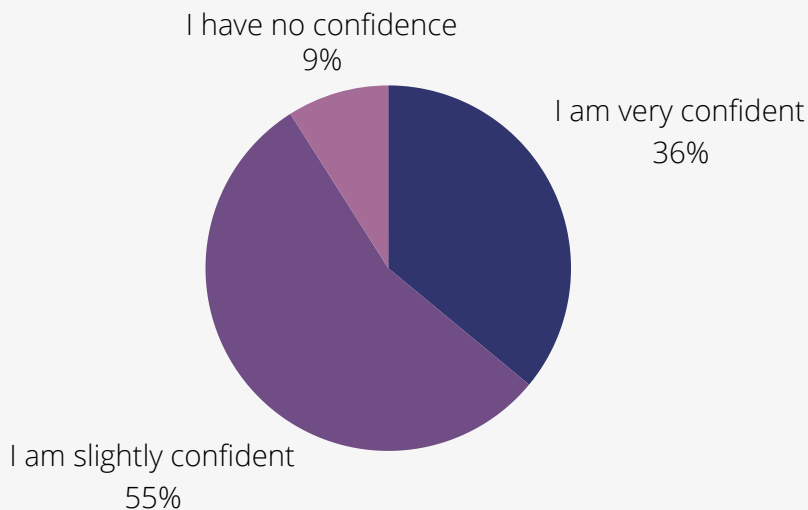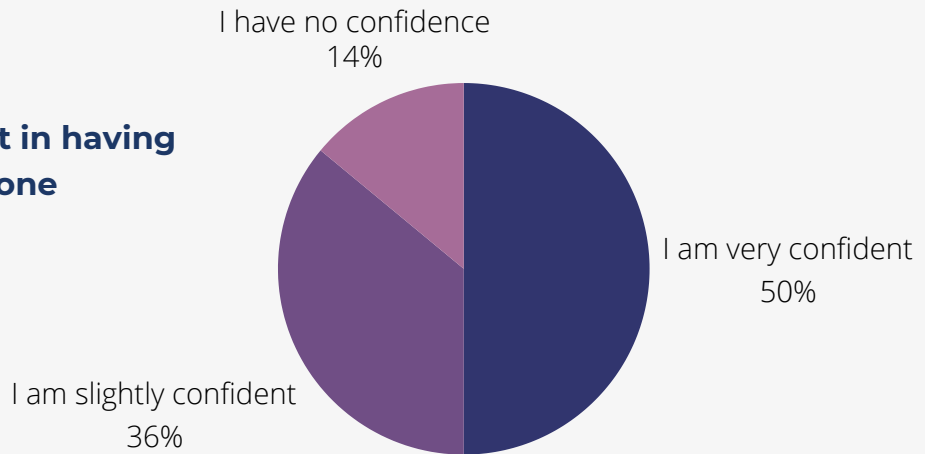
I have no confidence
5%

I am very confident
50%

I am slightly confident
45%

SCHOOL STAFF

HOW CONFIDENT ARE YOU IN THESE AREAS

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

I have no confidence
14%

I am very confident
50%

I am slightly confident
36%

I have no confidence
9%

I am very confident
36%

I am slightly confident
55%

Sign posting students to LGBTQ+ services

Talking to students about consent
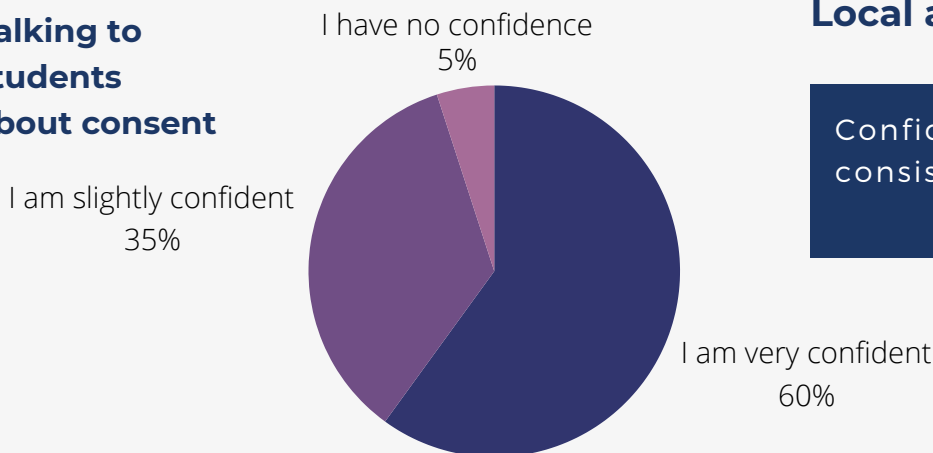
I have no confidence
5%

I am slightly confident
35%

I am very confident
60%

Local authority differences

Confidence levels were consistent across all areas.

SCHOOL STAFF

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

Liverpool agree statements were above average - 60%

I disagree 22%

I'm not sure 37%

I agree 41%

I disagree 3%

I'm not sure 27%

I agree 70%
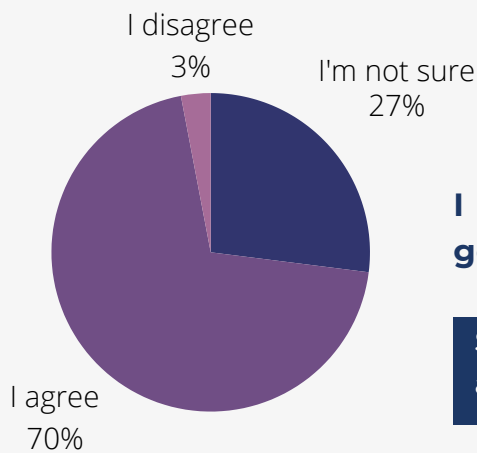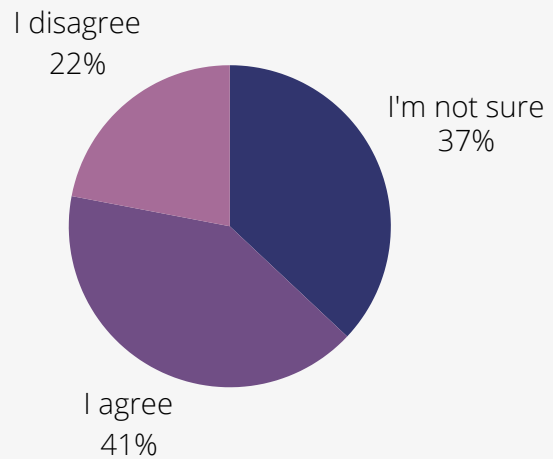
I have the confidence to challenge gender inequality in school

Sefton agree statements were above average - 77%

Are you familiar with the term ACEs?

Liverpool and Knowsley yes statements were above average (70% and 64% respectively), Wirral schools confirmed lower than average awareness (75%)
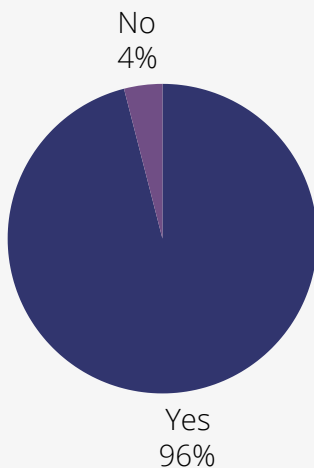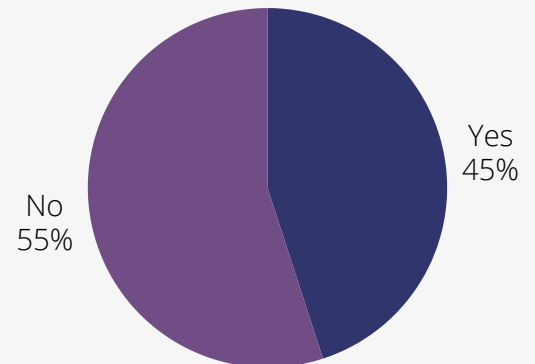
Yes 45%

No 55%

No 4%

Yes 96%

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

Responses were consistent across all areas.

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...

There's a difference between something being your fault and something being your responsibility, and this isn't taught. Students think admitting something or sharing something makes it their fault, or they will be blamed; however, teaching them to take responsibility for actions means that they can claim positive ownership of a situation. Obviously, that doesn't mean students who are victims should take responsibility, just those who might be continuing actions.

Because we are in positions where we can help direct them and make the right choices through not blaming/shaming them. They are still learning and developing, so we need to be their guides.

I don't believe in those actual terms; however, a child and young person can't change how they act if they don't know what they are doing is wrong. Explaining, not so much blaming what they are doing wrong should help them understand and change, making them aware of how others feel and making it have an impact on them personally and try to get them to "feel" the emotions they are causing others may also help resolve it and stop it happening.

Students need to learn from their mistakes! No matter if they are young or older, students need to realise what they have done wrong. Being young is not an excuse! You need to take responsibility for your actions no matter how old you are.

Many children experience blaming and shaming at home from their relatives. They have already absorbed the accompanying feelings of low self-esteem and bring this to school with them. Students need to feel equal and be educated in a culture that allows them to express themselves.

It is essential that children are educated to develop their understanding of what is right and wrong and how and why they should behave in a particular situation. If a child has been a victim of any form of abuse, they should never be named and shamed - it will only increase anxiety and have an ongoing negative effect on their overall wellbeing and recovery.

SCHOOL STAFF

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

EXAMPLES OF REASONS WHY INCLUDE...

To empower young people to rise to challenges and overcome them.

Children give up easily when something is hard. They lack any real resilience to give a difficult topic or task a real go.

Resilience enables pupils to develop a hard-working attitude and become more independent, which can help them become more successful in life.

To manage increasing demands presented to them: fewer employment opportunities, social media, family breakdown, poverty, lack of identity socially and culturally.

To allow them to keep trying and striving, not give up in the face of adversity.

Many of our pupils are unsure of how to deal with small issues or stresses they may face. Particularly as a Year 11 Assistant Head of Year, I often see pupils becoming overwhelmed with the everyday pressures of school, and they do not have the resilience to overcome these - often, their answer to these stresses is "anxiety".

Young people are used to instant gratification with the rise of technology - they want something, it's a few clicks away. Therefore, when something takes effort - and they fail - some young people struggle to bounce back and see the value of putting effort into things. Self-image is so important to some that to be seen as making an error is something pupils would rather avoid than take the chance of being right and rewarded.

Being resilient is an important quality that students need to have to ensure that they become strong members of society. Teaching students to be strong in their beliefs is essential.

I do think some young people have a sense of entitlement and lose sight of how hard it can be to achieve things. In my opinion, if we promote resilience in young people, it will give them a sense of achievement, and this will impact confidence and self-esteem. Research suggests that the harder young people work for things, the more meaningful the experience and the likelihood is that the behaviour will be repeated.

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?
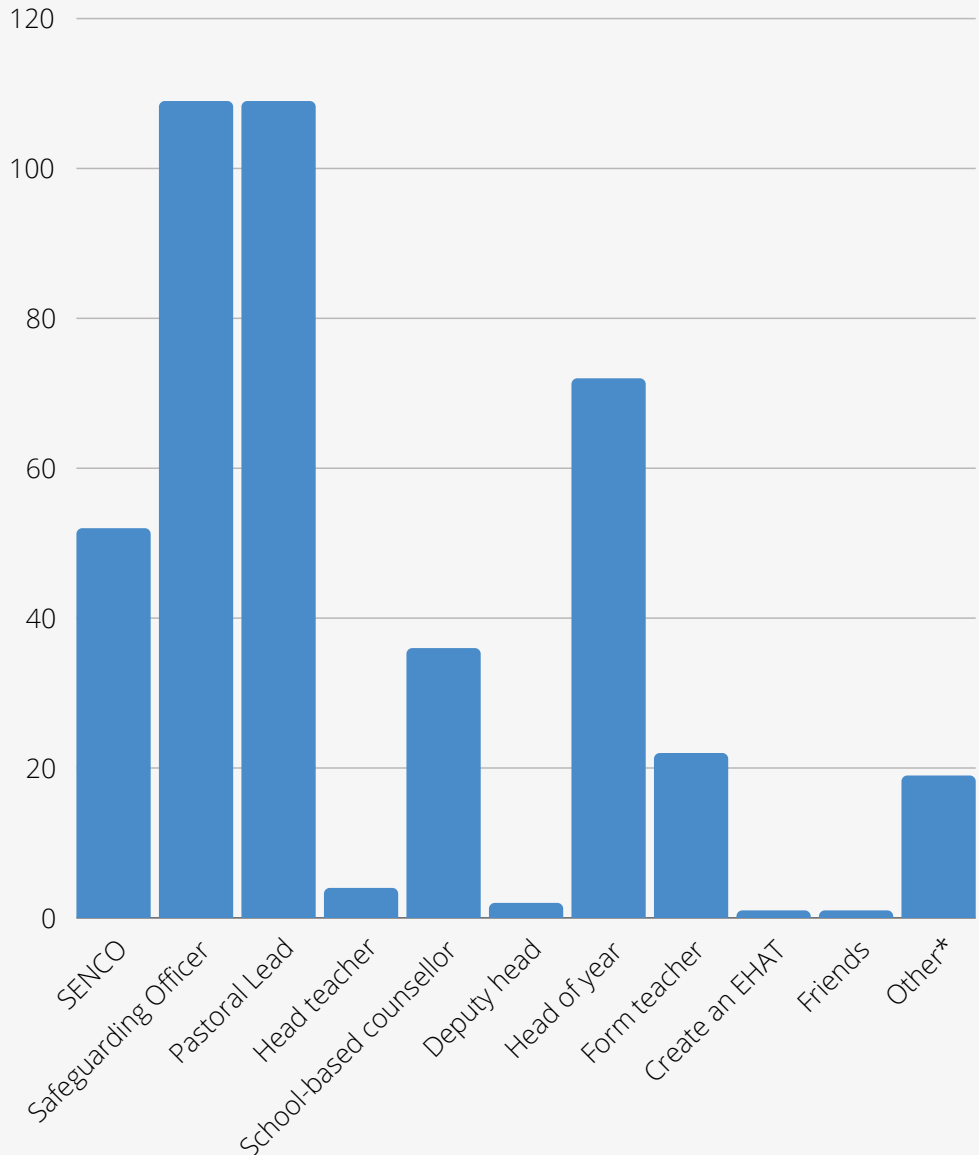

*OTHER STAFF INCLUDE:

Assistant progress leader.
Assistant head of year.
Learning mentor.
Pastoral support.
Senior leadership.

Safeguarding officers and pastoral leads were the most popular choices in all local authorities.

Liverpool, Sefton and one school in Wirral identified SENCO as the third choice, with Knowsley and the other Wirral school identifying the head of year as their third choice.

SCHOOL STAFF

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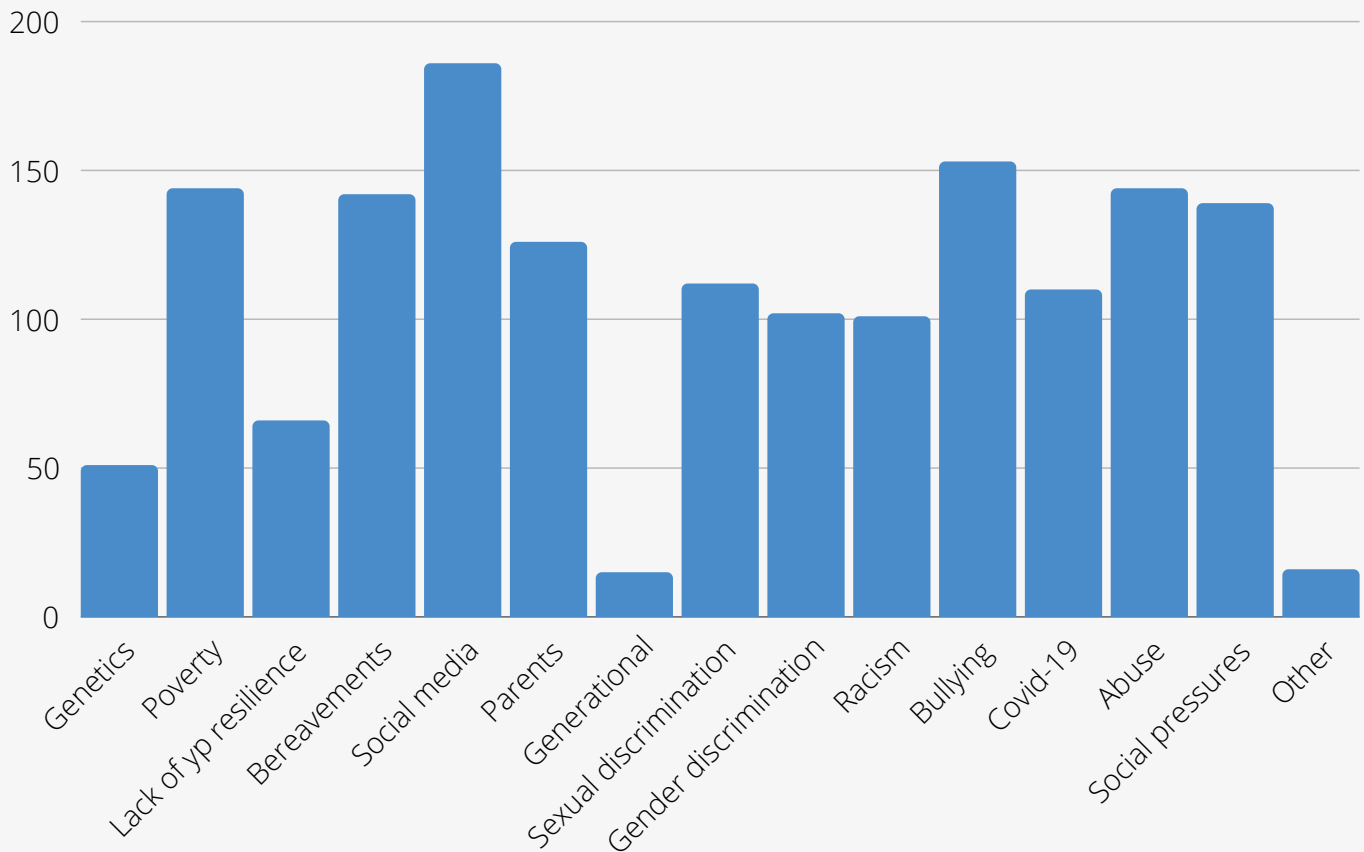
Local authority differences

Social media was rated the highest in all areas, except Knowsley, where bereavement was slightly higher.

Bullying was 2nd highest in all areas except Wirral, where poverty was the 2nd root cause.

All areas consider generation and genetics as the lowest root causes, except Liverpool, where genetics was rated double compared to all other areas.

'Others' include trauma, friendship groups, peer pressure and home dynamics.

SCHOOL STAFF

CAN YOU PRIORITISE THE TOP FIVE ISSUES CONCERNING YOUR SCHOOLS STUDENTS MENTAL HEALTH?
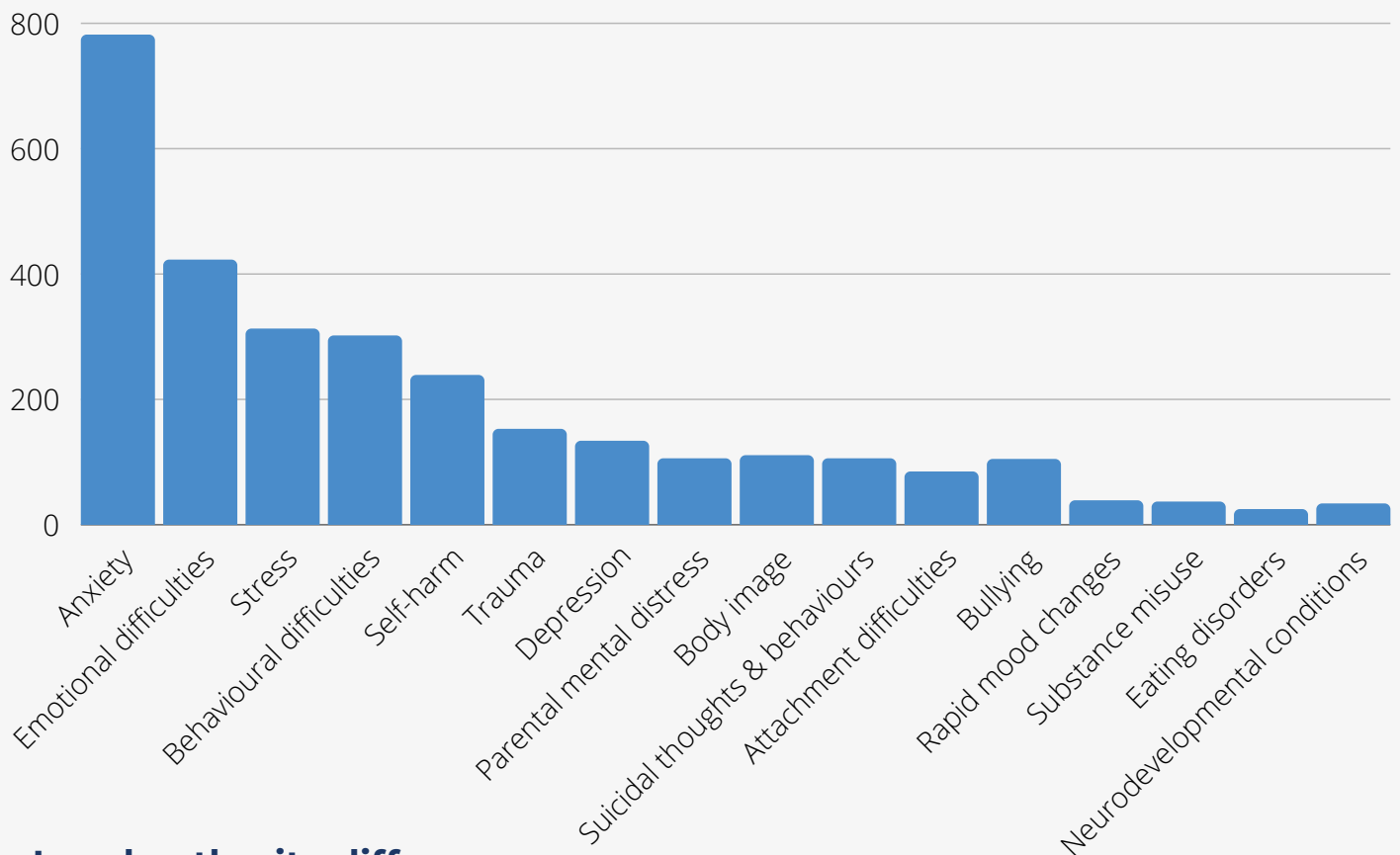
Local authority differences

Anxiety was rated the top concern in all areas.

Emotional difficulties was rated a high priority in Sefton, in contrast to Knowsley, Wirral and Liverpool, where it's rated low priority.

Behavioural difficulties were rated particularly low in Sefton, followed closely by Liverpool and Wirral.
Stress was rated a higher priority in Knowsley compared to all other areas.

Parental mental distress was a low priority in most areas but particularly in Knowsley.

Suicidal thoughts and behaviours were identified as a high priority in Knowsley compared to all other areas that rated it a medium to low priority,

SCHOOL STAFF

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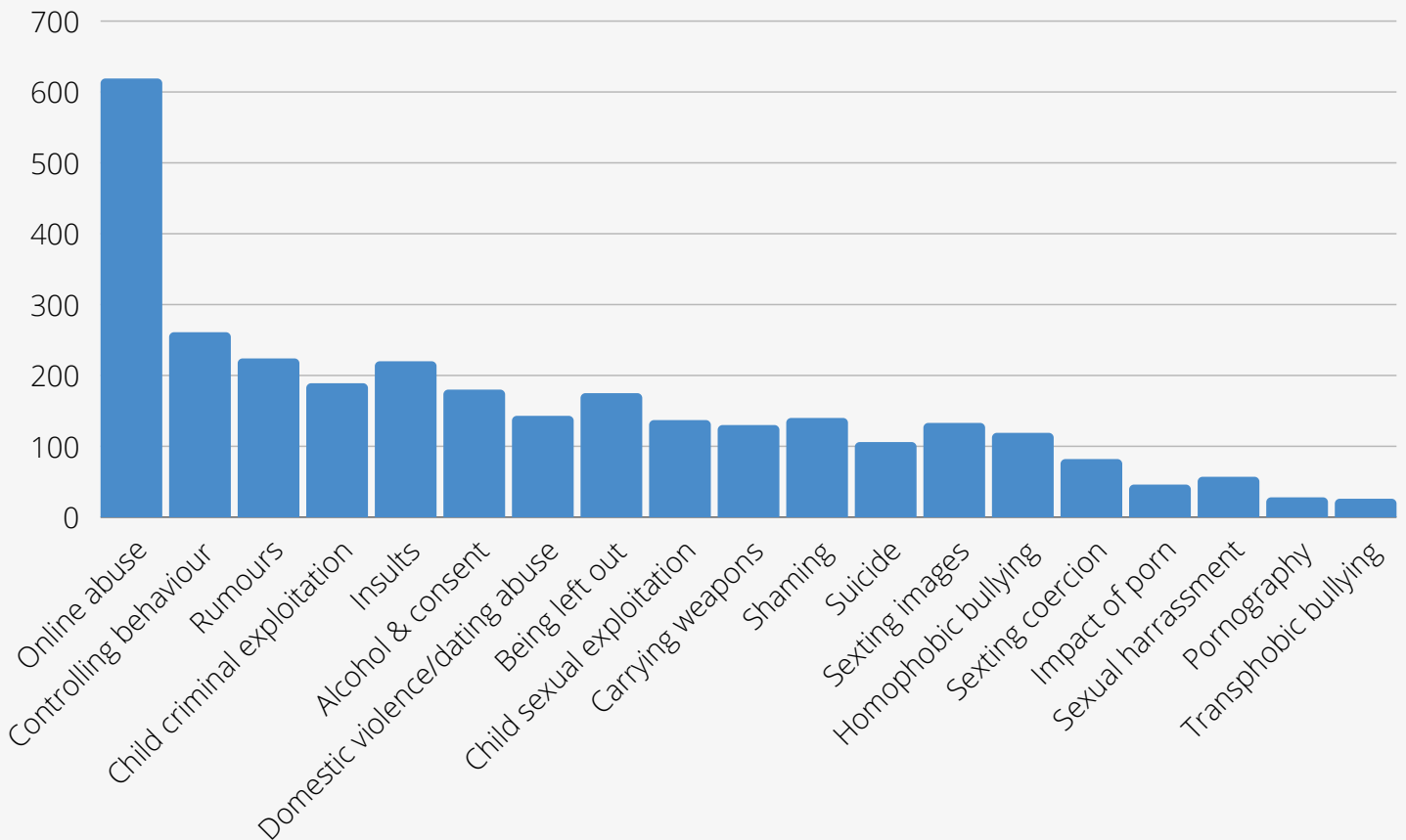
Local authority differences

Online abuse was rated the top learning subject in all areas, except Liverpool, where insults were the highest, online abuse second priority.

Controlling behaviour is also high in most areas except St Helens, where being left out and insults featured higher.

Child criminal exploitation was higher in Knowsley than in any other area, along with carrying weapons. Both were also rated high priorities in Liverpool.

Domestic violence was identified as a high priority in Knowsley - significantly higher than in other areas.
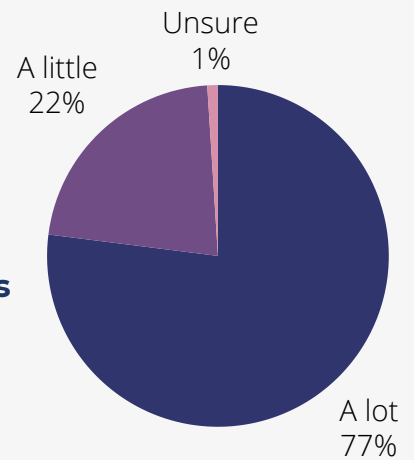
SCHOOL STAFF

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

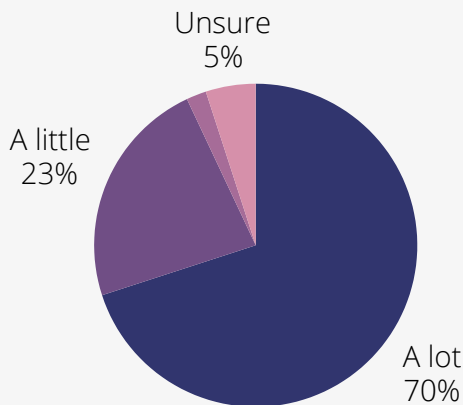**Lack of safe supportive environments (youth centres, schools, friends houses)**

A little
16%

Unsure
2%

A lot
82%

A little
13%

A lot
87%
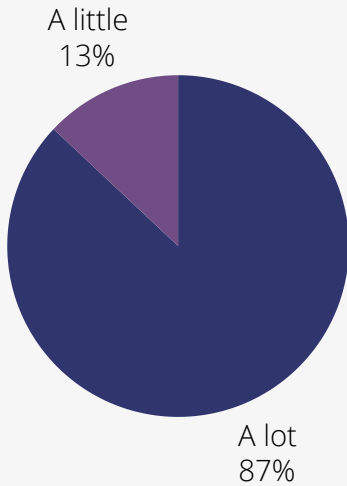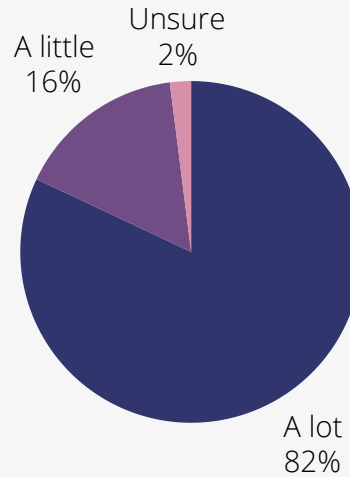
Increased loneliness or isolation

Unsure
1%

A little
22%

A lot
77%

Difficulties in family relationships

Unsure
5%

A little
23%

A lot
70%

Increased pressure on social media

Local authority differences

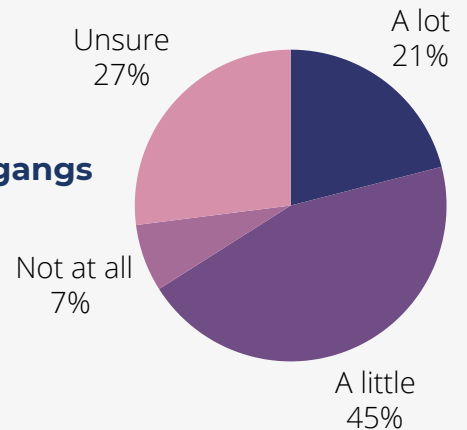Confidence levels were consistent across all areas.

SCHOOL STAFF

Higher risk for sexual exploitation or grooming

Unsure
19%

Not at all
3%

A little
38%

A lot
40%

A little
30%

A lot
70%
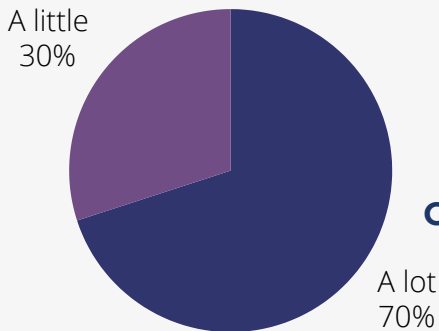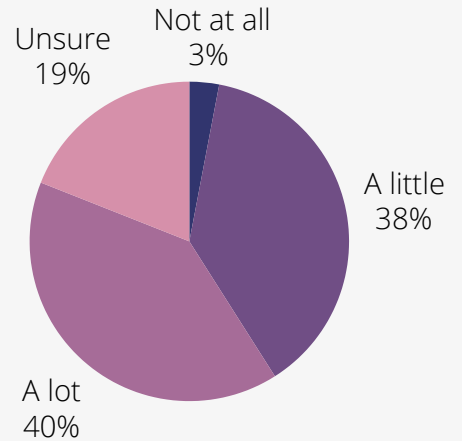
Change in physical health, appearance, weight

Unsure
27%

A lot
21%

Not at all
7%

A little
45%

Higher risks of engaging in gangs

Unsure
14%

Not at all
4%

A lot
35%

A little
47%

Higher risks of drink and drugs
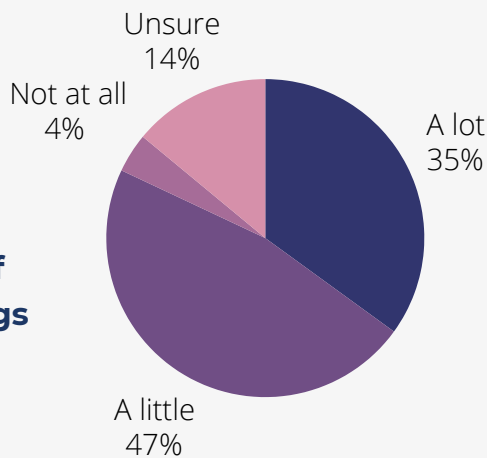
Local authority differences

Views were consistent across all areas.

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SCHOOL STAFF

HOW DO YOU THINK COVID-19 WILL HAVE IMPACTED THE FOLLOWING AREAS:
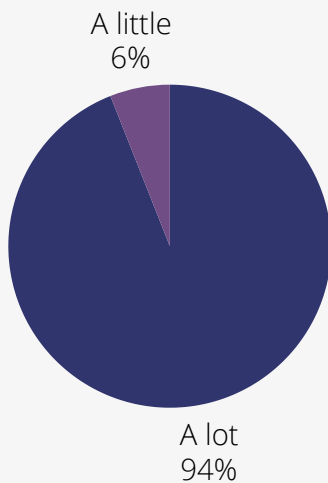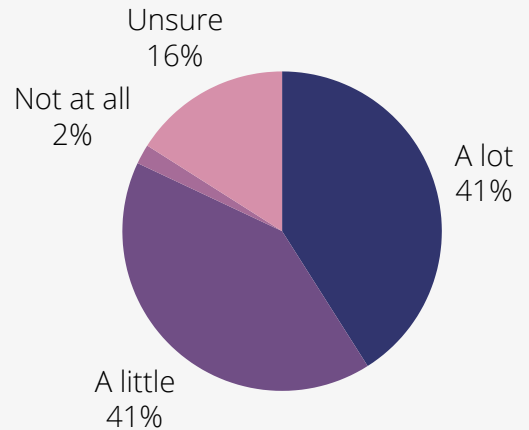
Increased risk of complex food behaviours

Unsure
16%

Not at all
2%

A lot
41%

A little
41%

A little
6%

A lot
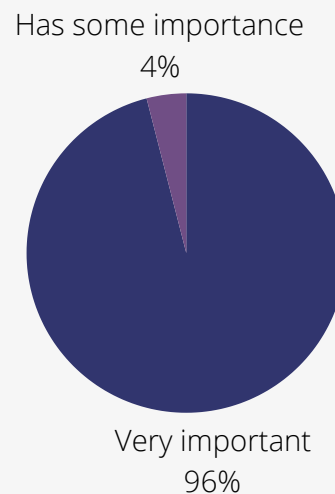94%

Increased poverty

Local authority differences

Views were consistent across all areas.

RATE THE IMPORTANCE OF YOUR SCHOOL PROVIDING THE FOLLOWING:

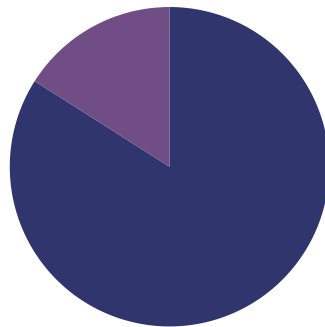**A trusted adult relationship with a teacher or mentor**

Has some importance
4%

Very important
96%

SCHOOL STAFF

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

A safe school environment

Has some importance
4%

Very important
96%

Providing opportunities - e.g. sports and hobbies

Has some importance
16%
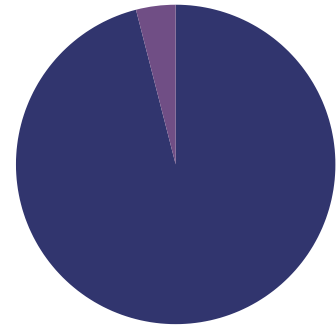
Very important
84%

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

Has some importance
18%

Very important
82%

To help children and young people to manage difficult circumstances

Has some importance
12%
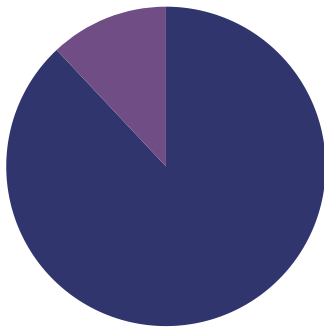
Very important
88%

SCHOOL STAFF

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

For children and young people to access support
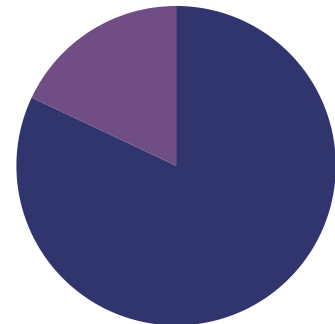
Has some importance
4%
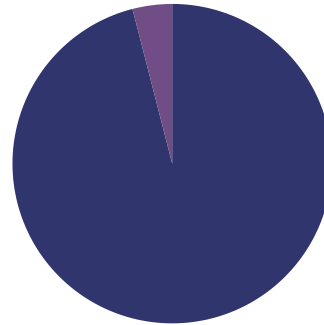
Very important
96%

Has some importance
11%
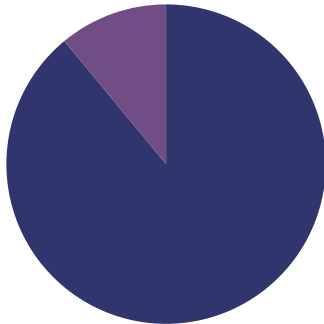
Very important
89%

To help children and young people to manage their emotions

Has some importance
24%

Unsure
2.1%
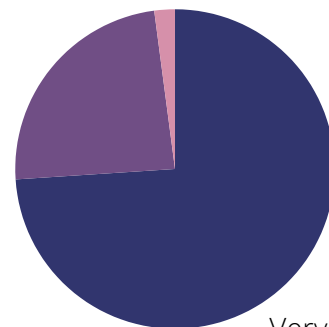
Awareness of high risks of engaging in gangs

Very important
74%

Local authority differences

Views were consistent across all areas.

SCHOOL STAFF

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

A trusted adult relationship with a teacher or mentor

We will have difficulty
1%

This could be embedded
99%

We will have difficulty
2%

This could be embedded
98%
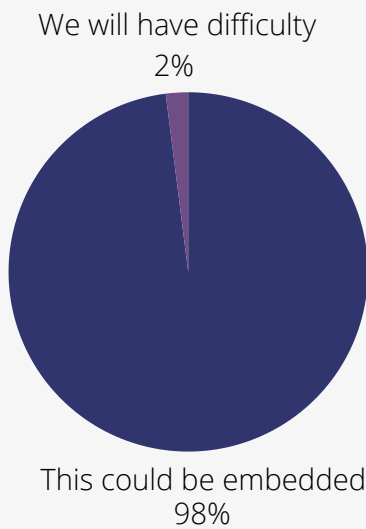
A safe school environment

Providing opportunities - e.g. sports and hobbies

We will have difficulty
7%

This could be embedded
93%

We will have difficulty
7%

This could be embedded
90%
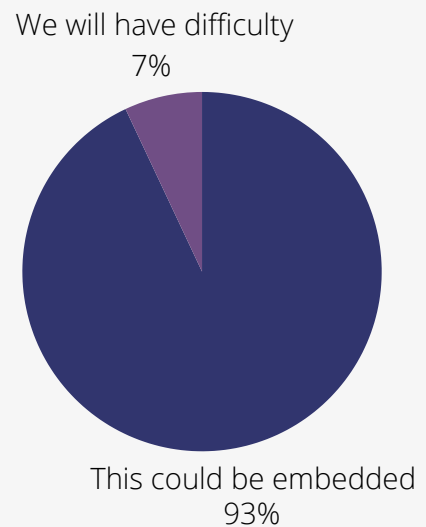
To build children and young peoples' problem solving skills

SCHOOL STAFF

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

To help children and young people to manage difficult circumstances

We will have difficulty
9%

This could be embedded
88%

We will have difficulty
5%

For children and young people to access support

This could be embedded
93%

To help children and young people to manage their emotions

We will have difficulty
15%

This could be embedded
83%

We will have difficulty
14%

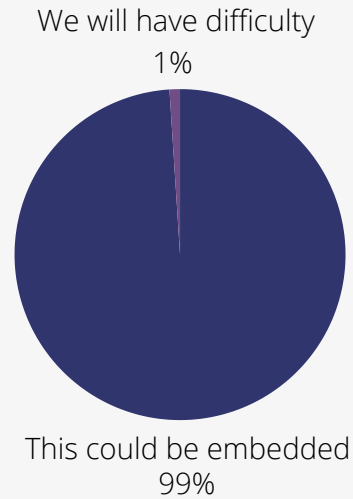**Awareness of high risks of engaging in gangs**

This could be embedded
79%
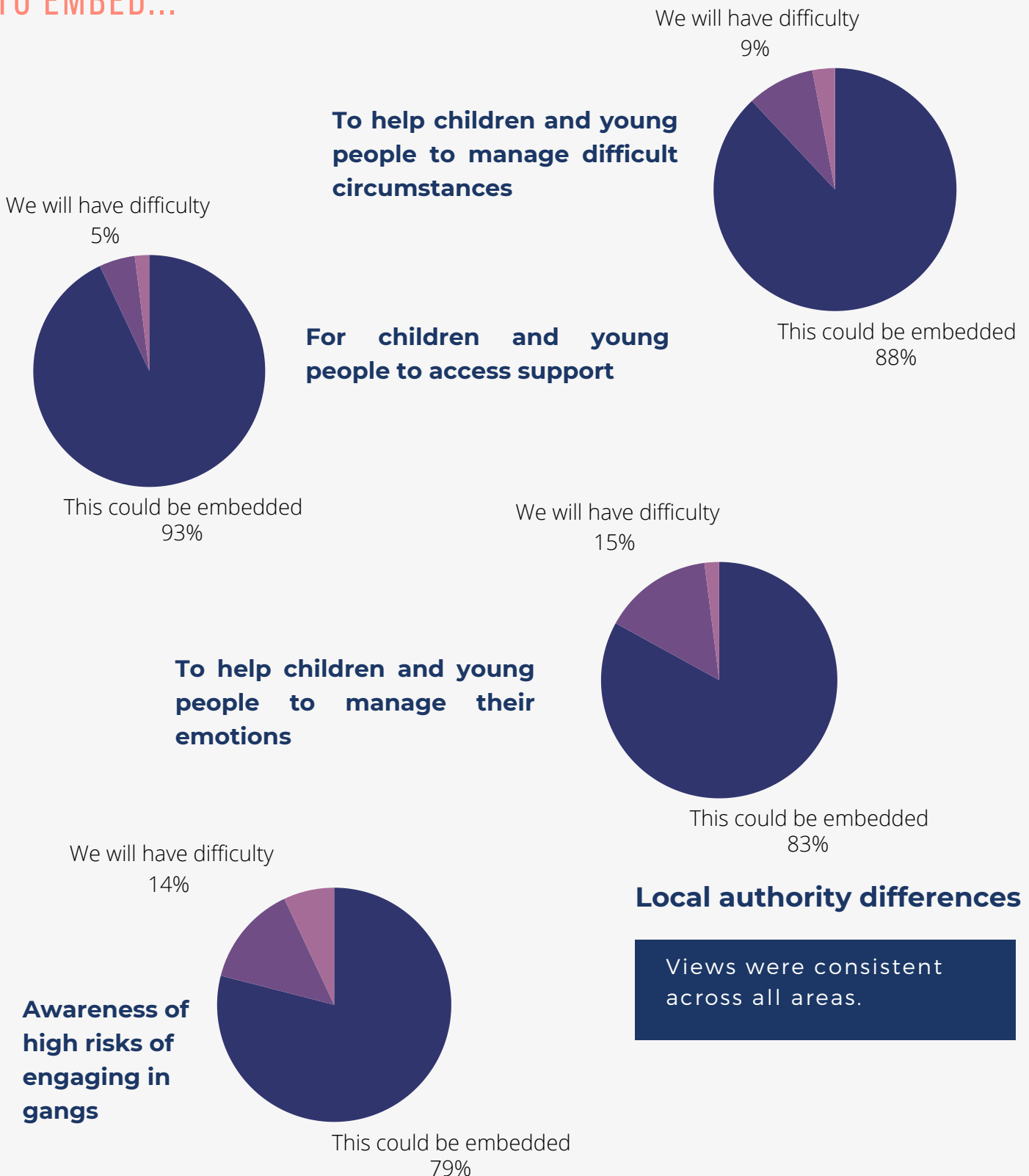
Local authority differences

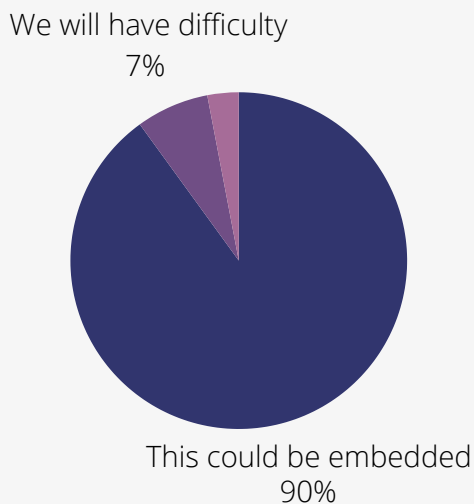Views were consistent across all areas.

SCHOOL STAFF

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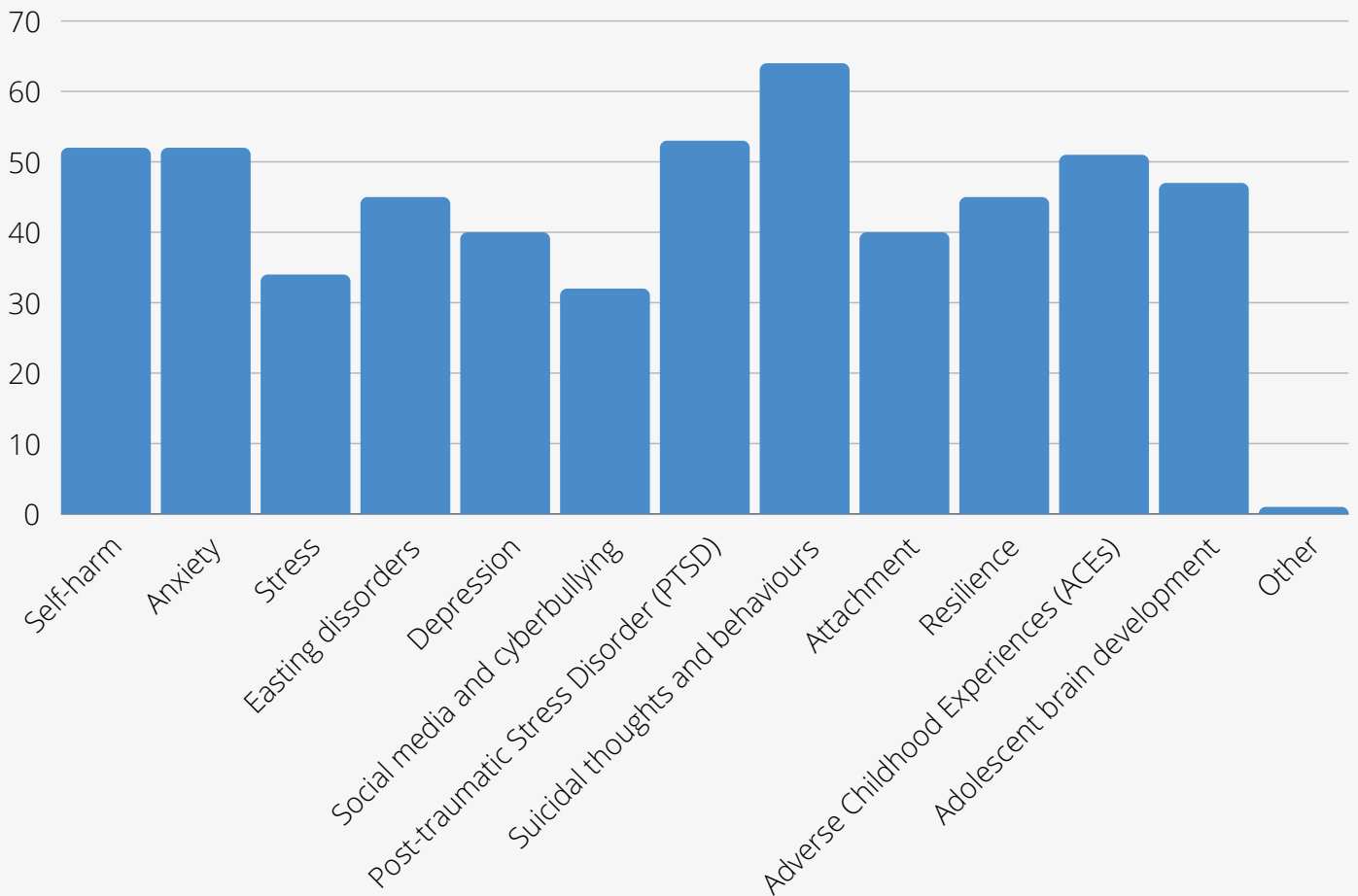
Local authority differences

Suicidal thoughts and behaviours ranked high in all areas, although Liverpool ranked anxiety, resilience, depression and stress slightly higher,

Sefton ranked self-harm training, ACEs and trauma and adolescent brain development training as equal 2nd importance.

PTSD training is second high importance for Wirral than Liverpool, where this was ranked one of the lowest importance.

SCHOOL STAFF

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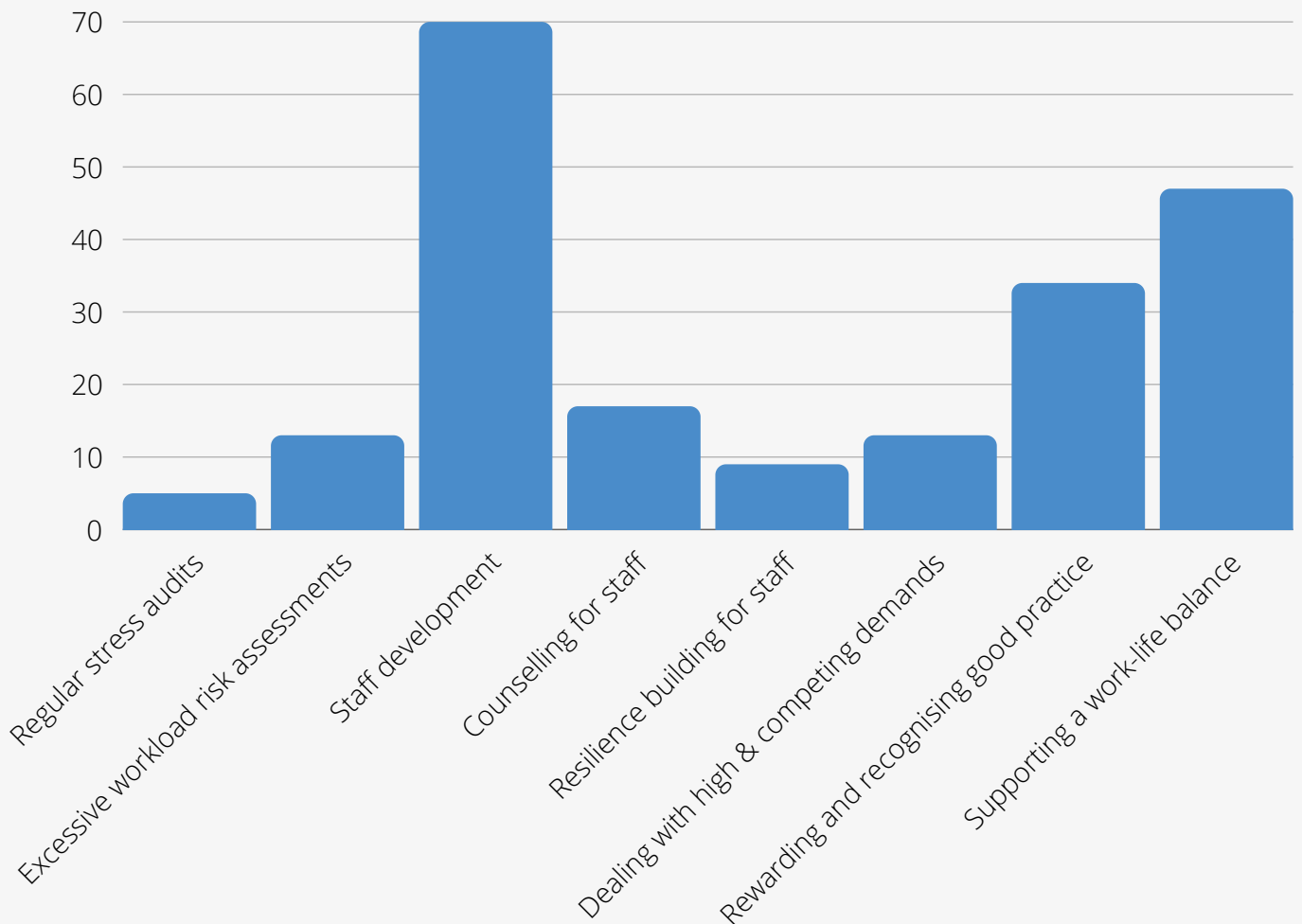
Local authority differences

Staff development was identified as a key strength by all areas, although Liverpool identified supporting a work-life balance higher.

All areas felt resilience building for staff/mindfulness/relaxation activities was the weakest area in terms of how the workforce is supported.

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.

TRAINER FEEDBACK

On mentors...

"This school has focused on young people who. though popular and well known have a host of hurdles to overcome. Whilst some of the mentors have been close to the doors of exclusion, they have been supported to not only overcome their hurdles but have expressed their ability to lead within the program. Their desire to lead has been driven by their individual growth and maturity where change is clearly evident in the participation of each session."

"The young people have grown in confidence as each week has progressed where they have developed new skills and are promoting their program throughout the school. They have shown great leadership whilst capitalizing on their own abilities to communicate a successful program to their peers. They are proud of the project and the opportunities it has entailed; having been involved in the promotional film giving an honest perspective on their impact on other year groups."

On staff...

"Good communication with the Head Teacher has been the key to the success of this project, where it has in line with the ethos of the school. Communication has been paramount throughout; where all staff have not only been informed but have embraced and supported the project. This has also worked brilliantly with the training opportunities that the school have capitalized on through full staff involvement. Kings Leadership is eager to not only promote the project but also share their good practice with other schools thus sharing their whole-school approach to the wider community and therefore underpinning the leadership qualities of their young people."

"A good relationship with the Head Teacher has been the success in enabling the project to be delivered throughout the school. They have been involved in the promotion of the project whilst also capitalizing on the training offered. Despite a variety of challenges, staff and MYA have worked collaboratively to promote the success of this MVP programme."

EVALUATION

LJMU

"Emerging findings from the evaluation of MVP demonstrate perceptions of the programme have been overwhelmingly positive. Mentors really enjoyed the concept of MVP, including the subject content and peer-education model of delivery. Crucially, findings suggest some important significant changes in mentors' attitudes and knowledge of the bystander approach to violence prevention.

In addition, a number of other positive outcomes for mentors were identified including increases in leadership skills, confidence, positive peer relationships and school participation."

Nadia Butler, MSc
Public Health Researcher, LJMU

Click the image below to watch a short film in which young people, school staff and members of the MVP Team share their views and experiences of the MVP programme.

SUMMARY

"This has been a life-changing experience in developing the Mentors' self-awareness, resilience and confidence. It has been a pleasure to witness the journey our young people have been on since the start of the project."
Member of staff, Kings Leadership

"I think the mentors will think twice about some of the effects that their online comments can have on other people, as well as have the confidence to take a bystander approach and help out in those morally challenging situations. I think hearing it directly from older peers is a valuable tool in this, and will help further instil this confidence."
Member of staff, Meols Cop

"Regular insight into the views of young people and schools is crucial as we continue to build the MVP programme. In the coming year, our band of mentors and mentees are going to grow significantly across Merseyside and reports such as this are key to our understanding of where we should concentrate our energies."
ROGER THOMPSON, MVRP EDUCATION LEAD

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).

Funded by

Delivered by