



2024 - 2025

INSIGHT INTO THE VIEWS OF YOUNG PEOPLE, SCHOOL STAFF AND PARENT/CARERS



PREPARED AND PRESENTED BY
MERSEYSIDE YOUTH ASSOCIATION



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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 were asked how they would respond to various situations related to areas covered in the MVP programme. Workforce members were asked about their school culture, Parents and carers were 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 five 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

When I first started at Merseyside Violence Reduction Partnership as the Education lead in 2019, I was eager to find a programme that was project-based and peer-led. My curiosity led me to Glasgow, a city which had pioneered an active bystander education programme originating from the USA to challenge gender-based violence. And so, Mentors in Violence Prevention (MVP) was born. We were determined to create something that spoke to Merseyside young people, and with the expertise of Merseyside Youth Association, the programme has grown and grown. As I retire this month, I am proud to cite MVP as one of the most important pieces of work I've undertaken, and research from Liverpool John Moores University continues to recognise it as impactful. Long may it continue. 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 <i>Students will learn...</i>	Key stage 4 <i>Students will learn...</i>
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 <i>Students will learn...</i>	Key stage 4 <i>Students will learn...</i>
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.	

Each session plan has 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.



Merseyside Youth Association's

**Mentors in
Violence
Prevention**

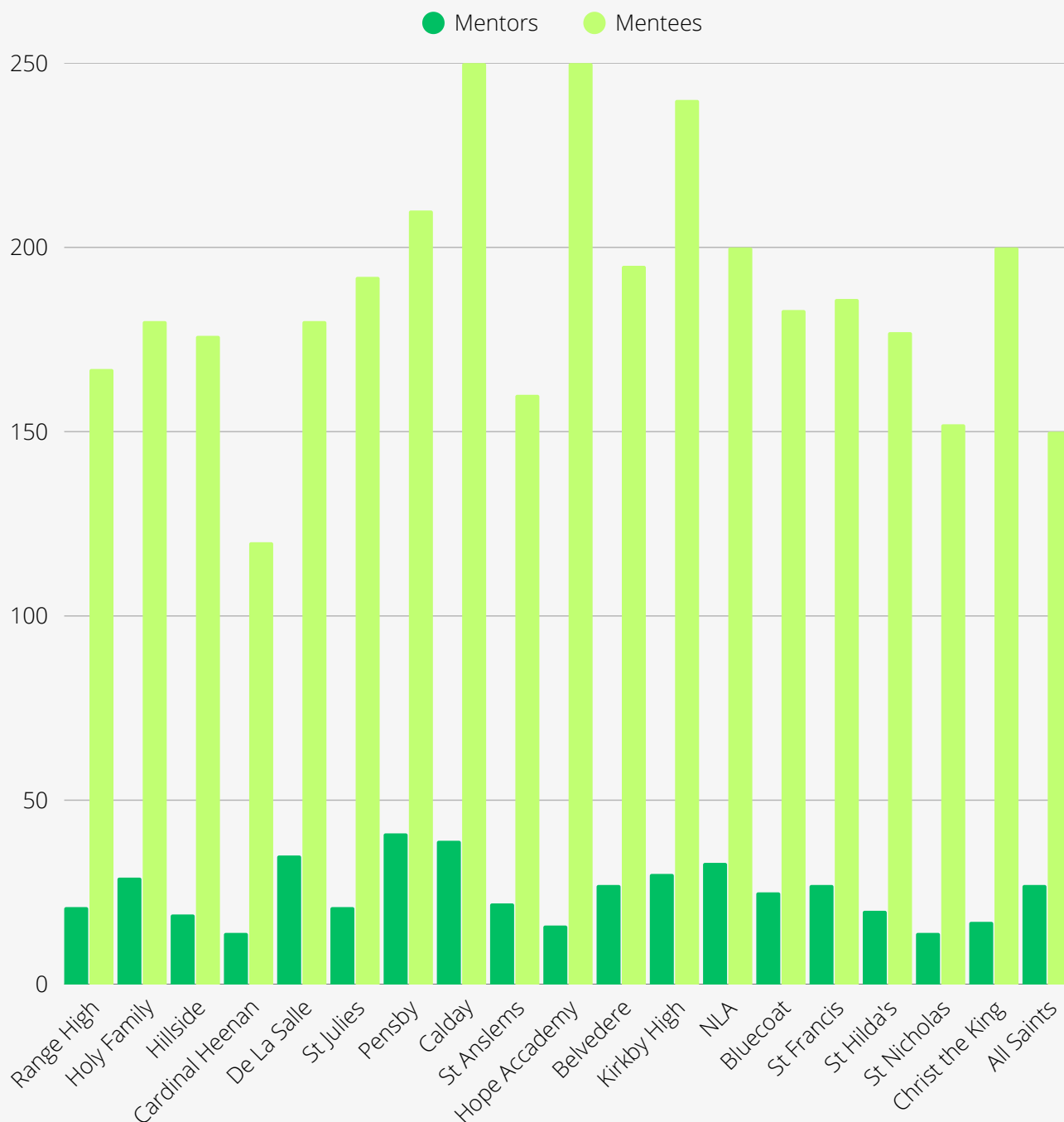


YOUNG PEOPLE SURVEY RESULTS



YOUNG PEOPLE

**477 mentors have completed the MVP training,
who then went on to train 3568 mentees**
(academic year 2024-2025)

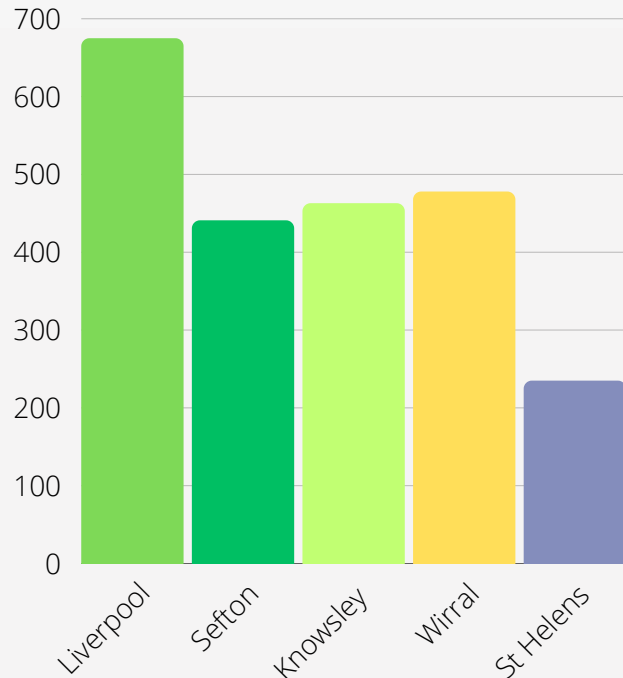


YOUNG PEOPLE

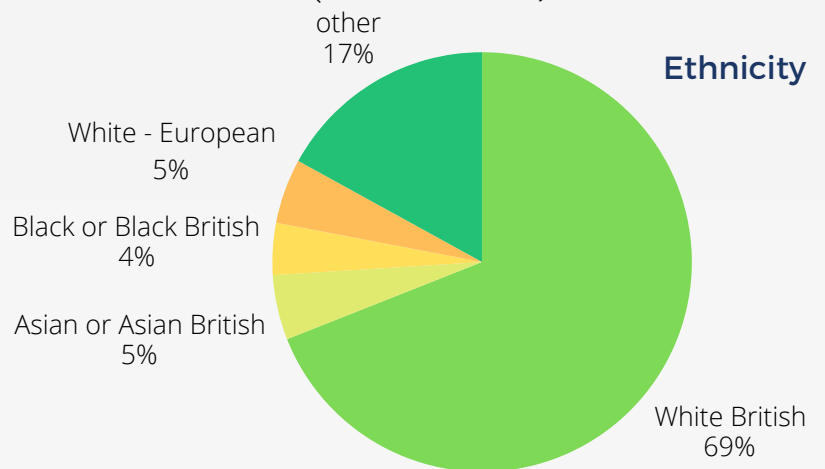
RESPONSES BY LOCAL AUTHORITY

SCHOOLS:

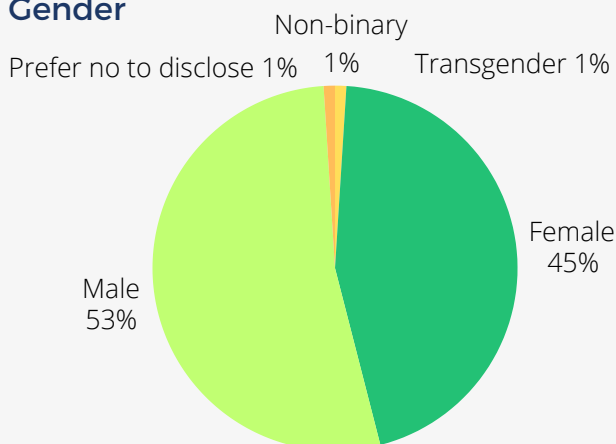
Academy of St Nicholas - Liverpool
 All Saints - Knowsley
 Belvedere - Liverpool
 Blue Coat - Liverpool
 Calday Grammar - Wirral
 Cardinal Heenan - Liverpool
 Christ the King - Sefton
 De La Salle, St Helens
 Greenbank High School - Sefton
 Hillside - Sefton
 Holly Lodge - Liverpool
 Holy Family School - Sefton
 Hope Academy - St Helens
 Kirkby High School, Knowsley
 North Liverpool Academy - Liverpool
 Meols Cop, Sefton
 Pensby High School - Wirral
 St Anslem's College, Wirral
 St Francis of Assisi, Liverpool
 St Hilda's - Liverpool
 St Julie's - Liverpool
 Stanley High School - Sefton
 Range High School - Sefton
 Upton Hall - Wirral



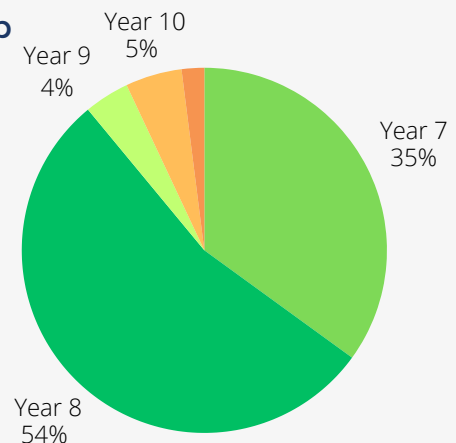
2,325 responses



Gender

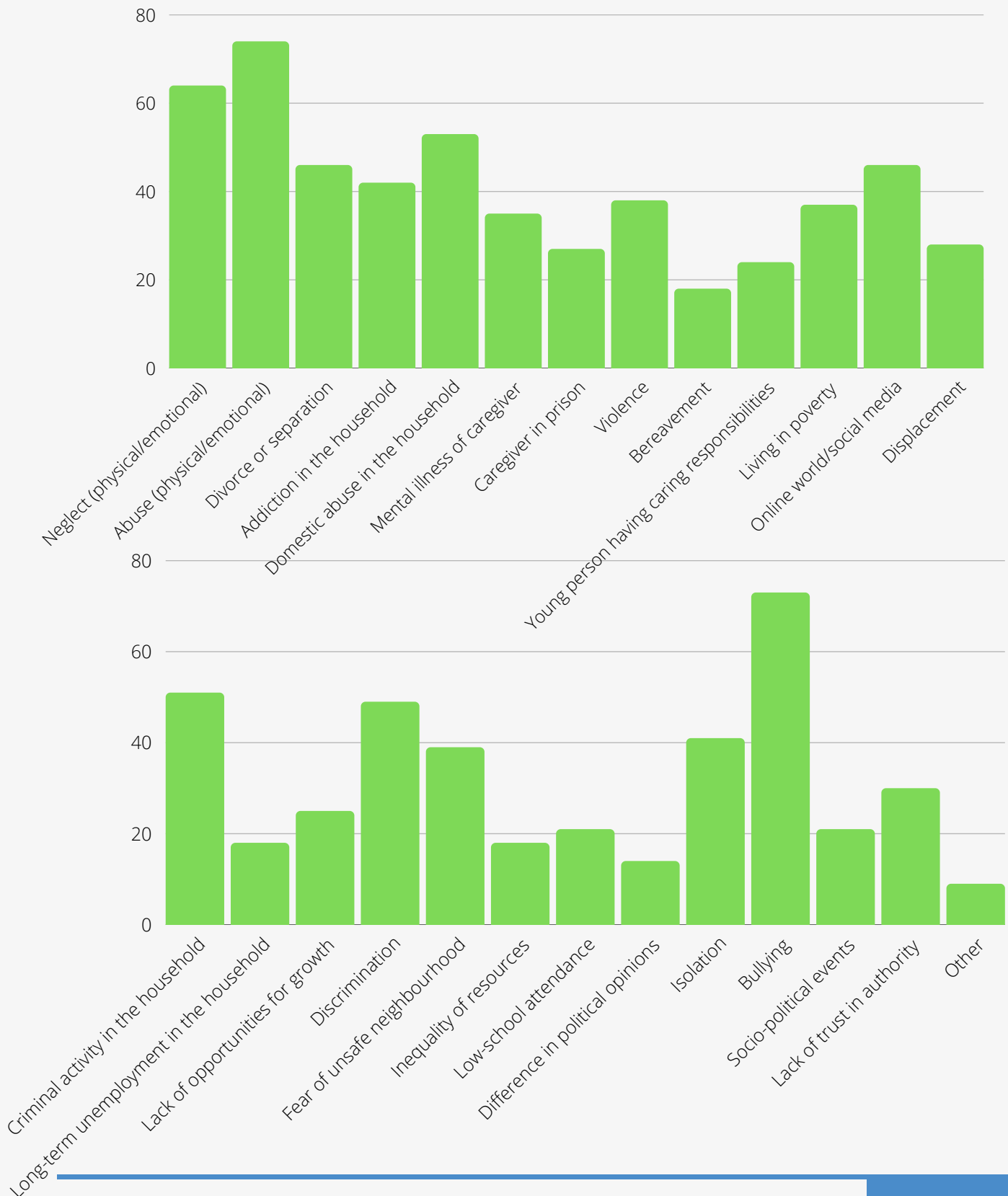


Year Group



YOUNG PEOPLE

WHAT DO YOU THINK ARE THE ROOT CAUSES OF YOUTH VIOLENCE?



YOUNG PEOPLE

WHAT DO YOU THINK ARE THE ROOT CAUSES OF YOUTH VIOLENCE?

ALL OF THE ABOVE

I think they are also bored, that's why children now (aged) 4-15 are doing boxing, MMA, BJJ, karate, jeet-kune-do, so they know how to defend themselves without a blade. Personally, I'm on and off doing this so that I don't end up dealing, misusing and carrying a sharp blade I don't agree with what the world has come to, and I want to avoid that because it can affect my wellbeing and it could affect others in my family it could even cause the end of my life at a very young age, and that would affect others if I lost my life I would like to live an everyday and civil life without having to any of the bad things that I have stated.

SELF-HATE

Too much attention little attention being really spoiled for example ur parents get you everything you want you in the real world you don't get that treatment which causes violence.

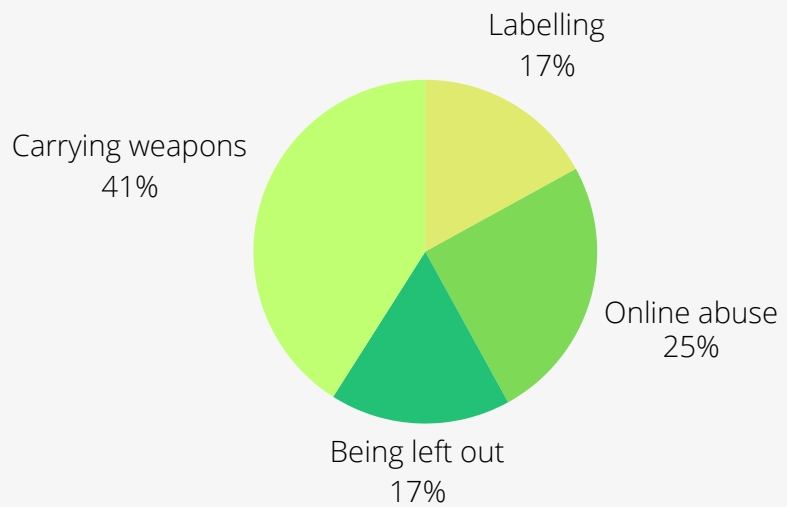
All of the above and lack of support from services and or lack of funding

Being misunderstood

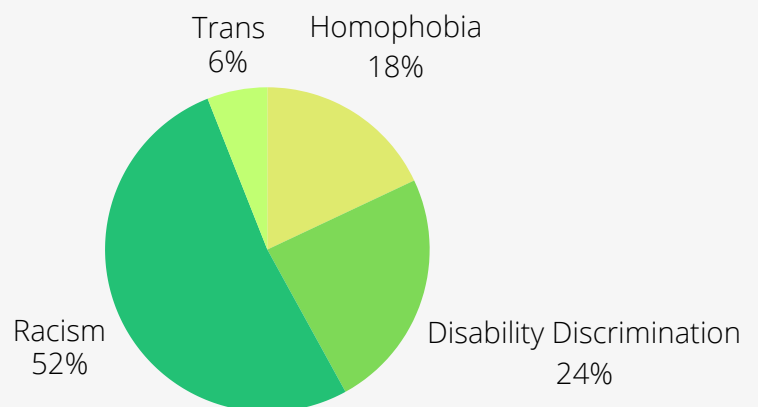
Seeing it on a movie/influenced

YOUNG PEOPLE

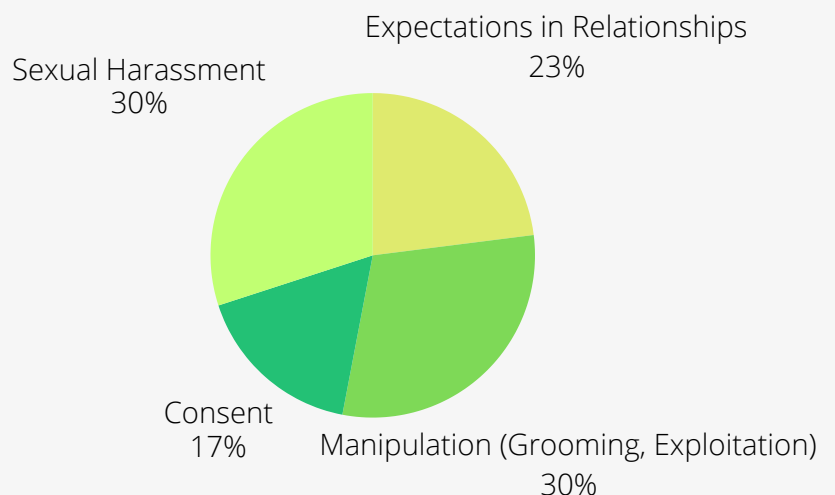
SESSION 1 OF MVP
FOCUSES ON
'WEAPONS'.
SELECT ONE TOPIC
THAT IS AN ISSUE IN
YOUR SCHOOL.



SESSION 2 OF MVP FOCUSES
ON 'HATE CRIME'. SELECT
ONE TOPIC THAT IS AN ISSUE
IN YOUR SCHOOL.



SESSION 3 OF MVP
FOCUSES ON
'RELATIONSHIPS'.
SELECT ONE TOPIC
THAT IS AN ISSUE
IN YOUR SCHOOL.



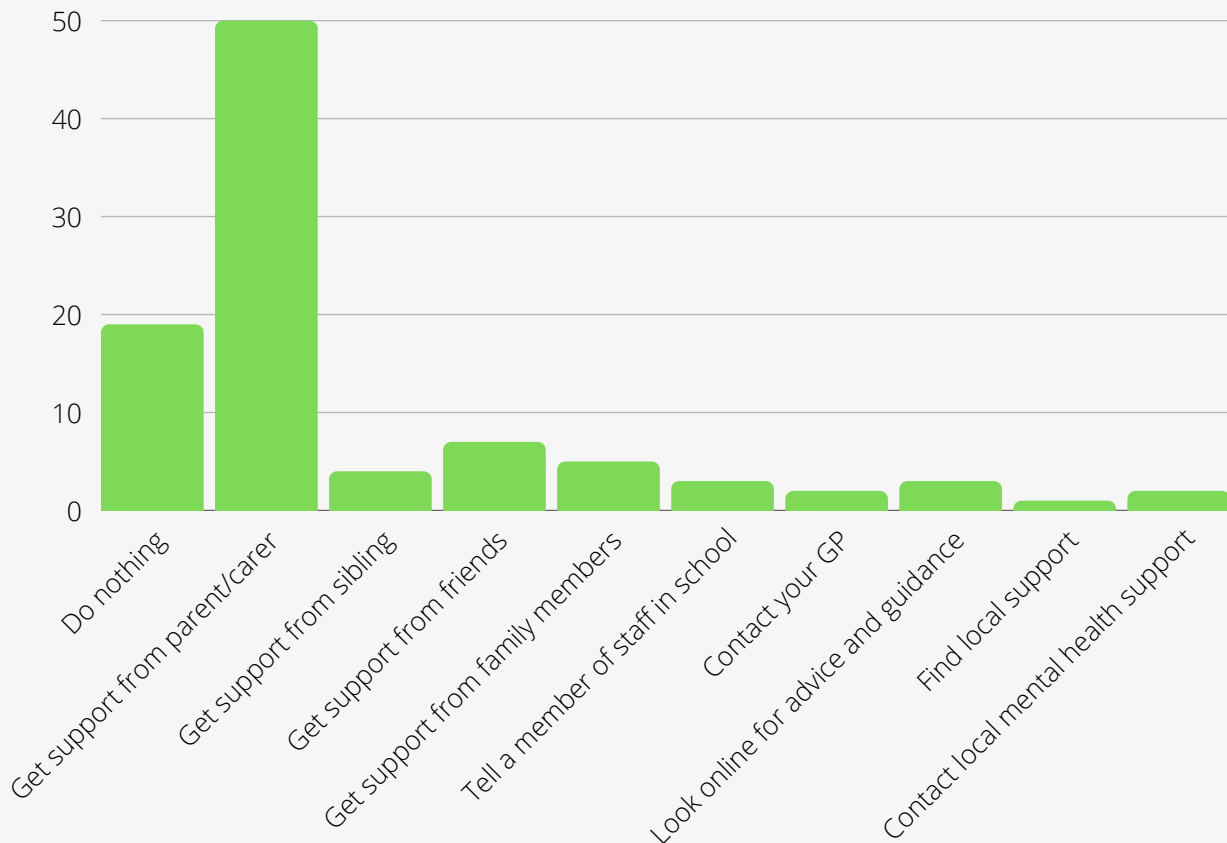
YOUNG PEOPLE

PLEASE READ THE FOLLOWING STATEMENT AND TICK WHETHER YOU AGREE, DISAGREE, OR ARE UNSURE.

	I AGREE	I DISAGREE	I AM UNSURE
I can recognise healthy and unhealthy behaviours within my relationships,	78%	4%	18%
I have a responsibility to ensure other pupils around me are safe and included,	75%	6%	19%
I know of different ways to help if I see bullying or abusive behaviour happening,	70%	6%	24%
I would take action if I saw someone being bullied or abused,	67%	7%	26%

YOUNG PEOPLE

IF YOU WERE WORRIED ABOUT YOUR MENTAL HEALTH, WHAT WOULD YOU MOST LIKELY DO?



I don't really know because if there was something wrong, I wouldn't want to worry my parents and family

Mental health is not important focus on academics.

Make random jokes about it and complain to close friends.

Stay strong and keep going and if it gets worse share with parents.

YOUNG PEOPLE

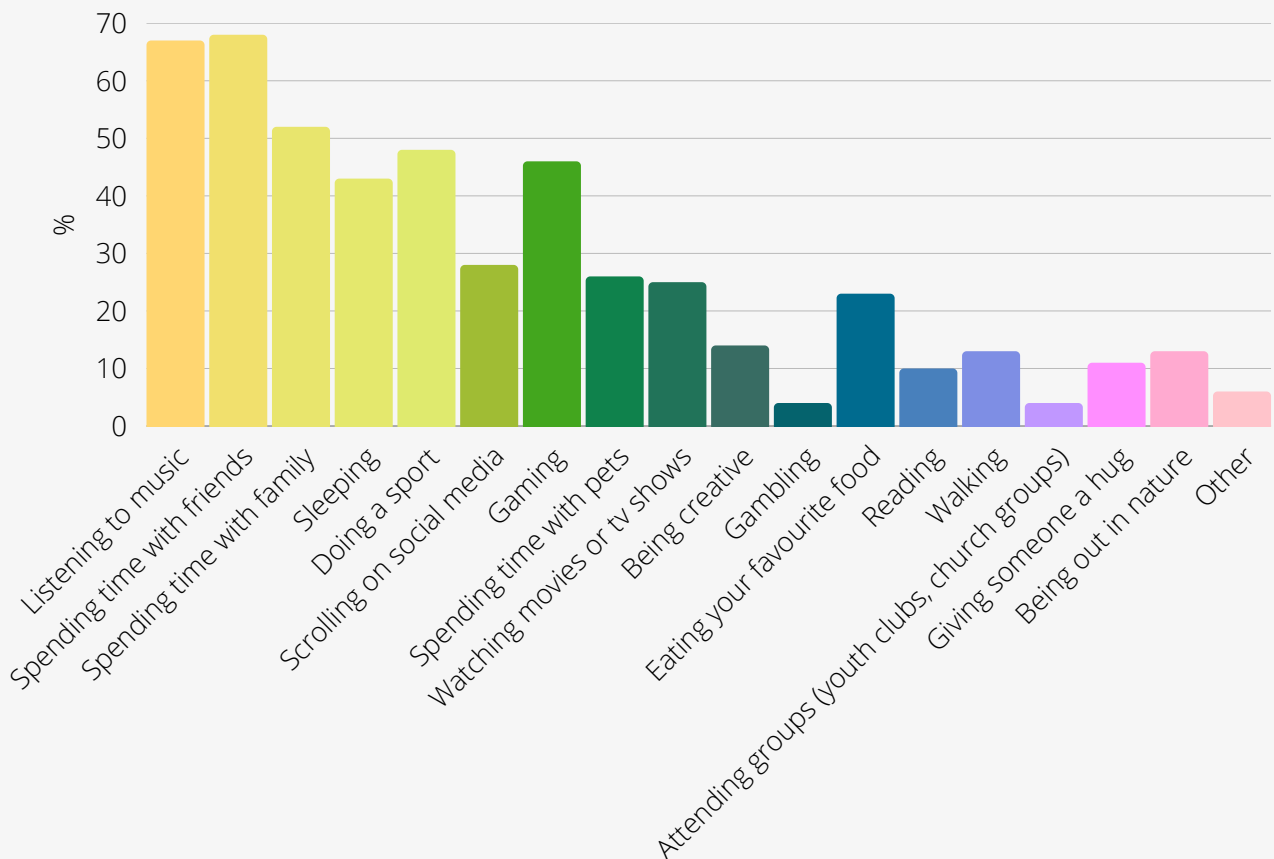
FROM THIS LIST, CAN YOU PRIORITISE THE TOP FIVE ISSUES THAT YOU THINK ARE THE BIGGEST MENTAL HEALTH CONCERNS FOR YOUNG PEOPLE IN YOUR SCHOOL?

Item	Overall Rank	Rank Distribution	Score	No. of Rankings
Self-harm	1		4,781	1,165
Bullying	2		4,199	1,260
Suicidal thoughts and behaviours	3		3,098	956
General Anxiety and Stress	4		3,073	880
Body image	5		2,827	894
Depression	6		2,347	840
Discrimination (Racism, Homophobia, Disability)	7		2,238	790
Substance misuse (drugs, alcohol, vaping)	8		2,006	725
Trauma	9		1,426	546
Social Media / Online Behaviours	10		1,317	490
Eating disorders	11		1,297	405
Violence	12		1,086	416
Social Anxiety	13		905	403
Sleep	14		874	345
Friendship Worries	15		809	358
Relationship difficulties	16		473	202
Parental Mental Distress	17		361	163
Neurodevelopmental conditions	18		335	141
Isolation	19		321	145
Health Anxiety	20		283	132

Lowest Rank Highest Rank

YOUNG PEOPLE

FROM THE LIST, SELECT FIVE ACTIVITIES THAT MAKE YOU FEEL GOOD



YOUNG PEOPLE

TELL US ABOUT YOUR RESILIENCE

	Never	Rarely	Some of the time	Often	All of the time
I feel safe and happy in the place that I live.	2%	1%	7%	22%	68%
I have friends and feel that I belong.	2%	4%	14%	29%	51%
I enjoy learning new things.	5%	8%	30%	34%	23%
I cope well with problems.	8%	13%	30%	32%	18%
I know who I am, and what I am good at.	4%	6%	15%	28%	47%
I have a good relationship with my family.	2%	2%	7%	20%	69%



Merseyside Youth Association's

**Mentors in
Violence
Prevention**



PARENT AND CARER SURVEY RESULTS



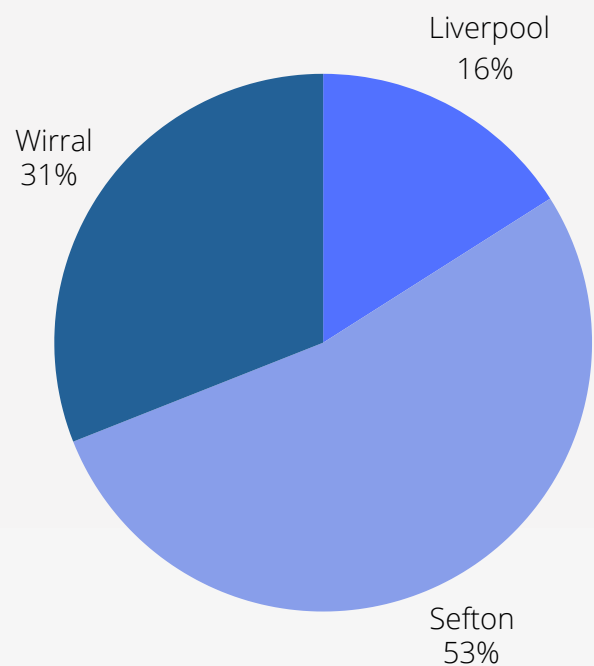
PARENTS/CARERS

180 responses

WHAT IS YOUR CHILD'S SCHOOL?

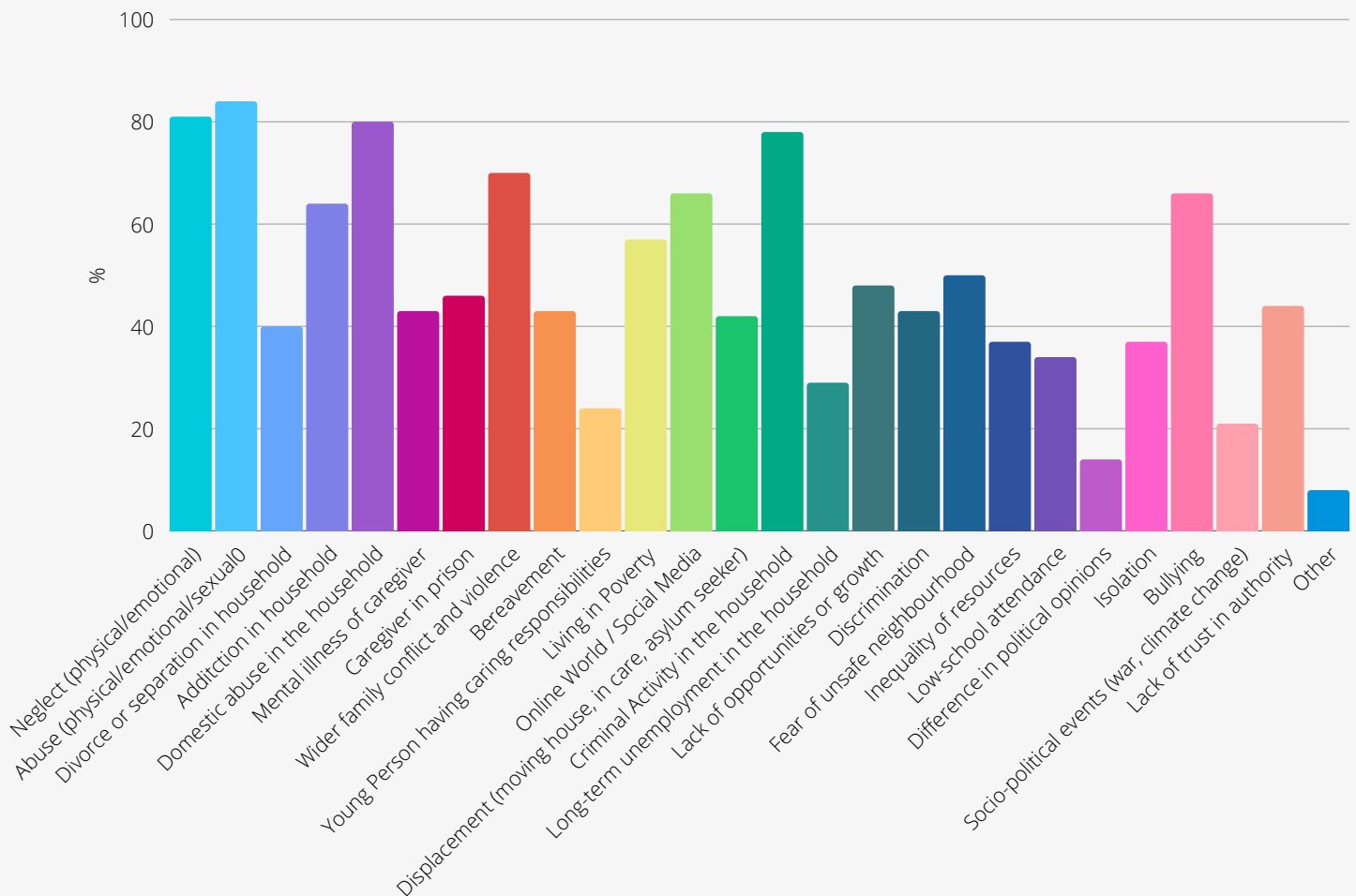
SCHOOLS:

Belvedere - Liverpool
Holy Family School - Sefton
Range High School - Sefton
Pensby High School - Wirral



PARENTS/CARERS

WHAT DO YOU THINK THE ROOT CAUSES OF YOUTH VIOLENCE ARE?



'Other' included:

Council closing youth facilities and then wondering why they cause trouble as they have nowhere to go. Not enough youth activities/centres after school.

Government misinformation and gaslighting.

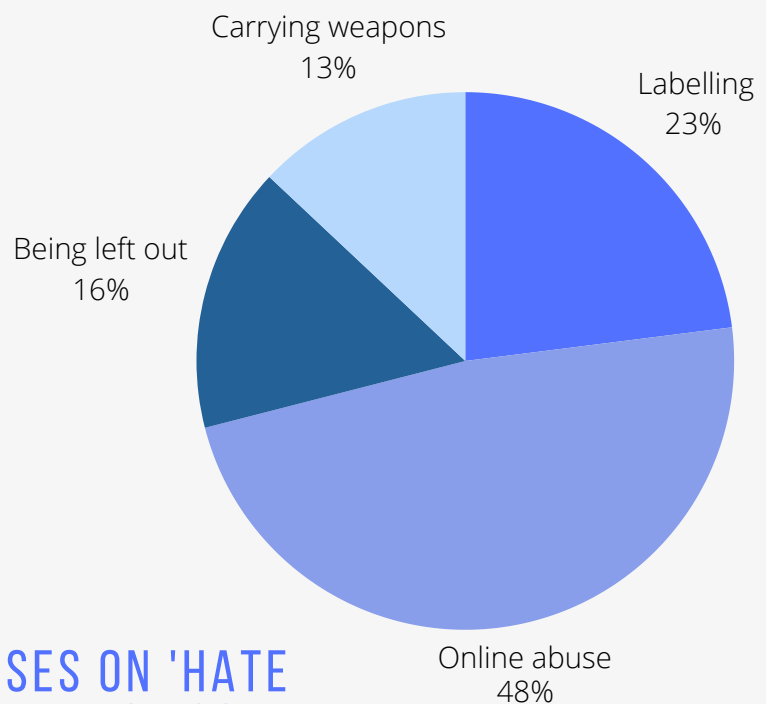
Lack of consequences, boundaries and respect.

Think all of these could be factors, as well as who young people associate with, peer groups of their own choosing or as a result of family connections.

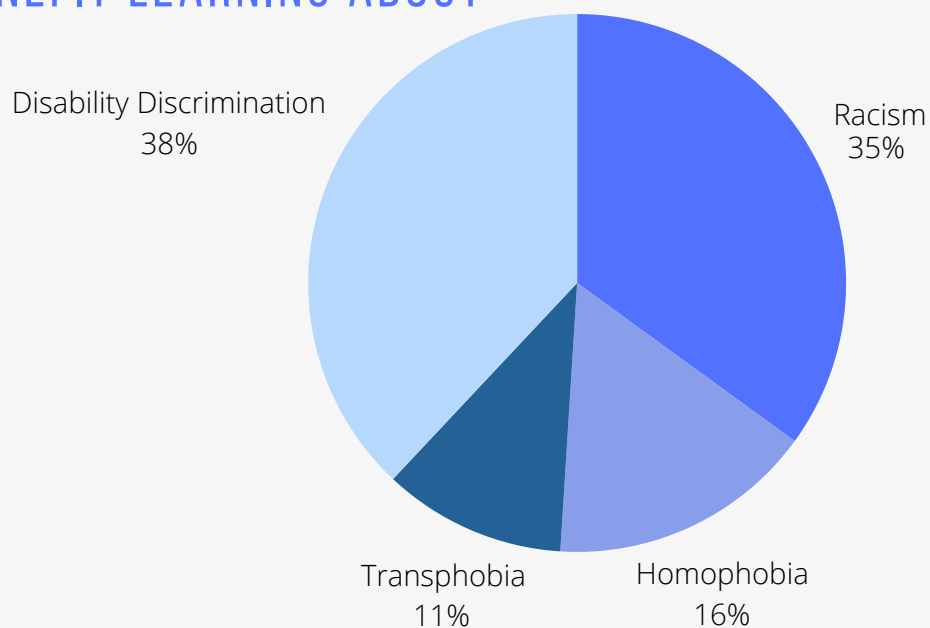
Youth violence is down to lack of respect of others normally due to learnt behaviour that has been instilled in the early formative years. Sociodemographic reasons could be cited, however, it is an easy option. I have found that normally it is due to ingrained bias, or hate towards a group who are seen as different to themselves, whether that is an academic difference, skin colour, religion, race, nationality etc. lack of positive role models.

PARENTS/CARERS

SESSION 1 OF MVP FOCUSES ON 'WEAPONS'. SELECT ONE OF THE TOPICS BELOW THAT YOU FEEL YOUR CHILD WOULD BENEFIT LEARNING ABOUT

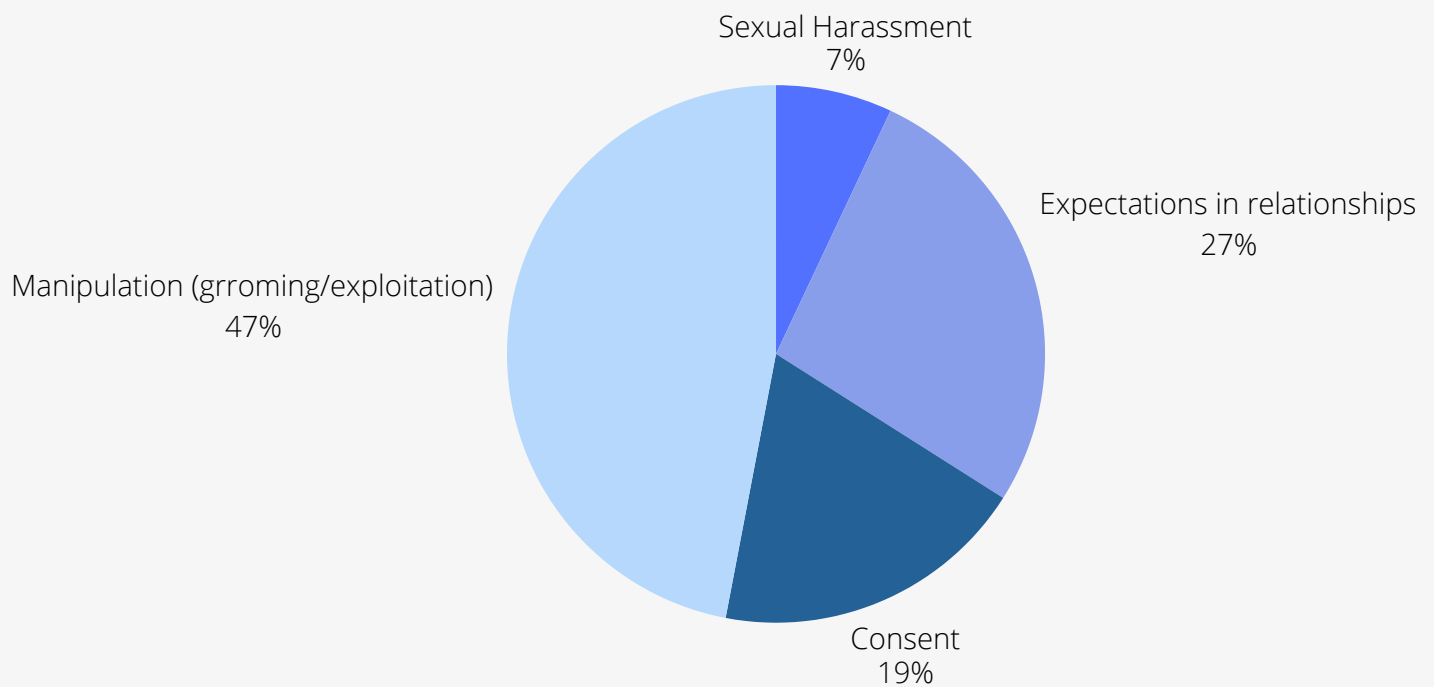


SESSION 2 OF MVP FOCUSES ON 'HATE CRIME'. SELECT ONE OF THE TOPICS BELOW THAT YOU FEEL YOUR CHILD WOULD BENEFIT LEARNING ABOUT



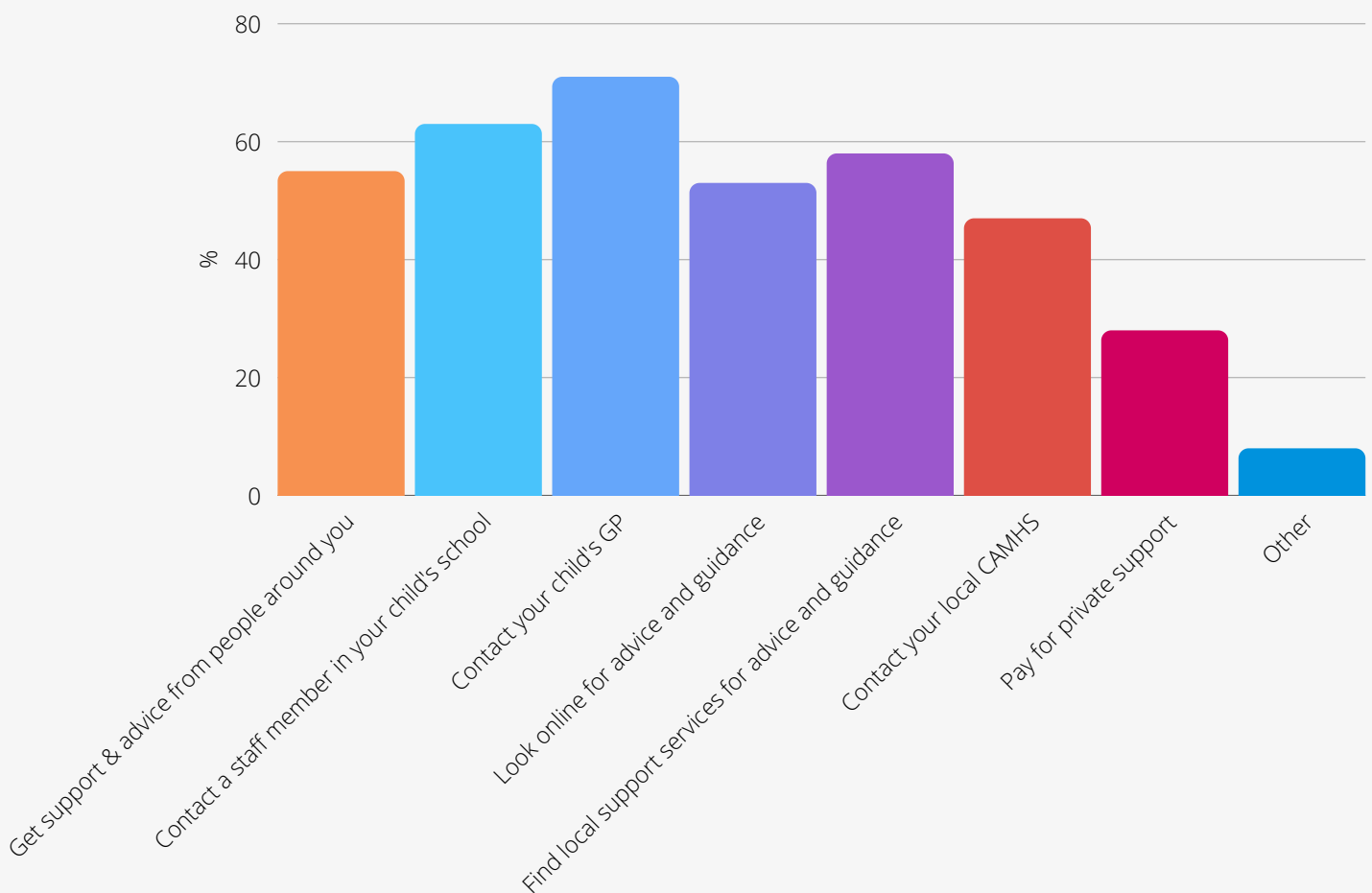
PARENTS/CARERS

SESSION 3 OF MVP FOCUSES ON 'RELATIONSHIPS'. SELECT ONE OF THE TOPICS BELOW THAT YOU FEEL YOUR CHILD WOULD BENEFIT FROM LEARNING ABOUT



PARENTS/CARERS

IF YOUR CHILD/CHILDREN WERE DISPLAYING EARLY SIGNS OF MENTAL HEALTH PROBLEMS, WHAT WOULD YOU MOST LIKELY DO?



Other includes:

I would do a combination of the above, there isn't one sole route. I would ensure that my children have the best possible support, that means linking in with multi agencies, school as they can help, GP as well as private counselling, whatever they require. Talking to my children about mental health to dispel any stigma that they perceive is attached is vitally important.

Try to spend more time with my child to identify the reason.

Talk and support my child as I have a good relationship with her.

PARENTS/CARERS

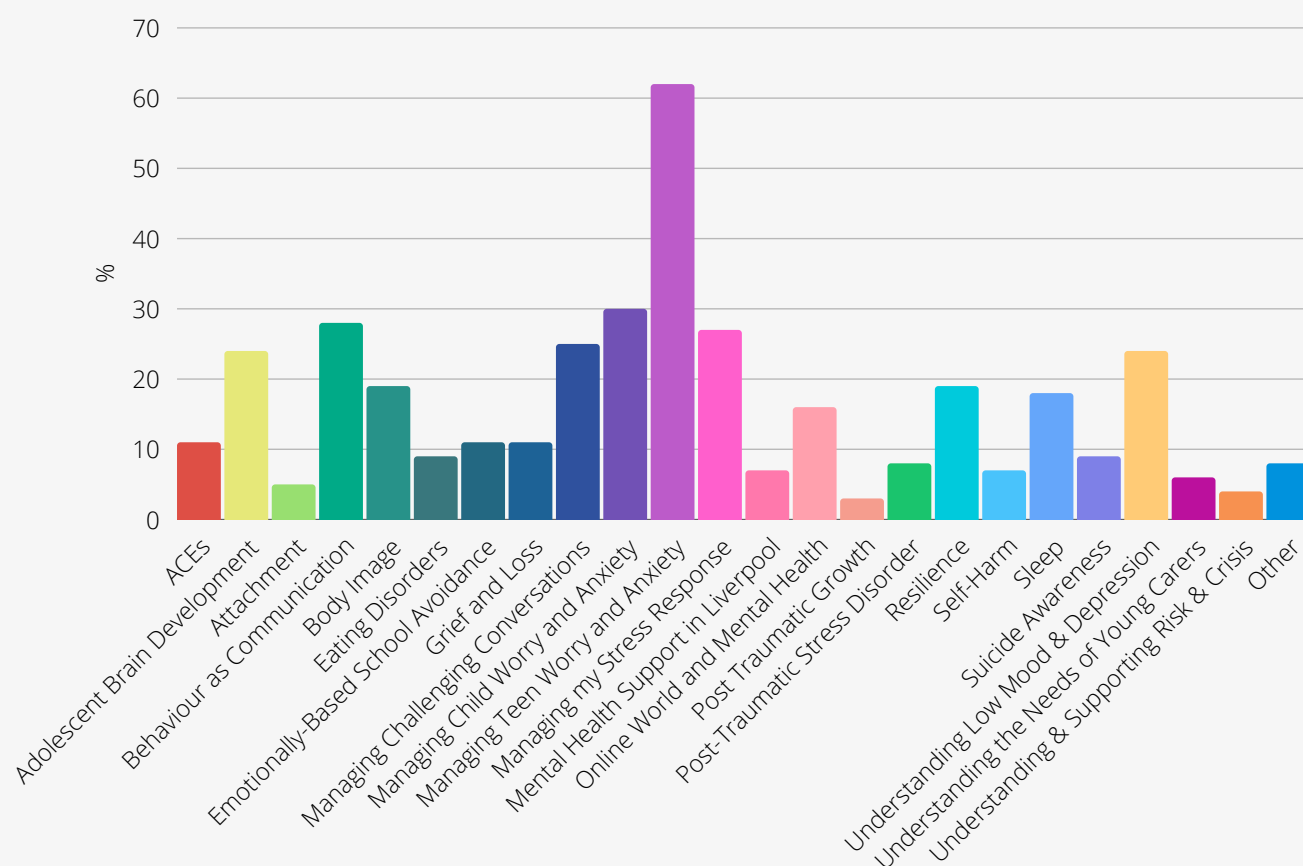
FROM THIS LIST, CAN YOU PRIORITISE THE TOP FIVE ISSUES CONCERNING YOUR CHILD'S MENTAL HEALTH? (IF APPLICABLE) PLEASE DRAG AND DROP FROM THE FOLLOWING IN ORDER OF PRIORITY (HIGHEST PRIORITY TOP)

Item	Overall Rank	Rank Distribution	Score
General Anxiety and Stress	1		483
Body image	2		294
Social Media / Online Behaviours	3		293
Social Anxiety	4		197
Bullying	5		187
Neurodevelopmental conditions	6		103
Depression	7		85
Sleep	8		84
Attachment difficulties	9		77
Trauma	10		74
Isolation	11		69
Suicidal thoughts and behaviours	12		56
Eating disorders	13		53
Self-harm	14		51
Healthy Anxiety	15		44
Parental Mental Distress	16		20
Substance misuse	17		16

Lowest Rank Highest Rank

PARENTS/CARERS

PLEASE CHOOSE ANY OF THE FOLLOWING AREAS YOU FEEL YOU WOULD BENEFIT FROM EXTRA TRAINING IN



Other includes:

I think any educational advice on the above can only help inform and benefit the care that can be provided. Support, medically and psychologically changes as and when studies are completed and as such it is an ever changing environment. Staying informed is the best way to help young people. MH first aid should be a course run for young people so they can help signpost their peers, family and friends too, as not knowing what to do can be just as detrimental to the individual being leaned upon.

This is my job so I feel ok in it. The authors of the ACES paper have said it is being used incorrectly and it is now being used in a way that is incorrect and victim blaming. I would prefer that to not be discussed with my child please.

PARENTS/CARERS

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

Educating parents and young adults around mental health and the support that is available is vital to break stigmas. Young people are more likely to open up to their peers, so if you give them the tools to support and signpost, that can be far greater of a benefit than just talking to them. Mental health issues is the biggest strain on the NHS and police, therefore breaking those barriers so people can speak up, will help across the board

Understanding the difference between anxiety and depression. Learning how to communicate with teen/young adult that's dealing with depression.

I think that conversations need to be had between local authorities and schools and mental health services to make sure everyone is on the same understanding. Because being new to it here is not a fun experience and puts more stress on the parent who's dealing with lots of mental health issues.

Young people are under a lot of pressure and need to have opportunities in school to grow as individuals and to express their personalities. As a parent of a young person who displayed challenging behaviour I felt he needed all my love and care and to understand what live means

I feel that some children become almost invisible in a busy school environment because they are quiet and reserved and not being disruptive so they become unnoticed therefore any stress or anxiety or autism is not getting noticed early enough as academically they are fine but struggling in other areas.



Merseyside Youth Association's

**Mentors in
Violence
Prevention**



SCHOOL WORKFORCE SURVEY RESULTS



SCHOOL STAFF

SCHOOLS TAKING PART IN THE SURVEY

20 responses



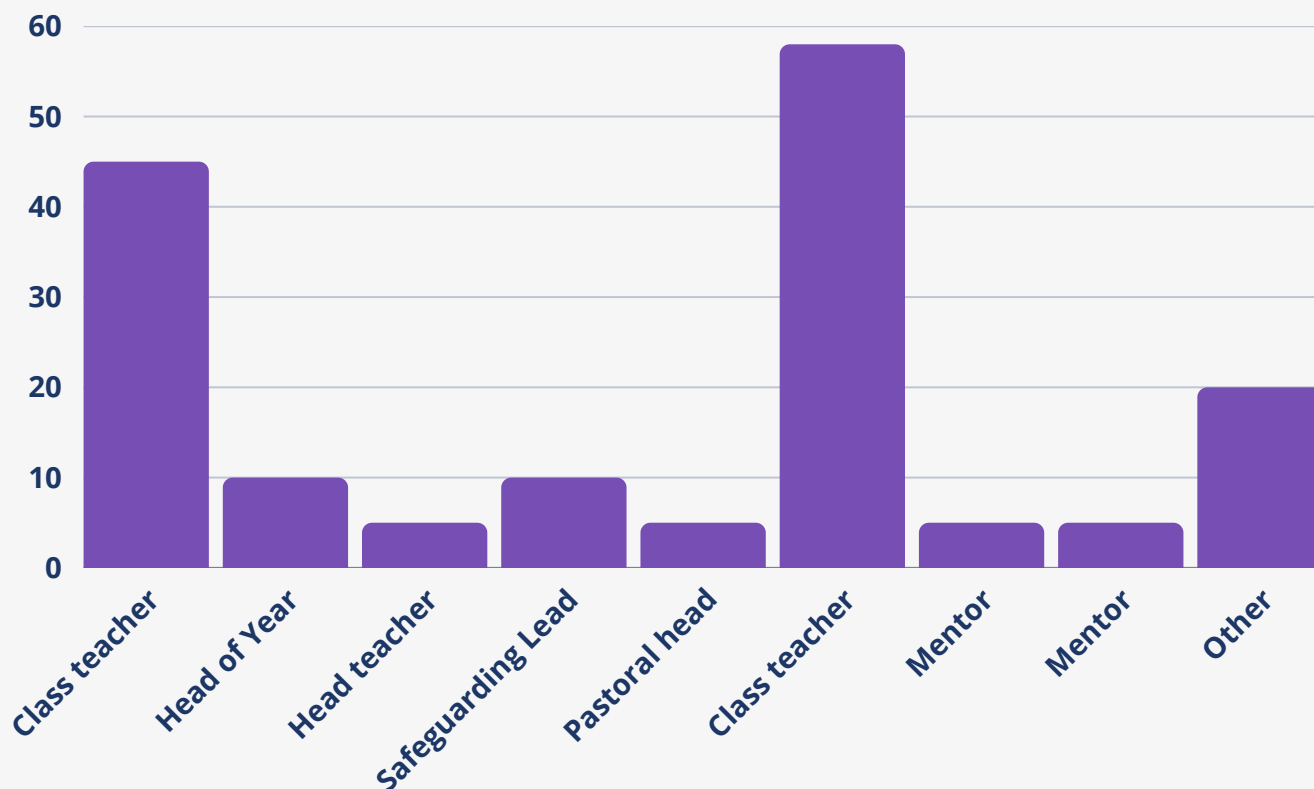
43 staff

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

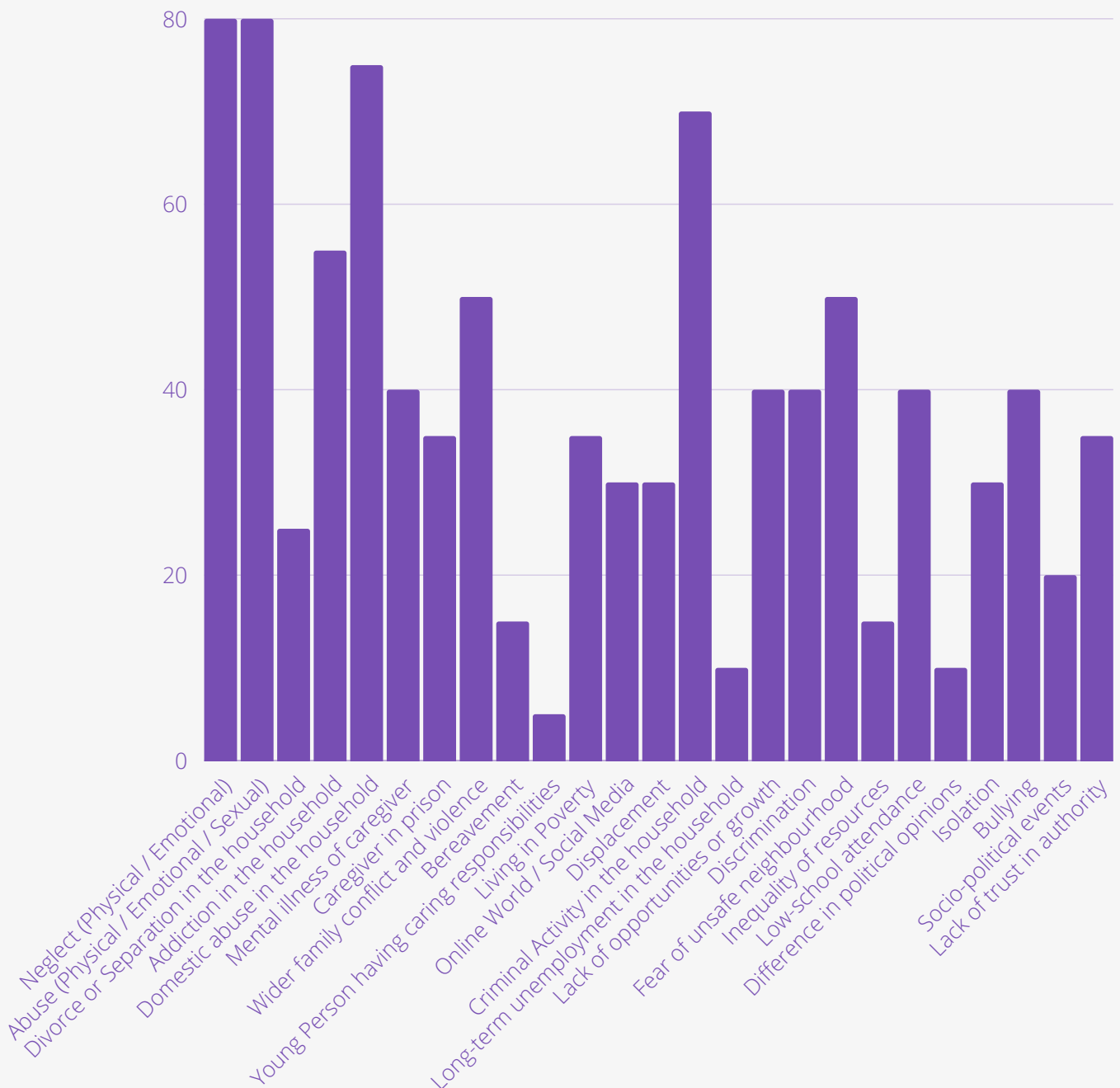


OTHER STAFF INCLUDE

Librarian
Support Staff
Estates
Curriculum Leader

SCHOOL STAFF

WHAT DO YOU THINK THE ROOT CAUSES OF YOUTH VIOLENCE ARE?

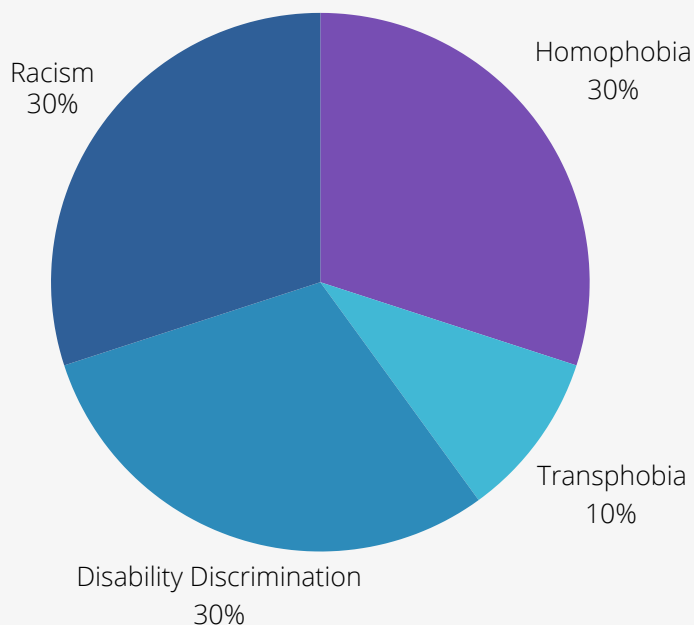
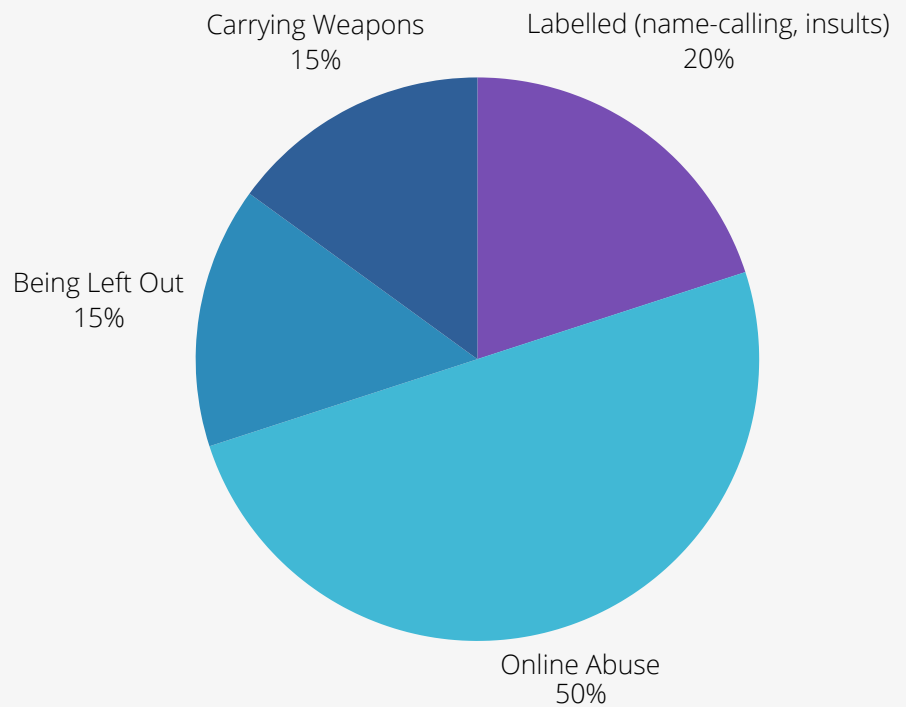


OTHER INCLUDES:

- Lack of structured activities/safe spaces to attend outside of school.
- Justification in some cultural and religious beliefs.

SCHOOL STAFF

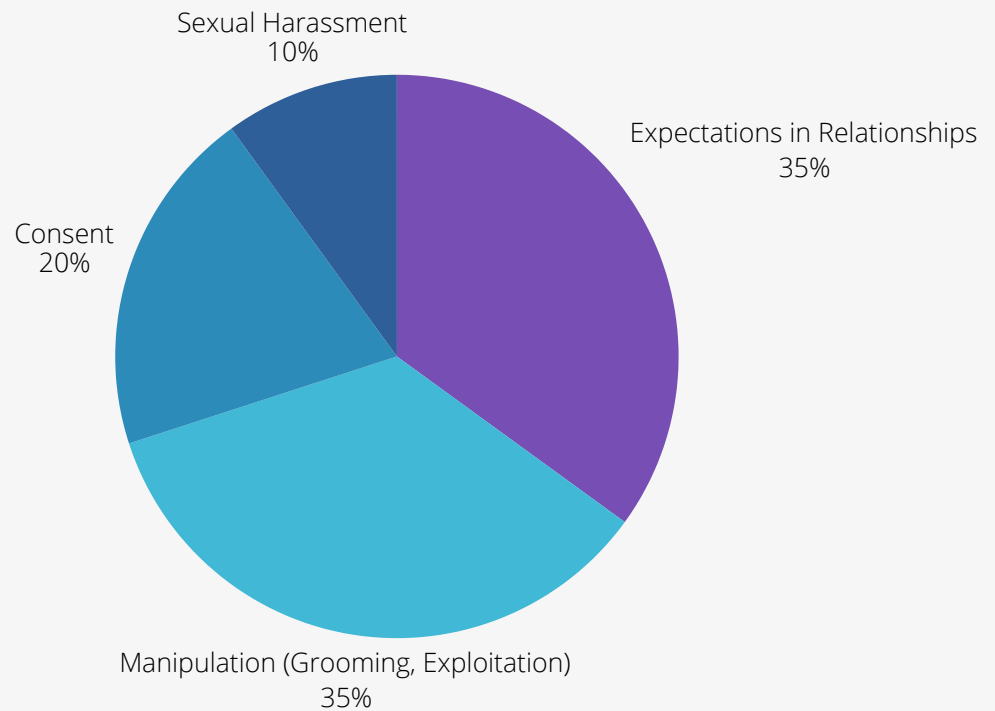
SESSION 1 OF MVP
FOCUSES ON
'WEAPONS'. SELECT
ONE OF THE TOPICS
BELOW THAT YOU
FEEL YOUR
STUDENTS WOULD
BENEFIT LEARNING
ABOUT



SESSION 2 OF MVP
FOCUSES ON 'HATE
CRIME'. SELECT ONE OF
THE TOPICS BELOW THAT
YOU FEEL YOUR STUDENTS
WOULD BENEFIT LEARNING
ABOUT

SCHOOL STAFF

SESSION 3 OF MVP
FOCUSES ON
'RELATIONSHIPS'.
SELECT ONE OF THE
TOPICS BELOW THAT
YOU FEEL YOUR
STUDENTS WOULD
BENEFIT LEARNING
ABOUT



SCHOOL STAFF

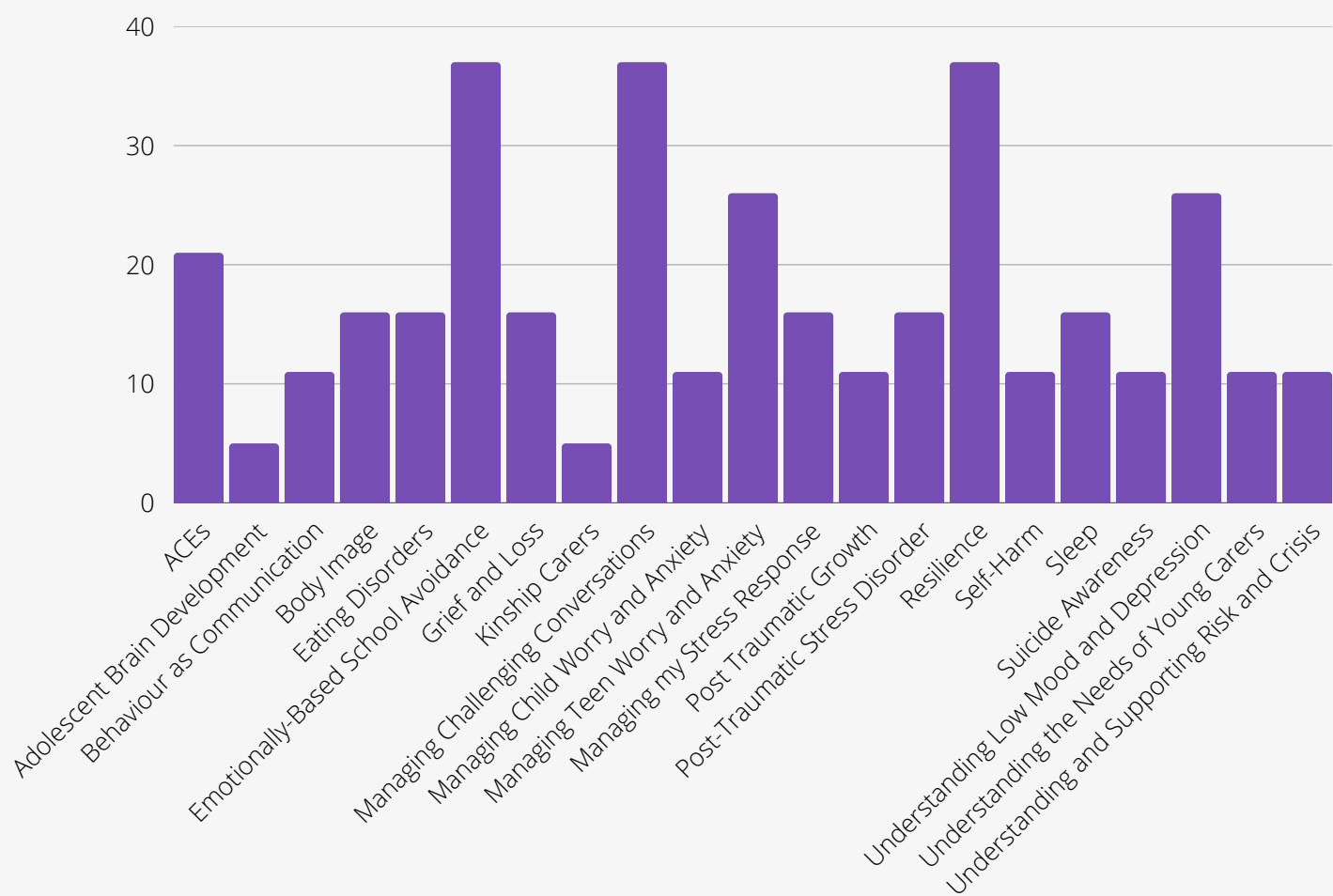
PRIORITISE THE TOP FIVE ISSUES CONCERNING YOUR SCHOOLS STUDENTS MENTAL HEALTH

Item	Overall Rank	Rank Distribution	Score	No. of Rankings
General Anxiety and Stress	1		70	16
Social Media / Online Behaviours	2		38	13
Social Anxiety	3		34	12
Trauma	4		23	7
Self-harm	5		19	5
Attachment difficulties	6		17	7
Bullying	7		16	7
Body image	8		15	5
Sleep	9		15	5
Depression	10		13	4
Suicidal thoughts and behaviours	11		10	3
Neurodevelopmental conditions	12		8	3
Eating disorders	13		7	3
Parental Mental Distress	14		5	3
Isolation	15		5	2
Substance misuse	16		3	3
Healthy Anxiety	17		1	1

Lowest Rank Highest Rank

SCHOOL STAFF

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





Merseyside Youth Association's

**Mentors in
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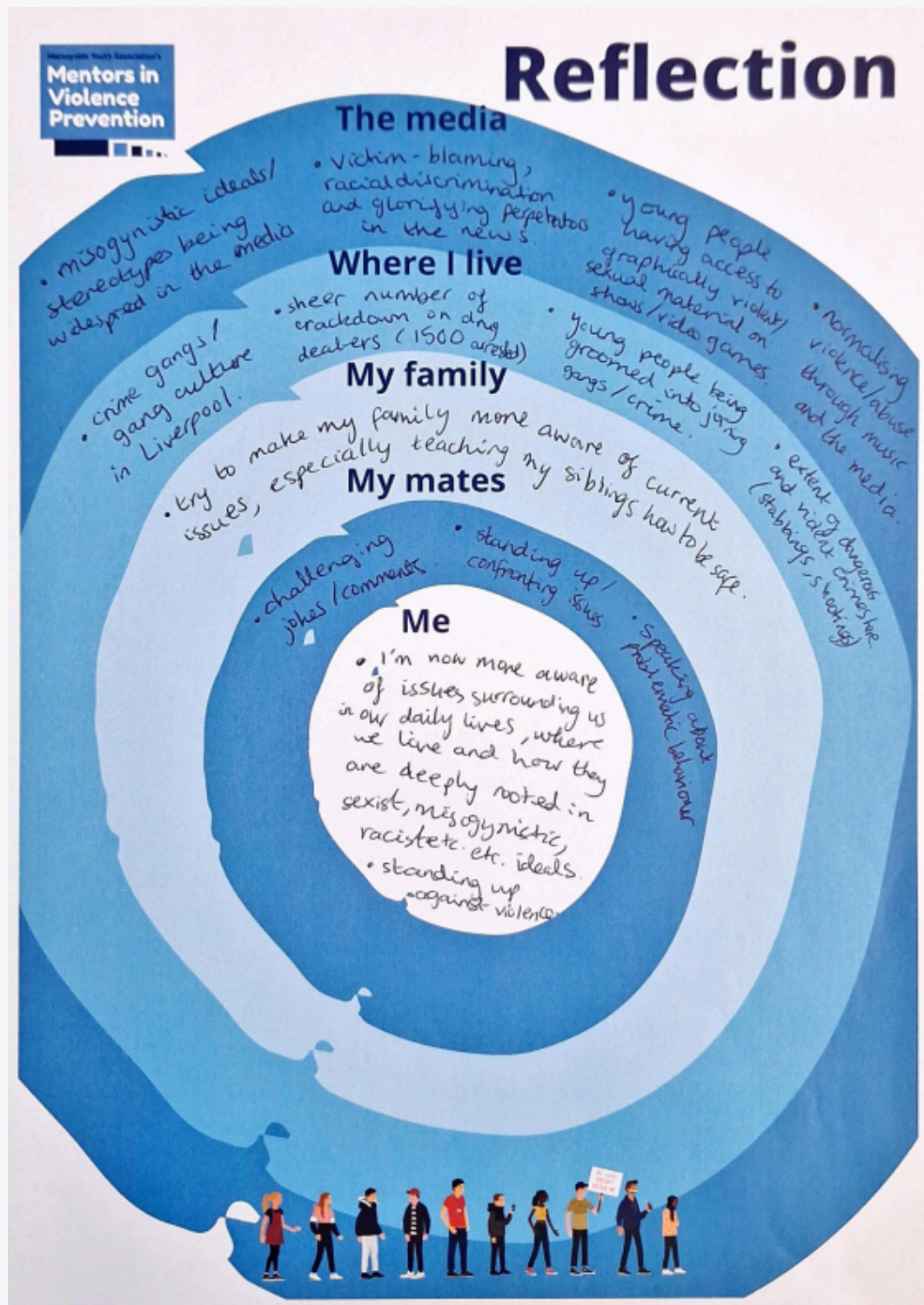


IMPACT, FEEDBACK AND TESTIMONIALS



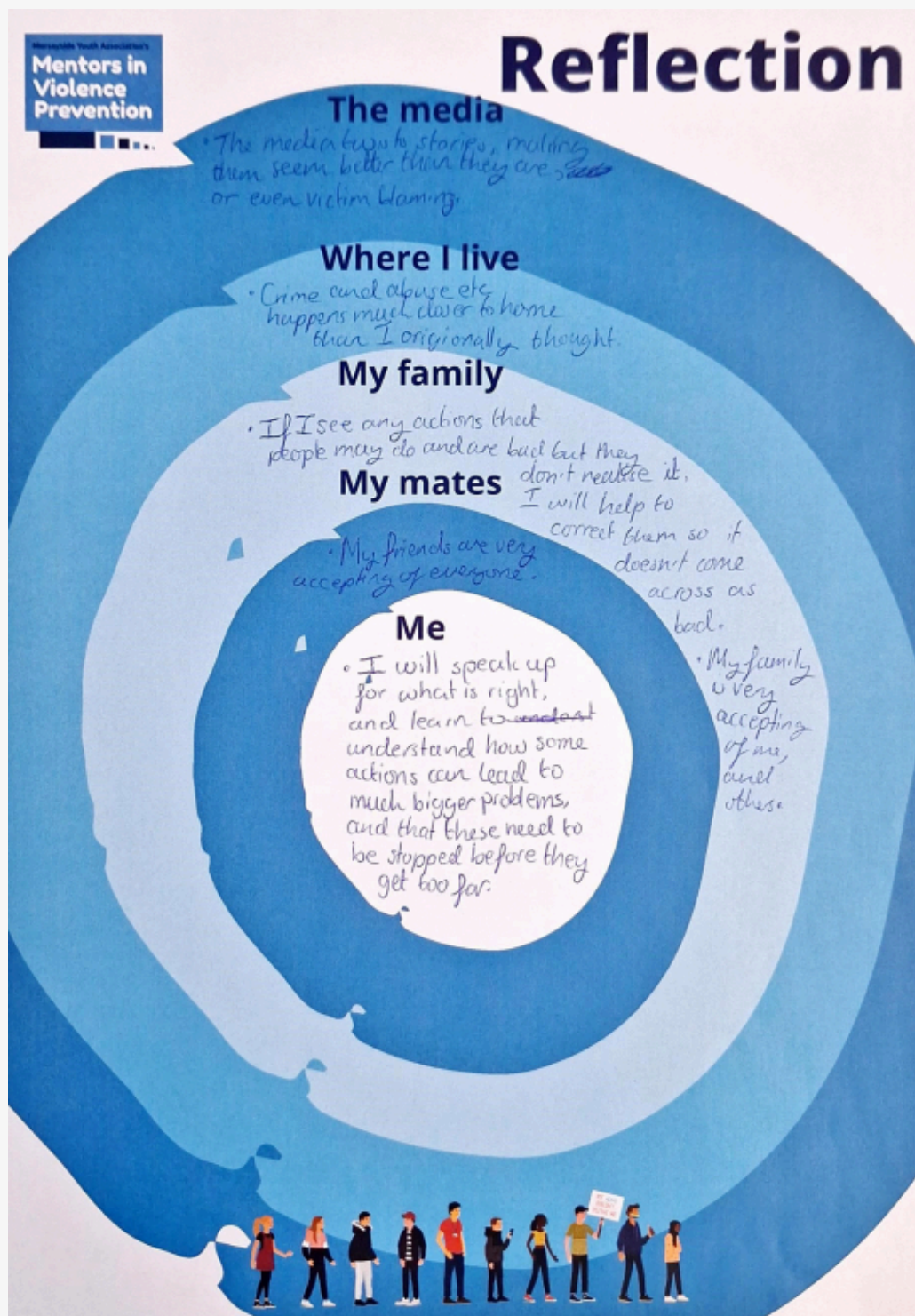
YOUNG PERSON REFLECTION

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



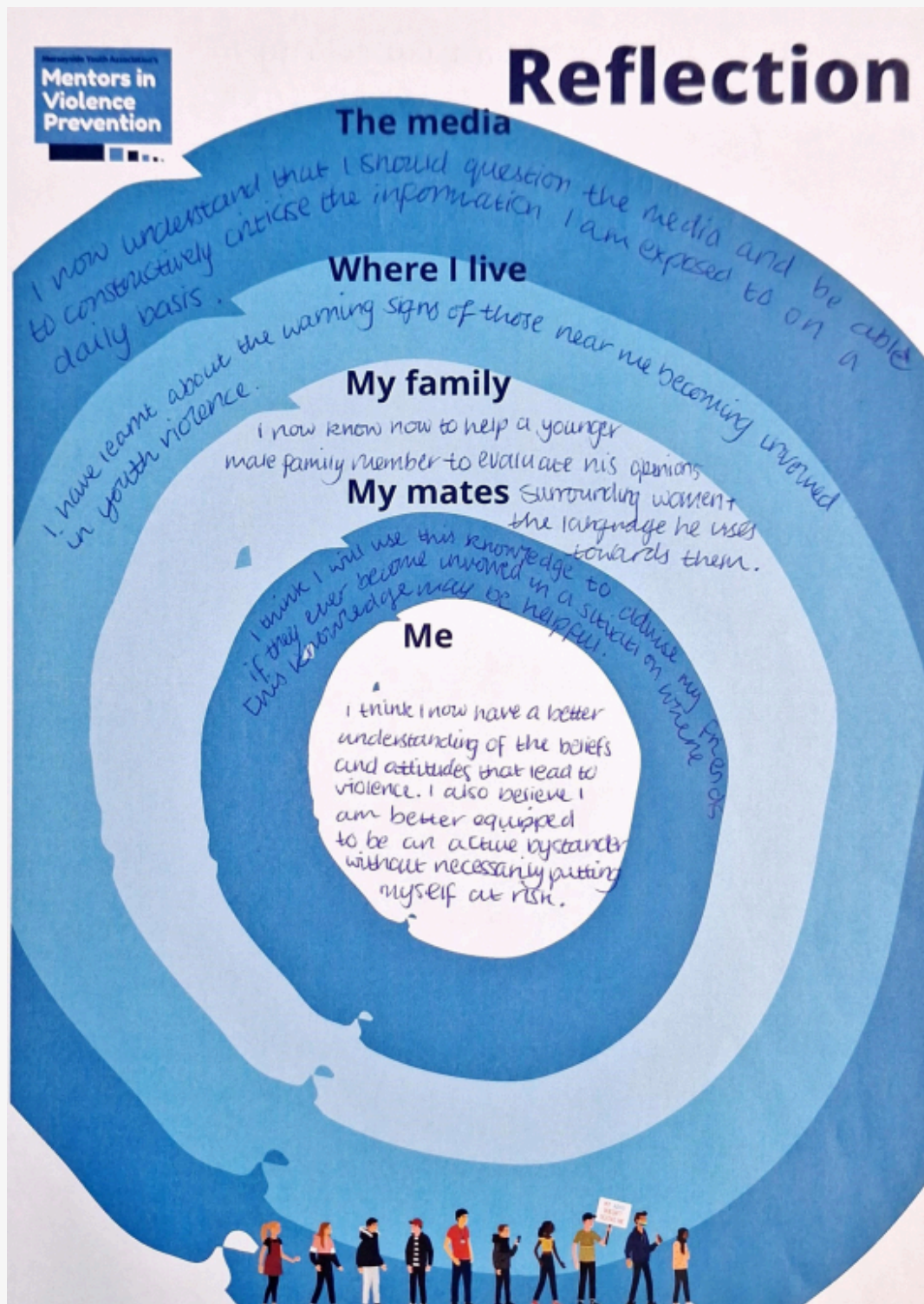
YOUNG PERSON REFLECTION

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



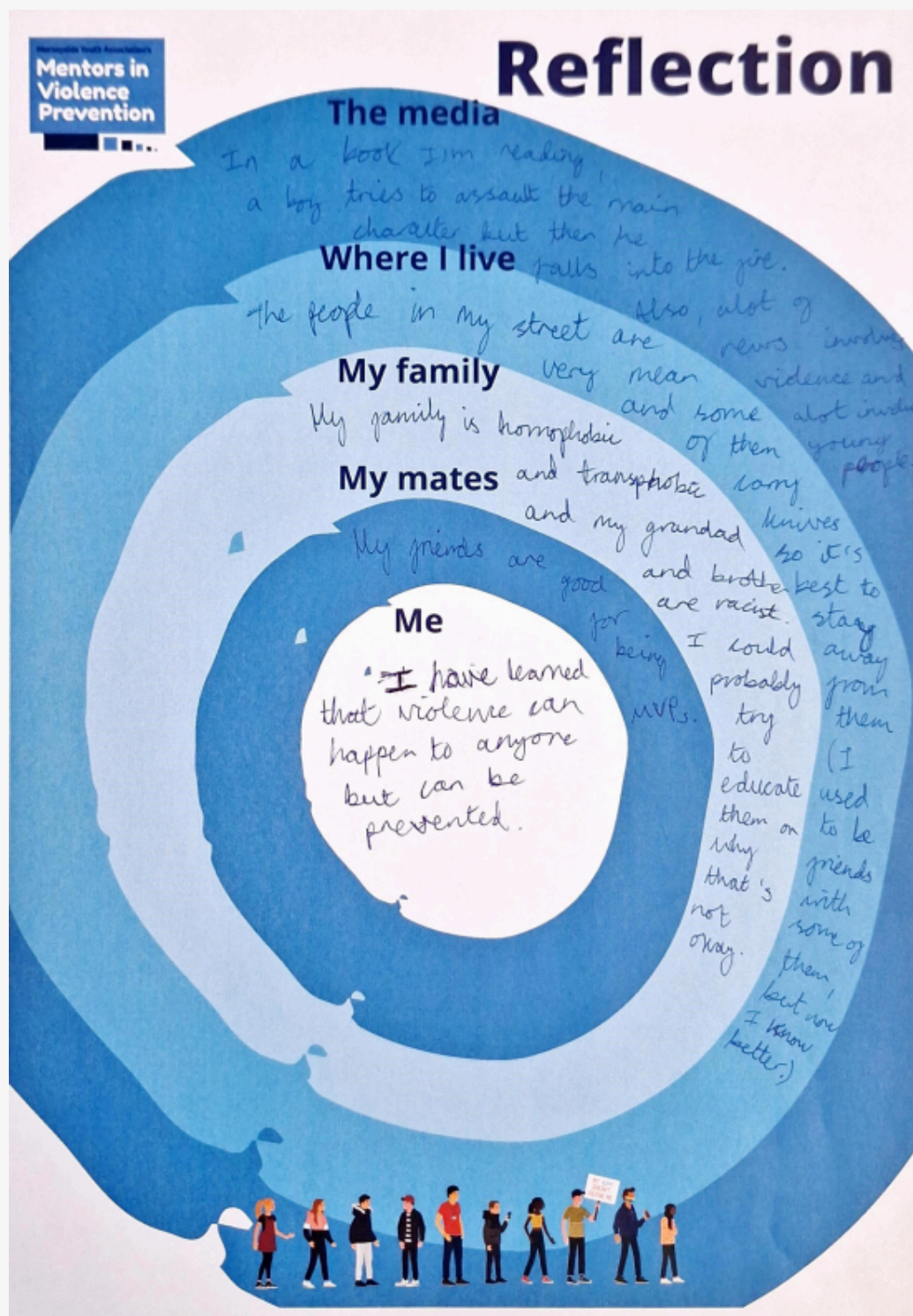
YOUNG PERSON REFLECTION

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



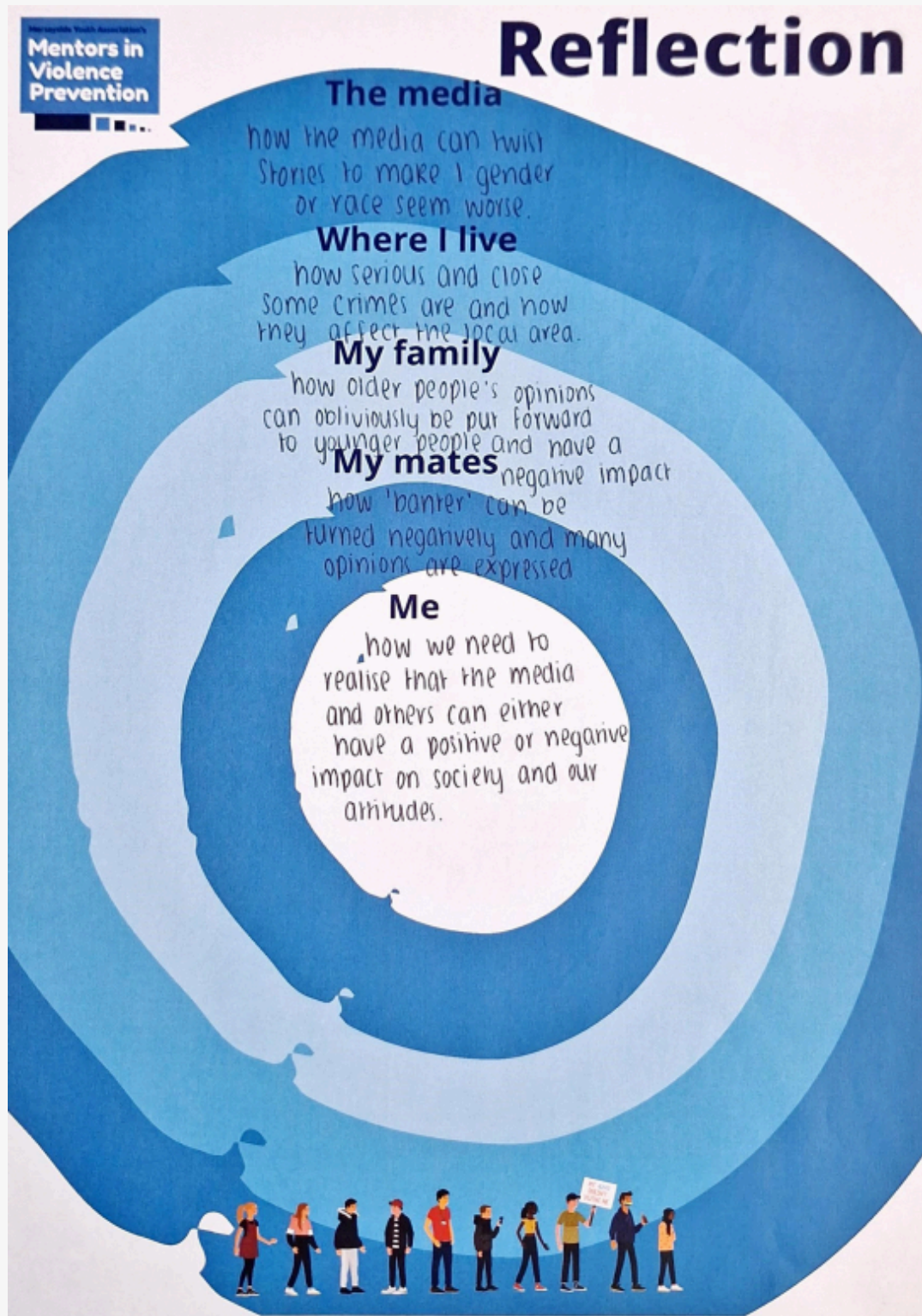
YOUNG PERSON REFLECTION

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



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, how the programme has impacted them, and their school.

WHAT DO YOU THINK ABOUT HOW PEOPLE TALK ABOUT GENDERS ONLINE? (VAWG)

Screens make it easier to spread harmful stereotypes to young men and women.

Radicalisation of young men leads to violence against women.

Pressures certain body image to look a certain way.

Toxic masculinity

Men can do different things without being judged

Discriminatory

People online influence young people to have the same mindset and morals

Immature

Stereotypical

Can spread harmful stereotypes that people may not want to be taught anymore 'boys don't cry'

MENTOR FEEDBACK

WHAT MORE DO YOU THINK NEEDS TO BE DONE TO TACKLE THE ISSUE OF PEOPLE CARRYING WEAPONS?

Bag checking in public places

More likely to die carrying a knife as defence than not - false hop.

Stop manufacturing massive knives

More stop and search

No exceptions on age

Stronger laws

More police and security

Enforcing more serious punishments.

WHAT DOES 'ANTI-SOCIAL BEHAVIOUR' MEAN TO YOU?

Acts done to intimidate people in society, to against the law or cause damage externally.

Shutting yourself out from society, intentionally not communicating with others around you.

It's not just about not wanting to socialise. Making people upset. Destroying things.

Being anxious to talk to people

Vandalism/littering

Physical Abuse

Harrassment

Causing social damage (property), shouting at random people publicly.

It made me think about gender stereotypes

MENTOR FEEDBACK

HOW HAS MVP HAD AN IMPACT ON THE PEOPLE
AROUND YOU (SCHOOL, COMMUNITY, ONLINE, AT HOME)

Gives younger people
confidence.

Helped people have more
understanding of things like
stereotypes.

Less bullying happens
in school and online

Encouraged more people to be
active bystanders instead of
passive.

People are reporting incidents
more, when they wouldn't have
done so before.

Making people aware
of hidden disabilities.

Made people think before
saying things about
disabiliites.

Not seen a fight in
school since.

Made it ok to ask
questions.

We have given advice and
solutions to violence
prevention.

We have educated the next
generation and been role models
to our community.

Provided a safe space.
Helped people to alter their
interpretations.

MENTOR FEEDBACK

HOW HAS MVP CHANGED THE WAY YOU THINK ABOUT VIOLENCE?

It focuses more on prevention than just solving the problem.

Proves people aren't just statistics

Putting yourself in other people's shoes

No one is 'innocent' understand how to help

People are reporting incidents more, when they wouldn't have done so before.

How to stand up for myself.

Made me more aware of red flags/ways you stop it from happening.

Made me realise there is more ways of violence than just physical.

Shows how much we can change outcomes of a situation

One incident can affect someone permanently.

It doesn't just affect the victim.

There's no excuse for hurting someone unprompted.

It starts with beliefs and attitudes.

Silence leads to violence

SCHOOL FEEDBACK

'Thanks again for the training, the feedback from the boys has been lovely.'

Cardinal Heenan

'Just to let you know, girls did amazing this morning - all form tutors reported the session went really well and girls were dead positive after!

St Julie's

'Kids are all really excited about starting the sessions next week. They all know what they're doing and are staying on Friday for a little practice of the core sessions.

Thank you so much for your help Lucy!
'The first two sessions have gone really well - feedback from the mentors and year 8 pupils have been overwhelmingly positive which is lovely. '

Hillside

'The students really enjoyed the graduation ceremony, thank you for all the hard work that went into organising it!'

Hope Academy

'The kids have been outstanding!
The filming went very smoothly and they were excellent at sharing roles out amongst one another.
The session went very well. The Y9s took it very seriously. The pace at which some of them work differs greatly!'

Holy Family

We have just delivered the 5th and final session to the yr7 Students. I am so proud of ALL the mentors- they have been amazing

What Went Well:

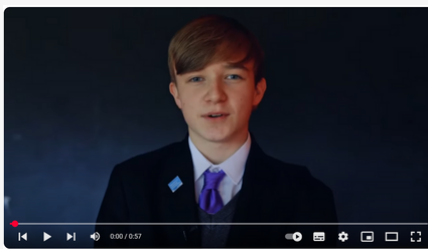
- Really good communication and organisation, Mentors taking responsibility and maturity of all the topics delivered
- Form tutors have felt comfortable allowing the students to deliver the PSHE lessons, They mentioned that their attitude, confidence, time and classroom management has been excellent.

Pensby High

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.



Kirkby High MVP Film - Stereotypes



Christ the King Catholic High School MVP Film - Southport Community Reaction



Hope Academy - MVP Film - Active Bystander



The Blue Coat School - MVP Film - Active Bystanding



St Hildas CE High School - MVP Film - Hidden Disabilities



St Anselm's College - MVP Film - Active Bystanding



St Julie's Catholic High School - MVP Film



Holy Family Catholic High School - MVP Film - Transition



Pensby High School - MVP Film - Domestic Abuse

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

“Today's workshop was a nice way to end the MVP course because we were able to help other people our age doing the same.”

“I enjoyed it and am more confident speaking on camera”

“It was so engaging, and I really like the script and the filming”

“I think it was very interesting and good to try something new.”

“I hope our video can make a difference.”

“I enjoyed it, I liked making a script and seeing my friends act.”

“Very good leaders and good video idea completed.”

“It helped me come out of my shell.”

FILM PUBLIC VOTE



This year, we held our MVP Public Film Vote.

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

A total of 9 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 2,098 votes were made by the public!



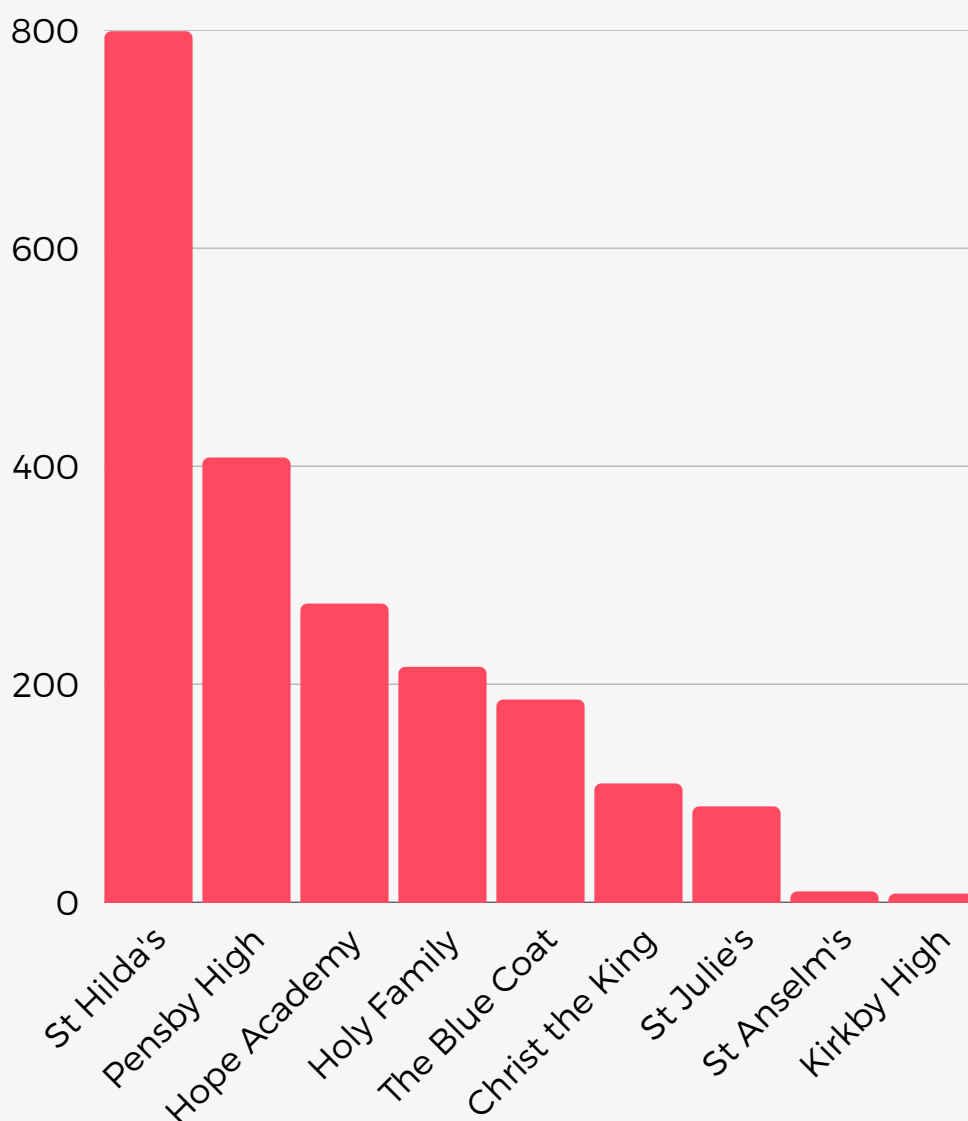
St Hilda's



Pensby High



Hope Academy



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.



Photo credit: Dave Brownlee Photography

[Click here](#) 

to watch the graduation celebration event.



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).

