



Report

2015-16

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Executive Summary

Mentoring in Violence Prevention (MVP) is a partnership approach, based in schools, which aims to promote positive relationships and reduce violence, particularly gender-based violence and bullying. It utilises a creative bystander approach where males and females are not looked on as potential victims or perpetrators but as empowered and active bystanders who have the ability to support and challenge peers. Senior pupils are trained as mentors to younger pupils and lead sessions based on realistic scenarios which explore topics, such as rumours, sexting and coercive behaviour, through discussion and role-play. The programme also looks at the attitudes and influences that lead to gender-based violence.

Following a pilot programme in 2012, Scottish Government funding has enabled the Violence reduction Unit and Education Scotland to work together in partnership to build a sustainable model of delivery.

In Scotland, from June 2015 to June 2016, the number of local authorities engaged with MVP has risen from 9 to 13 with the number of schools involved rising from 49 to 91. Over the past school year 846 MVP sessions have been delivered by mentors and the national team. The programme has reached approximately 16,725 pupils and 3438 adults. The number of authorities with their own trainers has grown from 2 (Edinburgh and Inverclyde) to 6 with staff from 4 authorities attending the Train the Trainer programme and receiving subsequent coaching (Dumfries and Galloway, East Ayrshire, Falkirk, Scottish Borders).

To ensure effective implementation, clear readiness guidelines have been developed and support has been offered to staff as they deliver the programme. The ways in which MVP can help contribute towards the aims of a variety of policies, such as Equally Safe (2014)¹ and Delivering Excellence and Equity in Scottish Education (2016), have been highlighted.

During 2016 a major MVP development has been a revision of the playbook. New scenarios have been written in consultation with relevant groups allowing a wider range of topics to be explored. These topics have included pornography, transgender bullying and further scenarios exploring coercive control. Session plans to accompany the scenarios have been written to encourage greater consistency in the delivery of the sessions.

A wide variety of partners have been engaged to support the roll out and delivery of MVP. Education staff have been working with Police, Health practitioners, Community Learning and Development

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workers, Educational Psychologists, 3rd sector staff, Violence against Women workers and parents (including grandparents). Feedback from partners and staff indicates that the partnerships developed have allowed a more effective delivery of violence prevention work. Sometimes MVP has been the gateway for partners to be able to engage with school staff who might previously not have recognised the partner's potential role in the school.

Evidence of the impact of MVP has been gathered through staff feedback, attitude questionnaires and focus groups.

Following MVP, both mentors and mentees are more aware of the issues related to violence, gender based violence and bullying. Attitude surveys before and after the MVP input show a positive increase in the percentage of young people who report that they would act if they saw a particular behaviour occurring. This includes an increased intention to act when witnessing a range of behaviours from name-calling to patterns of coercive control. Staff report an increase in pupils who are ready to alert them to safety concerns: from a fight brewing, or a friend self-harming, to someone carrying a sharp object into school. This increased communication allows staff to be proactive and to put support in place as necessary. Pupils and staff have also related examples of pupils intervening on the school bus or in the community when they have witnessed violence or bullying. Pupils report that they are now aware of a variety of ways that they can intervene when witnessing behaviours that are detrimental to wellbeing. Some mentors report they are now more aware of the need to ensure their own personal safety when intervening.

Both pupils and staff refer to an improved ethos within school and a reduction of barriers between older and younger pupils. Mentors and staff identify a positive impact on mentors' confidence and the enhancement of a range of skills such as team-work and presentation skills. Staff suggested that leadership was a key quality developed by involvement in the programme.

Following staff training in MVP, there is a significant increase in the number of staff who feel that they have the necessary skills to educate others about gender-based violence. There is evidence of increased awareness of issues, an increase in those who believe that bystanders can make a difference and a rise in the number of staff who thought that they would challenge gender-based violence.

A brief summary was given of challenges encountered in 2016 as well as actions taken with a brief outline of the next steps for MVP in Scotland concluding the report.

'In the end, we will remember not the words of our enemies, but the silence of our friends'

Martin Luther King

Vision Statement

Our vision is for safe communities built on positive relationships where every young person in Scotland will flourish, attain and lead.

Mission Statement

To create safe and supportive learning environments by challenging bullying and abuse, building relationships and creating partnerships between schools and communities.

MVP Scotland is a partnership between Scottish Government, The Scottish Violence Reduction Unit and Education Scotland. Despite continued reductions in the levels of violence, it is clear that it remains an issue across Scotland. The Mentors in Violence Prevention programme provides excellent opportunities to discuss a range of issues related to violence, within an educational framework where positive relationships and Health and Wellbeing are key.

MVP Scotland has grown from strength to strength since it was introduced to this country in 2011. With support from partners, MVP Scotland is now a well-established educational violence prevention resource serving both the needs of schools and community safety in Scotland.

The MVP Scotland team are delighted to present this annual report for 2015/2016. The report intends to communicate past and ongoing work that is clearly contributing to the overall success of the MVP Programme. The development of the programme has been made possible with the support of many local and national partners as well as through core funding from Scottish Government. This has allowed the MVP team to both expand and become ever more experienced in the delivery of the MVP model in Scotland.

Why is MVP Needed?

The negative impact on well-being from all forms of violence, bullying behaviour and social exclusion is well recognised. Mentors in Violence Prevention aims to empower young people to address these issues with peers in a safe way: gender-based violence is a particular focus of the approach.

Gender-based violence is endemic in Scottish society; domestic abuse incidents are risingⁱ and there is evidence that young people, particularly girls, encounter physical, emotional and sexual partner violenceⁱⁱ. A survey of Scottish young people of secondary school age, 'Young People's Attitudes to Violence against Women' (2014)ⁱⁱⁱ, found that stereotypical views of gender roles exist and those holding those views were less likely to view a range of behaviours related to domestic violence as very seriously wrong or likely to be very harmful. This reinforces the need for prevention work as advocated by the Equally safe Strategy (2016) which states,

'We need to eliminate the systemic gender inequality that lies at the root of violence against women and girls, and we need to be bold in how we do that through prioritising a relentless focus on prevention.'

MVP offers a peer mentoring programme which gives young people the opportunity to explore and challenge the attitudes, beliefs and cultural norms that underpin gender-based violence, bullying and other forms of violence. Within MVP, the violence that is addressed includes a range of behaviours including bullying, name-calling, sexting, controlling behaviour and harassment. A bystander approach is utilised in the programme whereby both male and female pupils are empowered to support and challenge peers and to be active in preventing violence in a safe way.

The programme is an approach which helps to deliver many of the key experiences and outcomes in the Curriculum for Excellence and contributes to a culture of safety where learning can flourish. The approach encourages community partners (police, community learning and development, psychological services, health) to work together with school staff in the training of mentors and in the embedding of the approach in schools. This partnership model encapsulates the spirit of the national approach 'Getting it Right for Every Child'.

Background: The Journey to 2015

Following a successful pilot programme in Edinburgh and Inverclyde in 2012, the subsequent work was focused on building experience and developing the tools that would support future embedding and sustainability of the programme. Funding secured in 2013 supported the secondment of a MVP trainer from Edinburgh to join the National Co-ordinator.

From this point in 2013 MVP increased its presence in both Edinburgh and Inverclyde, materials were developed and the training of new MVP trainers from these authorities was supported. These new trainers permitted both authorities to deliver their own MVP trainings with a decreasing level of support from the national team. The success of this strategy is underlined by the fact that both authorities have greatly increased their schools' involvement in the programme. Both authorities continue to plan, develop, implement and embed the programme.

Whilst the secondment of the original trainer was coming to an end provision of additional funding from Scottish Government in 2015 provided the opportunity to continue to develop this model of sustainability. This funding supported the recruitment of 3 further MVP trainers and a support role with a focus on the development of local authority readiness, programme fidelity and strengthening policy links. The National team now comprises a co-ordinator (Violence Reduction Unit) and 4 development officers (Education Scotland).

With these additional resources the MVP team developed a plan which had the key aims of both embedding the MVP Programme in authorities already involved in MVP but also engaging new authorities, supporting the implementation and embedding of the programme in these new areas. It was clear prior to this that there was a growing demand to implement the programme across Scotland. Programme links to health and wellbeing, as well as the focus on healthy relationships which are important for attainment, clearly contributed to how school staff viewed MVP as a resource that would support a range of educational priorities.

The timeline overleaf illustrates the MVP journey in Scotland.

MVP Scotland – The journey so far.....

2011	<ul style="list-style-type: none">• Jackson Katz, the author of MVP, speaks at VRU Domestic Abuse Conference
2012	<ul style="list-style-type: none">• Pilot programme designed to test the impact of the American MVP model adapted to the Scottish context• MVP supports initial training in Edinburgh and Inverclyde (3 schools involved)• MVP Scotland playbook developed
2013	<ul style="list-style-type: none">• Report on pilot project is published indicating positive impact in Scottish context. Perth & Kinross, North Lanarkshire, East Ayrshire and Scottish Borders receive initial MVP Training (4 schools involved)• MVP Playbook linked to CfE and supported by Education Scotland• First MVP Scotland leadership summit held at Scottish Police College and attended by 150 young mentors• Additional funding obtained to support a co-trainer
2014	<ul style="list-style-type: none">• Development of MVP Scotland training programme• Capacity building in Edinburgh and Inverclyde to support long term sustainability• Development of school implementation guide• Design of MVP Scotland Train the Trainer programme and associated materials
2015	<ul style="list-style-type: none">• Engagement of further new authorities – Glasgow, Falkirk, Dumfries, (20 additional schools)• 1st MVP Train the trainer event supporting Edinburgh and Inverclyde to become MVP self-sufficient (8 additional schools)• Additional funding to support recruitment of 4 members of MVP training and development team.• Development of programme fidelity framework to ensure MVP consistency across authorities and schools• MVP Scotland website goes live.
2016	<ul style="list-style-type: none">• MVP National steering group established.• Delivery of 2nd Train the trainer enabling 4 more local authorities to become MVP self-sufficient (Dumfries & Galloway, East Ayrshire, Scottish Borders and Falkirk)• Engagement of new Scottish Authorities (Midlothian, South Lanarkshire, Shetland, Renfrewshire)• Design of new MVP Scotland playbook and session plans• 1391 MVP mentors delivered 633 sessions to 11058 young people across 13 local authorities

The journey continues.....

What was the Plan 2015-16?

The main aims of the plan for MVP in Scotland 2015-16 were to embed the MVP programme in more Scottish local authorities and schools and to build sustainability. The planned activities to reach these aims were as follows:

Embed MVP in more Scottish schools

- increase the number of new authorities
- increase the number of new schools
- increase the number of sessions delivered
- increase awareness of the MVP programme

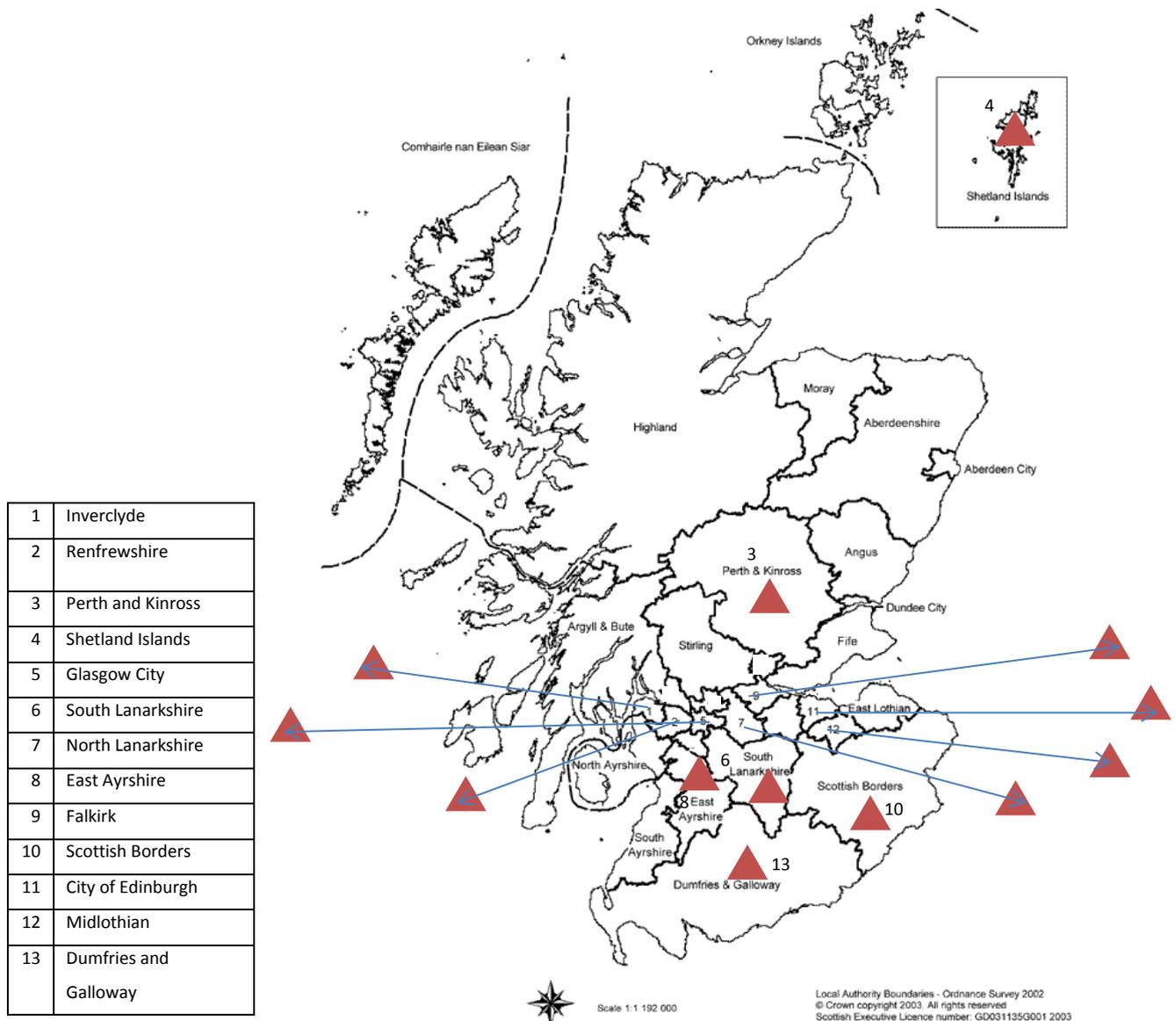
Build Sustainability

- increase the number of authorities with trainers
- create and utilise a clear implementation framework
- promote evidence based practice
- adapt the programme to the Scottish context
- offer staff and pupils opportunities for support and development
- build sustainable partnerships at local and national level

What has been achieved?

A key aim of the MVP national team is to build a programme model that nationally and locally both grows and is sustained. Since August 2015 the focus for the MVP team has therefore been to support existing areas in programme development and also to expand the reach of MVP across Scotland.

By June 2016 13 Local Authorities in Scotland have become involved in the development of the MVP Programme. To put this into some perspective the following map identifies current authorities where MVP is being implemented.



Summary of reach of MVP in June 2016



* This figure includes pupils reached through mentors (11058) and the national team (5667)

Embedding MVP in Scottish Local Authorities

The 'Train the Trainer' programme developed in 2014 has supported the sustainability of MVP within both Edinburgh and Inverclyde. Staff in both authorities, with initial support from the MVP team, have been able to deliver training to the remaining schools in their authorities. This model allowed schools involved in these two authorities to rise from 10 schools (pre 2014) to 20 schools in 2015 and 30 schools in 2016.

In February 2016 4 further authorities attended a 'Train the Trainer' event which again has allowed these authorities to start to introduce MVP into other schools in their authority. This model saw schools involved rise from 12 schools in 2015 to 23 schools by June 2016.

Expansion in Local Authorities and Schools 2015-16

Both the development of the Train the Trainers programme and the additional staff seconded to the MVP team have helped increase the numbers of schools and authorities involved in MVP development. The lessons learned from the early 2012/13 implementation process, in addition to the introduction of an implementation framework, have helped develop a more rigorous process when engaging new



authorities. As well as meeting current demand there has been a recognition that both school and authority readiness needs to be in place to ensure successful implementation.

Key readiness questions have been developed and these are shared with local authorities at the start of the engagement process when they express an initial interest in developing MVP. Following readiness discussions, the MVP team work closely with authorities and deliver a 90 minute engagement session with Authority Education leads, school leadership and partners. This session not only communicates the MVP Programme but also describes how MVP can support schools to deliver on a range of educational priorities including Curriculum for Excellence (2004), Getting it Right for Every Child (2007), A National Approach to Anti-Bullying for Scotland's Children and Young People (2010), Developing the Young Workforce (2014) and Delivering Excellence and Equity in Scottish

Education (2016). Local authority leads and headteachers are now given a paper which clearly links MVP to a number of national priority areas^{iv}.

In session 2014/15 a total of 9 local authorities and 49 schools were involved in developing MVP. Over the session 2015/16 the number of authorities with schools trained has risen to 13 with 91 schools now involved in developing MVP.

Name of Local Authority	Number of schools with trained staff in 2016 (no. in 2015 in brackets)	Number of mentors trained 2015-16	Number of sessions delivered	Number of pupils receiving MVP input
Edinburgh	21 (17)	382	168	2336
Inverclyde	7 (3)	325	105	921
Perth and Kinross	1(1)	15	30	263
North Lanarkshire	13 (10)	158	108	2375
East Ayrshire	9 (4)	117	64	2162
Dumfries and Galloway	6 (3)	20	40	353
Scottish Borders	3 (2)	48	42	522
Glasgow	9 (6)	236	10	1686
Midlothian	4 (0)	In development*	In development*	In development*
S. Lanarkshire	4 (0)	In development*	In development*	In development*
Falkirk	5 (3)	90	66	440
Shetland	6 (0)	In development*	In development*	In development*
Renfrewshire	3 (0)	In development*	In development*	In development*
Total	91 (49)	1391	633	11058

Table 1 Number of schools, mentors ,sessions and pupils reached in 2015-2016

* i.e. staff trained but mentors not yet trained

Awareness Raising

In addition to engaging, developing and supporting local authorities to implement MVP successfully, staff from the National team have delivered a number of awareness raising events across Scotland.



During the session 2015-16 these staff delivered 213 awareness raising events/sessions which reached approximately 3438 adults and 5667 pupils.

These awareness raising events have included workshops/presentations at the following events:

- International Women's day in Scottish Borders and South Lanarkshire
- Gender Equality event in Scottish Borders
- Holocaust Memorial Day in Glasgow
- Nota (National Organisation for the Treatment of Abusers) Conferences
- Youth Scotland Conference
- North Lanarkshire Learning Festival
- Meetings for headteachers in various authorities
- School assemblies
- Caledonian Programme Conference (male domestic violence perpetrator programme)
- Holyrood events
- Police Scotland event
- Workshop at Father's Network Conference
- Sessions with Scottish Government staff
- Speaker at 16 Days of Action Events



Sustainability

Creating and utilising a clear implementation framework

When expanding a programme and transferring it from one context to another there is a danger that the core elements of the programme can be lost or diluted. The quality of programme delivery can then be compromised leading to reduced effectiveness. To combat this risk an Implementation Science framework^v was used to systematically identify the key components for successful programme delivery. These components were then used to establish the elements needed to build quality and sustainability. This work carried out in the autumn of 2015 was the foundation for subsequent planning.



Having a clear picture of which components are required for programme fidelity has allowed the MVP team to check-in with schools and authorities to explore how the programme is being delivered and to establish with schools and Local Authorities what else needs to happen to ensure quality delivery and sustainability. For example in one authority it became apparent that there was a heavy

reliance on CLD staff to deliver the programme in schools but the reach of the programme was limited due to a lack of leadership by senior managers in the schools. Subsequent training targeted the attendance of depute heads from the schools already involved in MVP. Seven deputies attended the training and demonstrated commitment to taking MVP ahead in their schools. This has strengthened MVP delivery in this authority.

Creation and use of readiness guidelines

Development of an implementation framework included the production of readiness questions to support conversations between the national team and potential new authorities, as well as between area MVP co-ordinators and schools.

The impact of using these prompts can be seen in the example of one authority where staff from one school were driving the introduction of MVP to the authority. They were keen to go ahead with school training and had the backing of local Violence Against Women workers but had not identified an education lead within the authority and there was no formal commitment from the education

authority to support the programme. While keen to respond to the interest of the school it became clear to the link person in the national team that many of the pre-requisites for MVP to flourish were not in place. The readiness questions supported local authority discussions and in turn led to meetings with the education officer and a commitment from the authority to support the implementation of MVP. Awareness raising with locality partners has also now taken place. This means that there are now wider support structures in place for the schools which are about to receive MVP training.

Adaptation of MVP to the Scottish context

A quality expansion of a programme needs adaptation to local context as well as core elements of the programme identified and delivered.

Revision of the Playbook

During the initial pilot stage of the programme some changes were made to adapt the programme to the Scottish context. However feedback from staff and pupils suggested that some of the language of the scenarios was not culturally relevant. The scenarios were therefore revised to create language that was easily accessible to Scottish young people.



Feedback from young people also indicated that a wider variety of scenarios would be appreciated. Many staff and partners felt that scenarios could usefully explore current concerns such as transgender bullying or pornography. In order to respond to this identified need a number of new scenarios were devised in partnership with relevant experts and young people (see Appendix 1 for full list of scenarios).

Production of Session Plans

Observations of mentors suggested that there could be variability in how sessions were being delivered across schools and authorities. Some school staff had developed scripts/guidelines for pupils whilst others had not. Staff who were training the mentors had been trained at different points of the programme's evolution and were therefore training mentors to deliver in different ways. It became clear that to ensure the fidelity of the programme clearer guidelines for delivery of the sessions needed to be produced. These plans also reflected feedback from Education Scotland staff on the pedagogy of the programme: for example in the original scenarios a 'Train of Thought' was read out then discussed. Following feedback this was changed so that the young people were encouraged to identify their own thoughts before being presented with a prepared 'Train of Thought'.

Policy links

Another aspect of adapting MVP to the national context was to make explicit where MVP linked to key policy drivers and the ways in which embedding the programme could help deliver some of the outcomes identified in these policies. A paper was created to illustrate these links: this is updated as new links emerge. Prospective and existing authorities have



been given this paper. One Education lead felt that this was what was needed to help the headteachers 'join the dots' in terms of understanding the potential of MVP.

Offering Staff and Pupils Opportunities for Support and Development

The MVP development workers are each linked to a number of local authorities. They have offered a variety of opportunities to staff in these authorities to support the implementation of MVP in schools. For example there have been frequent meetings with staff from individual schools. National staff have supported planning groups in schools and steering groups at local authority level. They are in contact regularly with the Area co-ordinator. Matching partners to schools has also been part of their role. For example, staff in one school, who were concerned about an absence of partners due to the lack of a CLD worker, were linked by the development worker to a sexual health worker for the area who had been trained in MVP.

The national staff have supported many mentor training events with a total of 886 pupils at these events. They also support newly trained trainers when they are running their initial staff training sessions. Staff awareness sessions, twilights and input at in-service days have also been regularly delivered.

Promotion of Evidence based Practice

The first task was to gather available evidence on the impact of MVP both in America and in Scotland. Literature searches were conducted and direct contact was made with one of the researchers in America. A summary of the evidence was compiled; this summary is now given to local authority staff and headteachers who are considering implementing MVP. The evidence for MVP is also considered during the Train the Trainer sessions so that new trainers can effectively respond to questions they might receive regarding programme impact.



All schools are encouraged to gather evaluative data and to contribute to the attitudinal survey. A national evaluation plan for 2016-17 was developed and agreed by the national steering group.



Visit by MVP creator Jackson Katz

In November 2015 MVP creator Jackson Katz visited Scotland on his way back to the United States having spent time working in Europe.

During this brief visit Jackson delivered two presentations, one in Glasgow and one in Edinburgh. Both talks were packed with attendance by individuals from many sectors and organisations eager to hear him talk on all things MVP and wider violence prevention.



The Edinburgh event provided an opportunity to publicly announce the £450k funding provided by Scottish Government to widen the reach of MVP. Justice Secretary Michael Matheson attended the event and along with Jackson watched mentors from Edinburgh High Schools deliver a short MVP session which was filmed by Scotland's media.

Mr Matheson is a great supporter of the MVP programme and spoke highly of the contribution mentors in Scotland are making to promote community safety. Jackson left Scotland with words of encouragement suggesting that MVP Scotland was leading the world in its reach and content.



Link to media coverage <http://www.edinburghnews.scotsman.com/news/anti-bullying-scheme-gets-450-000-funding-boost-1-3946057>

Mentors leading the way...

Since MVP Scotland started the MVP team have been keen for mentors to deliver workshops at events where people want to learn more about the programme. This last session has been no different with mentors from Falkirk and Glasgow supporting national conferences.

Mentors from Falkirk HS supported the Caledonian Programme national event in Stirling. Caledonian is a court mandated programme that addresses those convicted of domestic abuse in Scotland. Attendees of the national event work on the front line with offenders and mentors gave an insight into how MVP aims to reduce the numbers of both victims and perpetrators of abuse. The organiser of the event praised the team from Falkirk for their input which he suggested provided hope that things can get better.



Mentors from Holyrood High School in Glasgow delivered an interactive input at a recent event to support 'The year of the Dad' The event organised by the Scottish Violence Reduction unit was attended by a range of organisations and individuals involved in working with men. The mentors facilitated a discussion on how stereotypes often prevent boys and men from being the people they want to be.

It is clear from these examples and others that mentors are developing experiences and skills which will support them when they leave school. Many mentors talk and write about their mentoring role within university and job application forms as well as at subsequent interviews.

What's happening at Doon Academy?

Doon Academy has achieved major success whilst championing MVP in East Ayrshire. Doon Academy was the first school in the authority to receive training in the programme in 2012 and the work by staff and mentors at Doon has been a catalyst for other schools in the authority to engage with MVP.



The commitment of the school community to MVP has led to both nominations and local awards. In 2015 this recognition became national when Doon Academy won the anti-bullying Champion Category of the Diana Awards. The UK Diana awards are for young people from 8-18 and are given to young people who are role models and who selflessly transform the life of others. The winning of the award recognises not only the tremendous work of the mentors but also the commitment of the staff and partners.

In 2016 pupils in the school developed the Stand tall game based on the concept of Jenga. Blocks contain MVP phrases and the game can be used as an ice-breaker to introduce sensitive topics to pupils when taking part in the programme. This game is part of a business venture and orders are already being received from other Ayrshire schools. The skills developed during this venture were recognised when Doon Academy reached the final of the Hunter Challenge in June 2016 receiving second place and high praise from the judging panel.



Photos below show the game developed by the team at Doon Academy.



The MVP team at Doon also reached out to the primary schools with the MVP message in 2015.



MVP mentors carried out a number of sessions within the junior schools to combat bullying behaviour. This is the first time that the MVP material has been used within the primary schools in the Doon Valley. Feedback from the schools visited was positive with all learners engaging in the educational delivery. The campus police officer who was part of the delivery commented “Bullying and violence prevention is an important part of the work that is going on within all educational facilities. It is inspiring to see the senior pupils taking on such a positive role as peer mentors within the MVP model”.

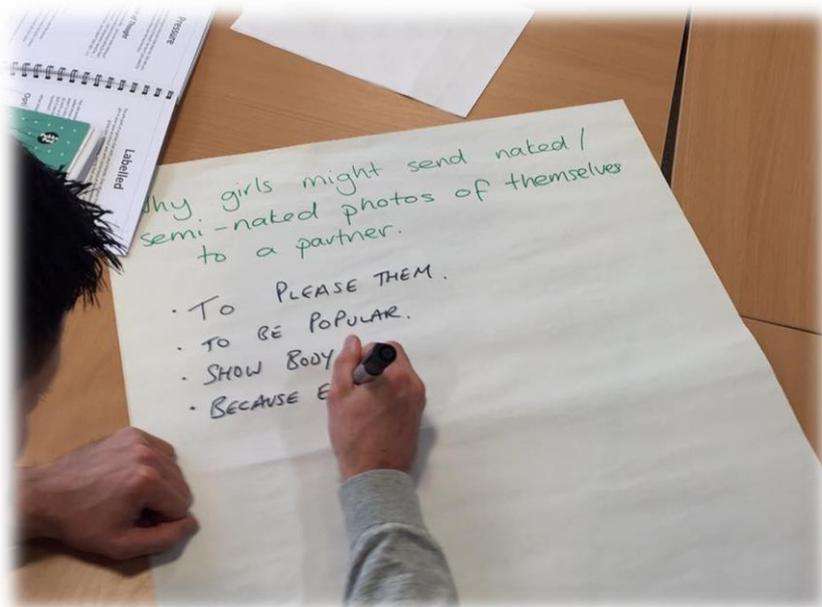
Supporting the fight against Child Sexual Exploitation

Recent and ongoing media coverage highlights a growing threat in Scotland. Police Scotland, the NSPCC and Barnardos have been working together to raise public awareness of this issue.

The MVP team were recently asked to work with Police Scotland to discuss ongoing work that will support longer term prevention of this exploitation. The Scottish Daily Record published a week long story which focused on the problem, the challenges it presents as well as a focus on what is being done to prevent it. The MVP Programme featured on Day 4 of this discussion.

Senior police officer reveals scheme is helping teens battle against "sexually toxic" world of sexting and bullying

To read full article follow link <http://www.dailyrecord.co.uk/news/scottish-news/senior-police-officer-reveals-scheme-8356549>



Case Study Dumfries and Galloway

Questions & Answers with the Co-ordinator for Dumfries and Galloway

1) Who decided MVP would be good addition to education in D&G, and what was the rationale?

A member of our Education Service Child Protection Committee had some information on MVP (via the National Co-ordinator (NC) I think). The committee decided to ask the NC to come and speak at one of their meetings.

2) What are your thoughts about the impact/potential of successful implementation of MVP in D&G?
We are in the early stages of implementation however, the schools who are taking part at the moment have considered the current and potential impact significant enough that they are carrying this on into their second year; some have included this as an option on the timetable.

3) How were your steering group members identified?

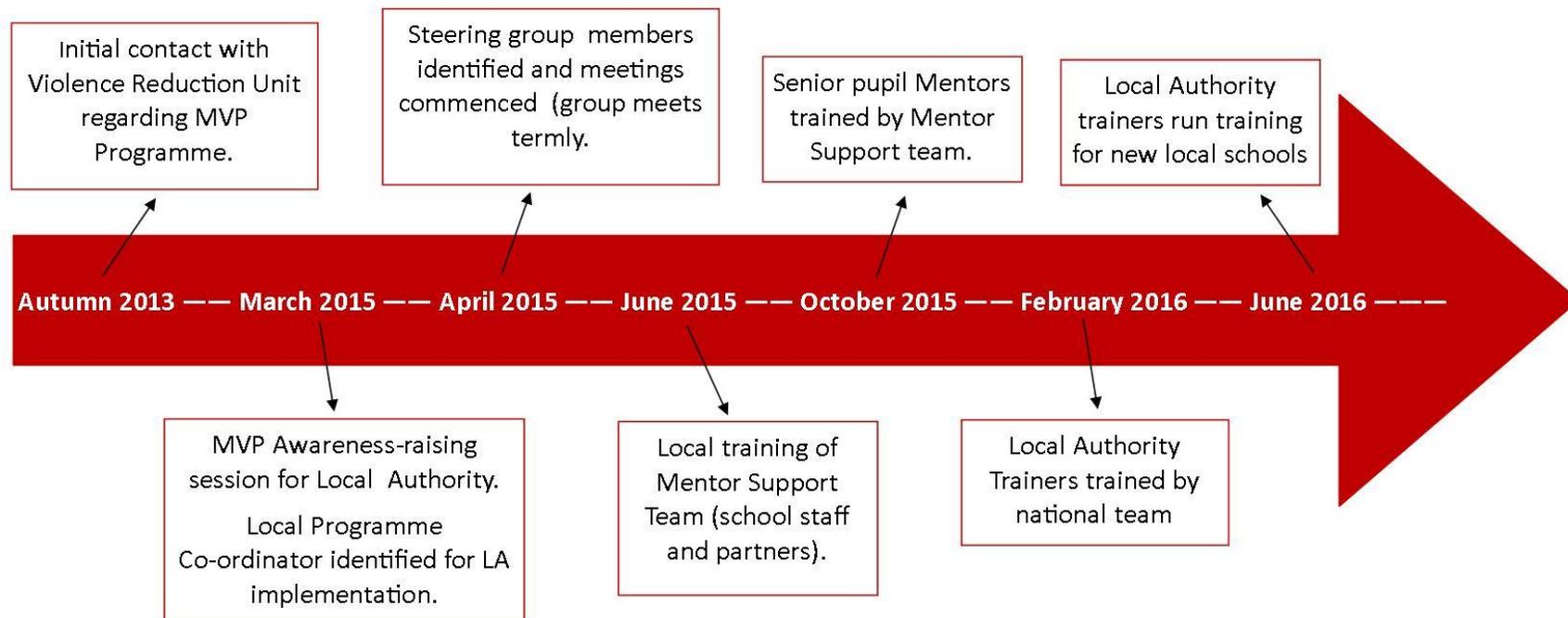
I (Education Child Protection/GIRFEC Officer) identified some multi agency colleagues who had attended a talk that the NC gave in the region and asked if they would be prepared to assist in driving the programme forward.

4) What do you need from a National team to ensure successful implementation?

We are feeling well supported by the National Team. We are moving towards being self-sustaining in respect of training and this has been possible because of the National teams' excellent input. The materials have become more user friendly because of some of the development work which has taken place. A continuation of this support is what we require. If it were possible for the National Team to run motivational events which were more local it would increase the opportunity for all of our mentors to attend.



Dumfries & Galloway Timeline of Implementation



Impact: What Difference have we made?

Impact on pupils and the related impact at school and community level will be explored by returning to the desired outcomes which were identified in the planning process. The quotes will be taken from a range of documents^{vi}

The outcomes for young people which were intended to be achieved were as follows:

- A. Young people will have an increased opportunity to explore a range of attitudes and behaviours within the context of health and wellbeing
- B. The programme will support the growth of positive attitudes which respect gender, diversity and support inclusion and safety
- C. Young people will have a range of strategies to safely challenge behaviours that are detrimental to health and wellbeing
- D. Young people will have increased awareness of peers' attitudes to violence
- E. Young people will demonstrate leadership skills

A. Young people will have an increased opportunity to explore a range of attitudes and behaviours within the context of health and wellbeing

Feedback from local authorities suggest that 633 MVP sessions were delivered by mentors across 91 schools. To explore whether these sessions offered an increased opportunity to explore a range of attitudes and behaviours it is helpful to refer to the feedback from the focus groups for young people held in May 2016.

Both mentors and mentees identified that discussions were facilitated by the model of peer education suggesting the model of delivery increased the opportunity for meaningful discussions. Staff also felt that peer education had been an important part of the programme.



'We're more relatable' (Mentor)

'We've gone through the same things so we'll be able to help them better than maybe a teacher who's more detached from the issue'(Mentor)

'It makes you feel more comfortable when you're not talking to a teacher about like situations and stuff and it's more people your age' (Mentee)

'The mentors have been able to connect with fellow pupils at a level which I think teaching staff would have great difficulty doing' (Staff)

There was also feedback that the use of scenarios and activities such as Agree /Disagree / Unsure allowed lively discussions that were more in depth than was the norm.



'It was active and enjoyable. We'd be answering questions we wouldn't normally be asked' (Mentee)

'They just talk about it in a different way' (Mentee)

Young people were asked if it was important to discuss topics such as gender violence and bullying and there was consensus in the focus groups that it was important.

'I think it's important to talk about it ...a lot of people assume that everyone knows how to spot this type of thing...where a lot of cases they don't...so I think it's important to talk to people especially at a kind of younger age where they are likely to take in an opinion...to be able to spot the signs if something is not the way it should be' (Mentor)

'There's been like several discussions where you've managed to challenge beliefs and it's a really good environment for it I think. ...it gives people the ability to reflect on it in a safe environment' (Mentor)

Young people suggested that the range of topics discussed could be widened. The development of the new playbook has responded to this identified need. The range of topics available to schools has been widened (see Appendix 1). It will be important to monitor whether these scenarios are actually delivered as interestingly, pupils in the focus groups mentioned the lack of a scenario dealing with

homophobia when such a scenario already existed. It is important therefore to ensure that young people have access to the range of scenarios.

B. The programme will support the growth of positive attitudes which respect gender and diversity and support inclusion and safety

Attitudinal Change

Part of the evaluation of MVP involves mentors and mentees completing an attitude questionnaire before and after input. One part of this questionnaire is when the young people are asked to respond to a range of statements 'If I SAW a student at my school do X I would' in terms of whether or not they would:

- Laugh or join in
- Do nothing
- Do something (a range of actions could be ticked in this category such as tell an adult, speak to the person privately etc.)

In 2015-16 these surveys were returned by 19 schools across 9 authorities (Edinburgh, Glasgow,



Inverclyde, Borders, Falkirk, , North Lanarkshire, East Ayrshire, Shetland, Dumfries & Galloway). There were 553 respondents who completed the survey before receiving MVP input and 157 who completed it after MVP (the length of time after input varied). Of the pupils responding 31% were mentees and 69% were mentors.

The responses to the questions showed that, following MVP, there was an increase in young people who said that they would 'do something' if they witnessed a range of problematic scenarios. Full details of responses are included in Appendix 2. Young people who said they would do something following name-calling rose from 84% to 99%, those who would do something following gossip or rumours increased from 85% to 97%. A positive shift in responses to scenarios of coercive control was also found: for example for the statement 'Keeping his/her girlfriend/boyfriend from spending time with friends' the choice to 'do something' rose from 84% to 96% and this choice also rose from



80% to 94% for the statement 'Checking the whereabouts of his/her girlfriend/boyfriend, trying to keep track of what he/she is doing'. Those who felt they would do something if someone was bullying via the phone rose from 88% to 99%. This suggests that the young people involved had potentially a lower tolerance for these actions following MVP input and had an increased intention to do something about these issues as they arose.

Improved ethos

Pupils identified that the introduction of MVP improved the ethos of the school and reduced divisions between older and younger pupils.

'I think it helps as well to kind of break that intimidation from the younger pupils to us that are much further up in the school. To kind of get along ...better'. (Mentor)

Older pupils were seen as approachable and ready to help.

'Cos like the people that took lessons they're always friendly... cos it seems it's someone you could go up to' (Mentee)

One young person felt that the best part of MVP, for him, was to know that there was someone he could talk to who was not a teacher. Staff felt that pupils had people that they could go to if they had concerns.

'Peer mentors have been asked by younger peers and have been confident to help them with issues' (Staff)

Staff gave feedback that mentors had noted an increase in younger pupils reporting incidents of name-calling and online bullying to them following sessions (April Quarterly Report 2016). As more of these issues are shared, there is a greater opportunity to intervene and end the bullying, leading to a safer, more inclusive environment.

One head teacher described the change in ethos over the years in which MVP was introduced to the school (NL steering group Nov. 2015). As a new head she had introduced restorative approaches and MVP and this helped to break down the previous culture in which intervening was seen as 'grassing'. The use of the bystander approach allowed pupils to feel they could do something if they saw a problem without being a 'grass' or betraying their friends. Pupils would regularly let mentors or staff know if a fight was brewing: over 4 years the exclusion rate dropped markedly and local police reported a drop in offending in the community. This pattern of reduced exclusions was also noted in a Borders secondary school where before MVP was introduced the rate of exclusions for 2012/13 was 24, then in Year 1 of implementation the number was 8, in Year 2 there were 5 and in Year 3 there were no exclusions. (Area co-ordinators report April 2016). It is possible that the introduction of MVP has contributed to these patterns of reduced exclusions.



Increased awareness

One shift pupils have noted has been an increased awareness that a problem actually exists, for example one pupil learned that name calling could be hurtful,

'How much words can actually hurt somebody...when like we're doing the racism thing'
(Mentee)

Another mentor demonstrated that the scenario discussion had raised awareness of the topic

'Our group we done like the rumours topic...you could tell it was getting a lot of them to think more about this kind of thing. It's just like it's something that happens a lot and a lot of people just don't take any notice of it cos it's such a day to day thing...so once we actually sat down and were talking about it and the impact it can have on the people involved, you could see people were getting a lot more aware of it and kinda thinking about it more as opposed to just letting it go' (Mentor)



Others realised that lack of action also had consequences.

'It makes you think about the consequences of your actions like if you don't get involved something bad could happen like if there's a fight between a couple...like of any gender...there could be violence later on...' (Mentor)

Increased Sense of responsibility

'Before the training you go out to some situations it's like 'That's none of my business' but when you've had the training your like that's wrong and I need to do something...in that situation' (Mentor)

For some young people there developed a sense of a responsibility to do something.

'Well it encourages you to not be silent, to not be a bystander. I think it makes you when you see a situation.. it makes you look at what can I actually do here...I could maybe help...it makes you think about what you could do' (Mentor)

Staff have seen an increased readiness to intervene when issues of safety arose.

'Pupils have instilled within them the bystander philosophy. Many more pupils are more willing to stand up against gender violence and all types of socially unacceptable behaviours when in the past more often than not pupils did not want to be seen as a 'grass'. One example of this would be when 3 pupils made the wrong decision to buy drugs at lunchtime. All 3 became poorly and had to go to hospital. Next day we had assemblies to ask for help to identify the drug seller. We used the bystander approach. By the end of the day the police had the name of the dealer. He was arrested and subsequently found guilty of growing and supplying illegal substances.'(Depute head)

'Pupils who have been trained as mentors gain confidence as leaders and are able to intervene safely when they see acts of social injustice. One example of this would be a S1 girl who was being verbally abused on the school bus by one of her peers. Two of our senior mentors stepped in and resolved the situation by sitting with the S1 girl. Both the girl and her mum have reported that she feels much happier and secure.' (Staff)

'Following a fight at a local chip shop CCTV showed the mentors intervening and escorting the pupils back to school.' (Staff)

'A boy in school assaulted another boy (there appeared to be no apparent motive). Several boys came forward to say they had seen what had happened and were willing to be witnesses as 'it's not right' (Staff)

'Numerous occasions of young people reporting when they hear fights are being planned or that a pupil has planned to attack someone. Staff are able to prevent fights ,to speak to the potential attacker and ensure the intended victim gets home safely.' (Staff)

'An MVP mentor intervened when a peer was intending to circulate an inappropriate photograph. His feedback to the CLD youth worker was that it was his training in MVP that had given him the confidence to deal with the issue.' (Area Coordinator, Quarterly report April)

These events were mainly reported in school but also in the community.

'Following initial mentor training one male mentor safely challenged 2 young men harassing a lone woman on the late night bus home from X.' (Staff)

'A female mentor recognised a potentially dangerous situation in Glasgow City Centre at night where a young woman under the influence of alcohol was being dragged around by a man. When she could she approached the woman and asked if she was okay and where her friends were. The result was the mentor taking the young woman back to a club to be reunited with her friends.' (Staff)

'I called the police on a man on the side of the road who was drunk and nearly walked out on cars' (Mentor)

Pupils also reported an increased readiness to intervene.

'Well, like I, maybe a couple of times on the bus I wouldn't have really bothered before, probably after seeing it multiple times then I would do it after doing the MVP training'
(Mentor)



Safety and wellbeing

In one school both mentees and mentors noted a reduction in fights.

'At the start of the year before MVP had started there was a lot of fights...more than usual but when we started doing sessions it calmed down' (Mentor)

In one school a mentor alerted staff that a young person was carrying a sharp object in school: this allowed intervention to take place.

Issues related to pupil wellbeing have also been highlighted. For example one group of friends decided to ask for help for their friend who was self-harming after input on being a bystander, as they realised that doing nothing might lead to greater harm than intervening (April Quarterly report 2016). In other situations pupils living within current or historical domestic abuse have disclosed this information and support has been put in place (LA feedback June 2016).



Several mentors have disclosed personal issues following mentor training and this has allowed the opportunity for support to be offered to the young person.

However not all pupils felt that MVP had made a difference. One pupil noted,

'Cos sometimes it helps and sometimes it doesn't... cos some people are doing it and some people aren't... it's a mix' (Mentee)

C. Young people will have a range of strategies to safely challenge behaviours that are detrimental to health and wellbeing

Pupils reported that they were more aware of a range of options when encountering problematic situations.

'I think I can know where to go or what to do if a fight breaks out or em something happens in the corridor' (Mentee)

'It taught us how to handle bullying' (Mentee)

'I think it's made me a lot more aware of like in the playbook there's not just one option, there's loads and loads of different options, for like when we were discussing it with the younger pupils, you'd go through it and discuss each option, so I think it made me more aware of what options are out there and what can be done about it, instead of just you do this and that's it' (Mentor)

'The thing I know is now I could intervene without hurt' (Mentor)

D. Young people will have increased awareness of peers' attitudes to violence

For some young people MVP demonstrated that their peers were also not happy with certain situations, thus giving them confidence,

'It kinda shows that people want to stop it...it makes you like more confident to like challenge, if someone says something you can challenge it' (Mentor)

E. Young people will demonstrate leadership skills

The previous examples where young people intervened to stop violence or bullying is evidence to suggest that the above outcome has been met. During staff feedback leadership was identified as a key quality developed in mentors by the programme.

'I can say with certainty that the pupils from my group showed great leadership skills, recognised and developed their working practice based on each other's skills and overcome some anxieties around standing & presenting in front of the class.' (Depute head)

Involvement in MVP also led to a wider achievement of skills related to employment. Mentors identified improved skills in areas such as group work, team building and presentation skills and a growth in confidence that was important for them as they moved forward into further education and employment. Feedback from staff questionnaires noted similar impact on the mentors.

Partnerships will be strengthened between schools and the wider community

From the outset the MVP team has always had a focus on building strong partnerships which will support local and national capacity as well as programme sustainability.

When authorities are initially engaged schools and authorities are asked to identify relevant partners who would be able to support development of the programme as well as supporting future mentors. In this capacity MVP has engaged a range of partners including: Police, Health practitioners, CAMHS staff, Community Learning and Development workers, Educational Psychologists, 3rd sector staff, violence against women workers and parents (including grandparents). It is clear that school staff see partners as not only as sharing the work they do but also bringing a wealth of experience and knowledge in support of MVP.

The development of the new MVP playbook and session plans also involved support from the Woman's Support Project and LGBT Youth Scotland. Their expertise around pornography and transgender has helped shape relevant scenarios within the MVP curriculum.



In many authorities MVP is supported through a steering group which involves strategic partnerships at a local level. Two examples of steering group memberships are given below:

Falkirk Council: 2 Depute heads, Family Support Service, Police Scotland, S6 Mentors, Health Promotion NHS Forth valley, Health and Wellbeing Officer, MVP trained teachers.

Scottish Borders Council: 2 Depute heads, Education Lead Officer for Health and Wellbeing, Health Promotion (NHS Borders-sexual health lead), Safer Communities, Police Scotland, Violence Against Women Partnership (Co-ordinator), Borders Women's Aid, Scottish Borders Rape Crisis Centre.

Two statements from partners give an insight into the value of the partnership engendered by MVP.

'I have found that partnership working between Edinburgh Women's Aid and MVP Scotland has been a very positive experience. It has allowed working relationships to be established between Education and the voluntary sector, where links are so very important but sometimes hard to make. This allows us to all work together towards a shared goal of raising awareness of Gender-based Violence among young people and starting conversations about what they can do about it. The partnership work has not only has generated referrals to Edinburgh Women's Aid, allowing children and young people to access our services, but has contributed to my own professional development and informed my practise in a very positive way.'

Women's Aid, Edinburgh

'MVP has been invaluable in assisting North Lanarkshire Violence Against Women Working Group in delivering on the prevention element of its strategy and action plan. Already we are seeing the impact on our schools and communities'

Domestic Abuse Co-ordinator, North Lanarkshire

When examining how far the outcomes have been achieved, a variety of sources of evidence have been used including staff questionnaires, practitioner feedback, pupil focus groups and staff and pupil attitude surveys. This allowed triangulation of the available evidence. As can be seen by the impact evidence, the main themes that have been identified have been reflected both in the staff and pupil feedback thus strengthening the evidence which indicates that MVP is impacting on young people and the school community.

Staff training impact

Information was gathered from 156 participants who received training in MVP on either a one or two day training. The trainings covered 9 authorities and were delivered by a number of different trainers.

Nearly all participants found the training worthwhile and would recommend the training to others. Of 132 respondents, 70% strongly agreed that the training was worthwhile and 29% agreed that the training was worthwhile while only one respondent disagreed. When asked if they would recommend the training, 75% respondents strongly agreed, 25% agreed and 1 strongly disagreed.



Participants were asked to write their personal training goals at the start of the training. After the training they were then asked whether they had achieved these goals. 131 respondents out of 132 felt that the goals they had set themselves had been reached.

Almost all participants felt that their awareness of gender-based violence had increased and that the training had been a safe space in which to explore this topic.

Q12 I have the necessary skills to educate others about sexual harassment, dating violence and sexual assault in my work

Answered: 315 Skipped: 0

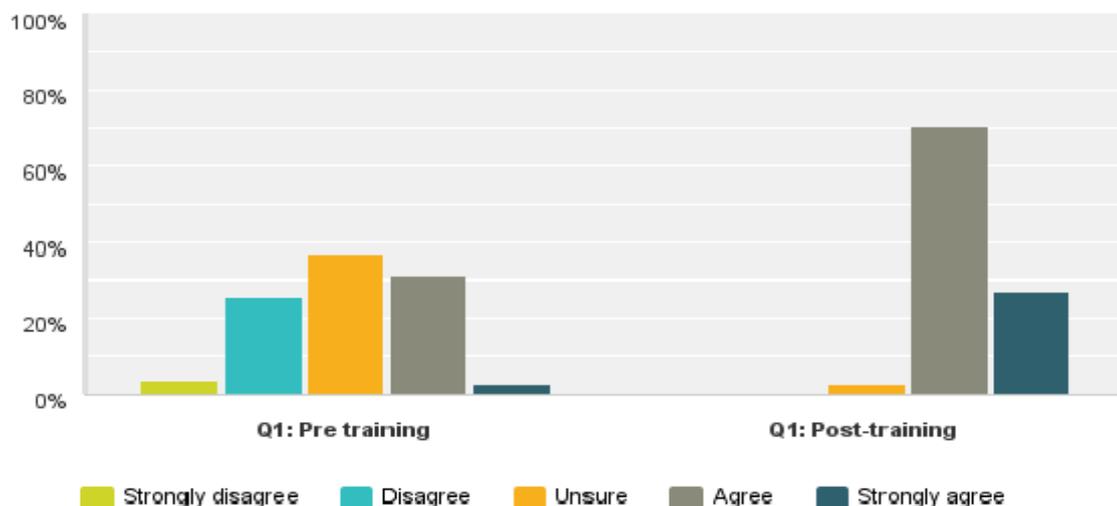


Figure 1 I have the necessary skills to educate others about sexual harassment, dating violence and sexual assault in my work

Many staff valued the opportunity for discussion with colleagues and the interactive nature of the training. Following training there was a sharp rise in the percentage of participants who felt that they had the skills and knowledge to educate others in the field of gender violence (see Figure 1).

Introduction of the bystander approach not only led to a strong increase in the proportion of participants who felt that bystanders could make a difference but also led to a rise in the number of participants who thought that they would intervene on witnessing gender based violence.

Impact on attitudes to victims and to consent was more mixed. Reactions to one statement suggested a reduction in victim blaming but responses to another statement suggested a small increase in victim blaming.

What did Participants value most about the training?

The most frequently mentioned aspect of what was valued about the training was the discussions,

'The opportunity to interact and discuss issues with peers'

'Open discussions facilitated by trainers along with willingness of participants to share'.



Presenters were felt to be well informed and supportive. Several mentioned that the course was well presented with particular aspects noted positively such as the tone, pace and structure of the training with several noting the importance of a relaxed atmosphere and one noting that they valued that it was 'safe'.

'Excellent facilitators'

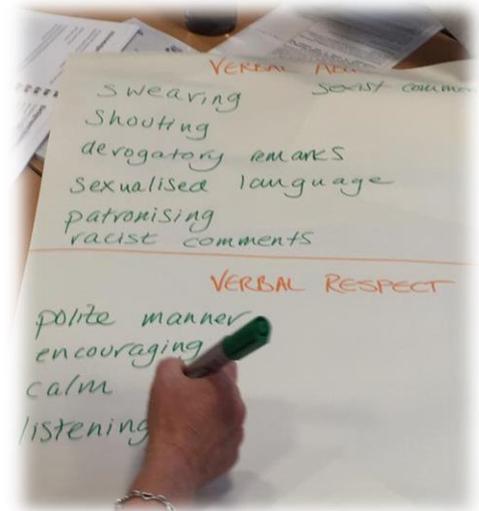
Others appreciated the blend of theory and practical input and that the training was interactive.

Several participants particularly valued the knowledge and practical learning gained and the raised awareness.

'Topics focused on were relevant but things you may not necessarily know about'

'an intense and thought provoking day'

The relevance of the issues was mentioned by several participants. The value of exploring gender stereotypes was mentioned and the various activities such as Agree/Disagree/Unsure. It was noted that examples used during training were current.



The scenarios were felt to be a valuable part of the training partly because the training was allowing the staff to experience what the mentors would experience. These demonstrations were found to be helpful.

'completing the lesson the way they would be introduced in school'

'opportunity to experience training to become aware of how mentors role feel(s)'

One respondent noted,

'You have the right balance between stressing the danger and negativity of gender violence without scaring off male participation'

When asked what participants would change about the training there were 73 responses: 15 stated N/A and 32 felt that nothing should be changed. Several respondents suggested more time in general was needed while others suggested more time on particular subjects: on what respect looks like and on explaining and preparing the lesson plan. Another respondent felt the course was too long. A participant on the one day course felt two days would have been better.

Case Study: Partnership



Gordon Todd is a school based police officer working within Falkirk High School. He has been supporting the school in developing the MVP Programme after initial training in 2015. Gordon is a passionate supporter of MVP and was asked to discuss his role and how the programme has supported him within the school.

'Having attended initial MVP training we (the school team) were keen to get moving. We had some initial challenges recruiting mentors but were able to quickly overcome these. As I worked with the new mentors they become more committed the more we discussed MVP.

Despite these challenges the mentors worked well with S1 pupils in the school delivering a range of activities and sessions from the playbook. The mentors also delivered a workshop at an event to mark Holocaust Memorial Day. They saw the connection between these events and the values within the MVP Programme.

This year our previous mentors helped us recruit a new batch of keen and eager young people to continue the programme. Recruitment this year was not an issue with over 80 young people volunteering to perform this role. This presented a different challenge around who to pick. We now have a group of 30 young people, 15 boys and 15 girls. We didn't want to turn away other volunteers so have enlisted them to support more targeted work. If the school sees a particular issue we can call on this wider group to support the team. Some of our less confident mentors are being used to develop media and advertising which further communicates the programme values across the school.

MVP clearly supports my role as a School Based Officer. It gives me an effective educational product that allows me to target the issues we see in and out of school without it being the old scatter-gun approach of a Police Officer coming in and delivering a talk to an Assembly Hall full of pupils.

MVP has allowed the school to get the conversations started with pupils and shows them that they can be part of the solution, rather than be seen as the problem. The topics covered in MVP engages pupils in many of the policing priorities assisting in showing what we are doing as a school and what I am doing as an individual to combat these issues in an effective way.

I have noticed an increase in bystanders feeling empowered to come and report something that they previously would not have done, again allowing me to get in and prevent issues escalating to a physical level".

Challenges

- The need for culturally relevant materials. Certain phrases such as ‘this is an ugly situation’ were off-putting to the young people. Some of the options referred to in the original materials suggested actions which were not seen as likely or relevant. Additionally a wider range of materials was being requested by staff and young people.
Action: Revision of playbook (see P. 14). Feedback on the new materials will be sought during session 2016-17.
- The need to ensure consistency in the delivery of the scenarios.
Action: Development of session plans which detail the key questions to explore and give clear guidelines as to how to deliver the sessions (see P.15).
The use of the session plans will be reviewed by stakeholders over session 2016-17.
- A small number of schools or local authorities had received training but then had not progressed with implementation.
Action: Development of clear readiness questions to help staff decide whether the school/Local Authority was ready to implement MVP (see example of impact of readiness work on P. 13). It was considered that if factors related to readiness are considered before implementation then implementation will proceed more smoothly.
- It was noted that communication with schools could be more problematic when the Area Co-ordinator did not work within Education.
Action: Where this was the situation the team worked with the local authority to identify an education lead who could liaise with the local area co-ordinator.
- A number of staff asked for information on different models of delivery. The original materials already offered some case study examples but it was felt that it would be helpful to offer more examples of implementation now that the programme has been running for a few years.
Action: It was agreed that a variety of schools would be followed over 2016-7 to develop case studies of evaluation.
- When gathering data on implementation the information could be hard to collate as schools were interpreting the form in different ways.
Action: a revised form was devised for 2016-17 to improve the usefulness of the data gathered.

General

- Staff shortages in 2016 led to problems in releasing school staff for training due to the lack of supply staff.
Response: the national team tried to be as flexible as possible with training dates to allow schools to take part.

What Next.....?

2016-17

The number of authorities involved in MVP has risen from 9 (session 2014/15) to 13 authorities over the last year. Clearly there is work to be done to engage the remaining authorities. A number of authorities have already expressed interest in MVP and an engagement period has started. Roll out and expansion are a key focus for the coming school year.

The following key actions will form part of MVP planning in the coming year.

- Delivery of MVP training in 6 new authority areas (Orkney, Highland, Aberdeenshire and provisionally Angus, East Dunbartonshire and 1 further authority)
- Delivery of further Train the Trainer courses to support 4 further authorities becoming MVP self-sufficient (SS) and support existing SS authorities to maintain trainer numbers.
- Provision of a range of animations which will support delivery of MVP scenarios.
- MVP Mentor Event December 2016 at Glasgow Tramway
- Provision of 2 national CPD events
- Submission of sustainability report to Scottish Government providing options to support MVP post March 2018.

2017-18

- Implementation and transition planning over the year ahead in addition to forward planning for when the funding period comes to an end
- Development of theatre work to support MVP
- Consolidation of existing authorities
- Workshop event with mentors
- 3 new Local Authorities engaged

Appendix 1 Scenario Options and Focus

<u>SCENARIO</u>	<u>TOPIC</u>	<u>VERBAL ABUSE</u>	<u>EMOTIONAL ABUSE</u>	<u>PHYSICAL ABUSE</u>	<u>SEXUAL/ EXPLOITATION</u>
INSULTS	NAME CALLING	X	X		
GROUP CHAT	ONLINE ABUSE	X	X		
LEFT OUT	ISOLATION		X		
RUMOURS	NASTY RUMOURS	X	X		
CORRIDOR	DOMESTIC ABUSE		X	X	
TEXT MESSAGES (SEND)	CONTROLLING BEHAVIOUR		X		
TEXT MESSAGES (RECEIVE)	CONTROLLING BEHAVIOUR		X		
PHOTOS	SEXTING		X		X
LABELLED	SHAMING	X	X		
EXPECTATIONS	UNHEALTHY RELATIONSHIP		X		X
EXPOSURE	WATCHING PORNOGRAPHY				X
WORDS	USE OF LANGUAGE	X	X		
NAMES	TRANSGENDER BULLYING	X	X		
PARTY	ALCOHOL & CONSENT				X
Pressure	UNHEALTHY RELATIONSHIP	21	X X	X	X

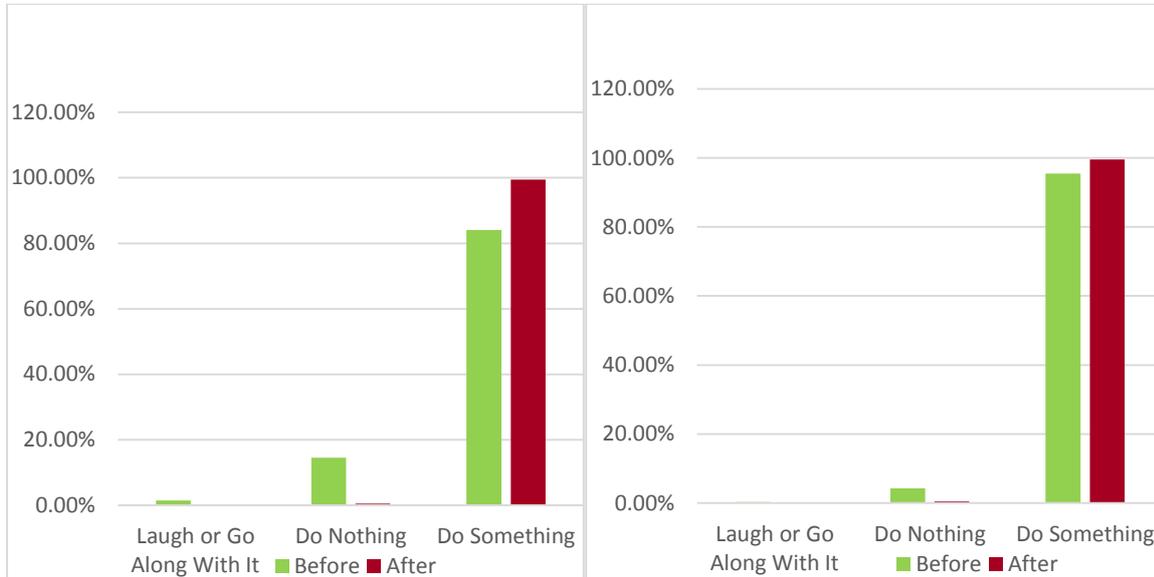
Appendix 2 Responses by mentors and mentees to Statements A-P before and after training to statements beginning with the statement: 'If I SAW a student at my school was....'

A....calling another student a hurtful name,

B ...making fun of a gay or lesbian

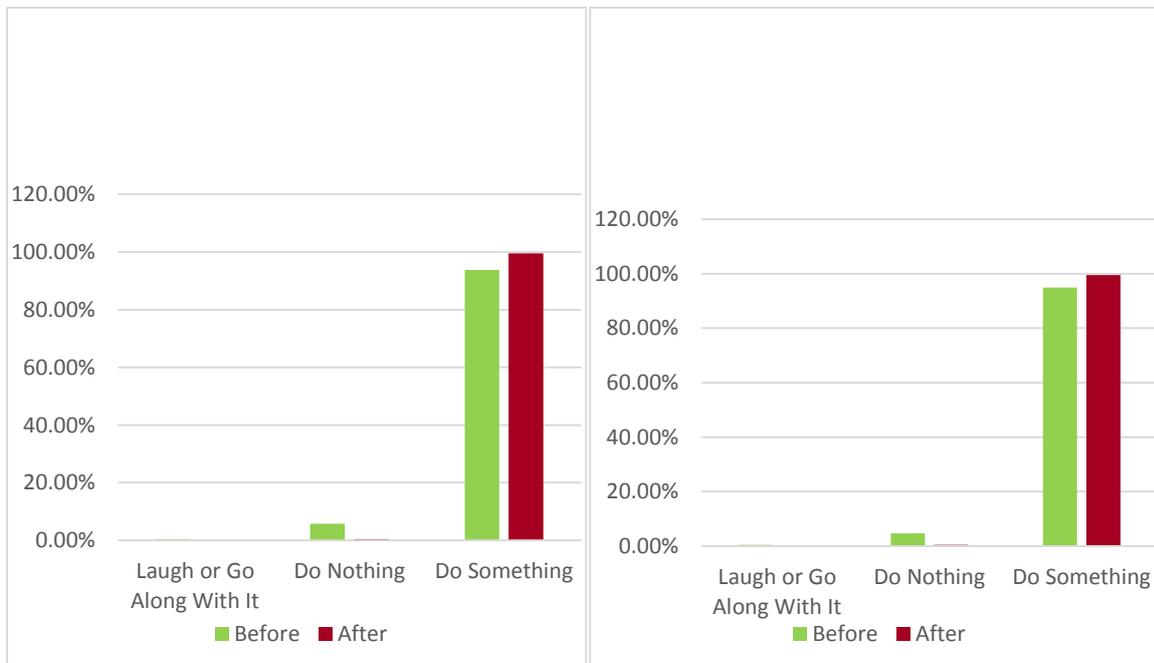
I would:

student I would:



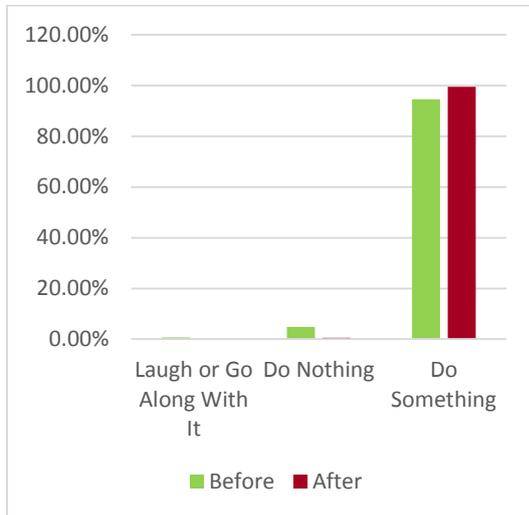
C ...hurting another pupil physically I would:

D...touching and grabbing a student in a sexual way I would:

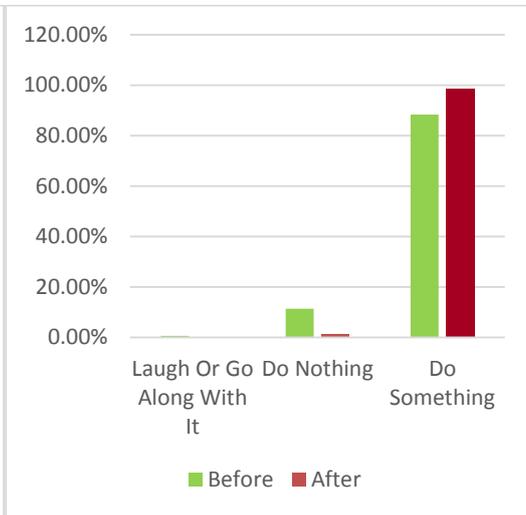


'If I SAW a student at my school was....'

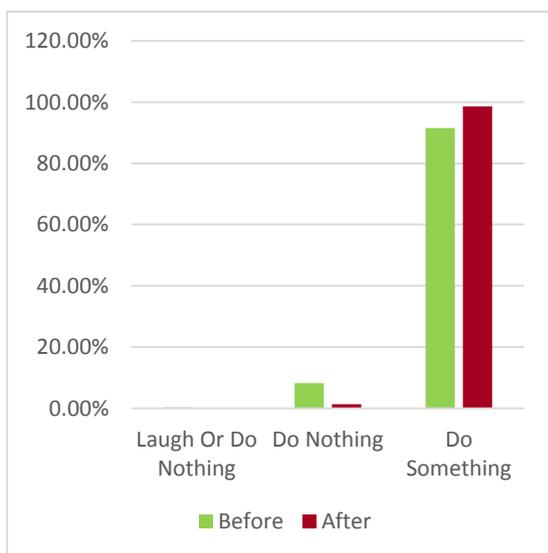
E...picking on or bullying another student
I would:



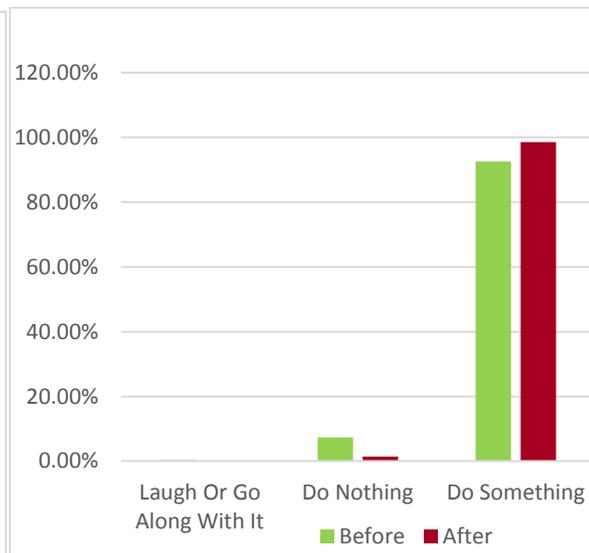
F ...Using the internet/mobile phone to put down or harass another student with words or pictures, I would:



G ... Pressurising another person to send someone a nude picture, I would:



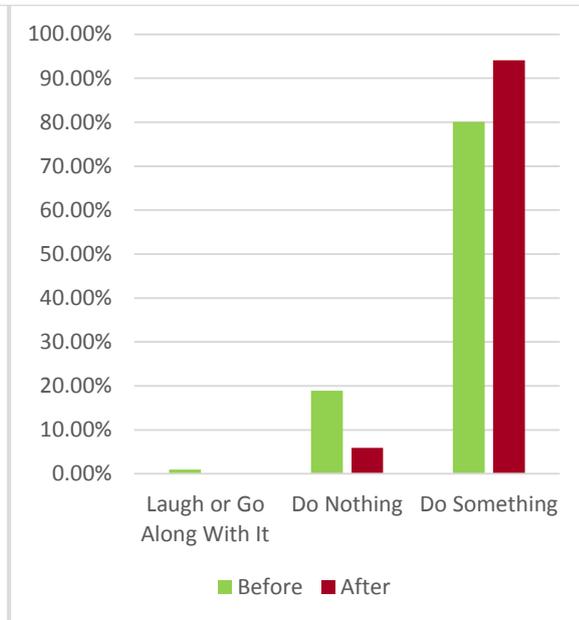
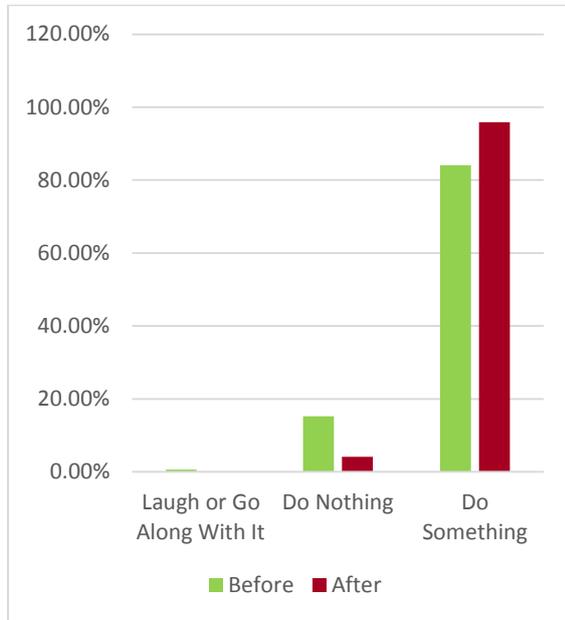
H... Pressurising his/her girlfriend to do something sexually she/he doesn't want to, I would:



'If I SAW a student at my school was....'

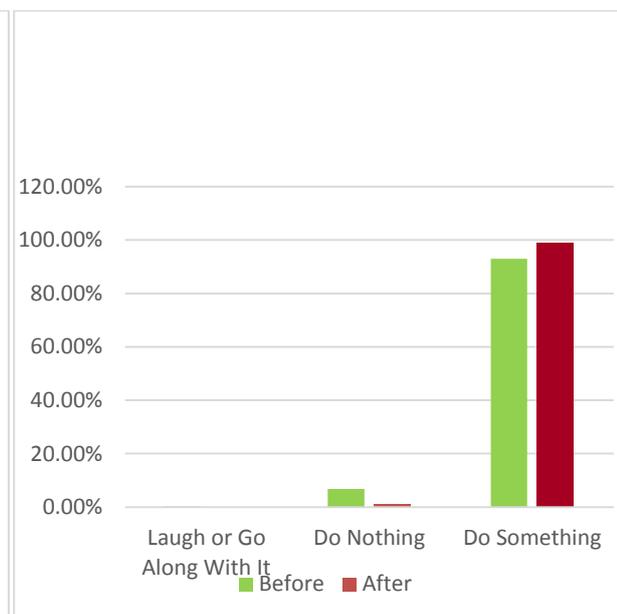
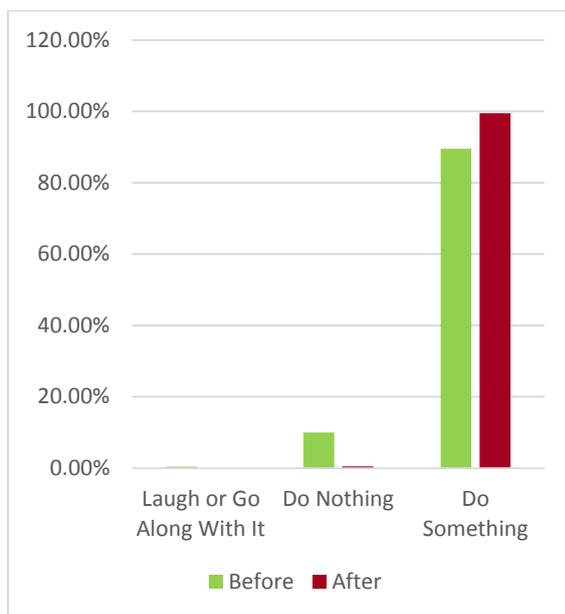
I... Keeping his/her girlfriend /boyfriend from spending time with friends, I would:

J... Checking the whereabouts of his/her girlfriend/boyfriend, trying to keep track of what he/she is doing, I would:



K... Calling his/her girlfriend/boyfriend mean and nasty names, I would:

L Doing something to his/her girlfriend/boyfriend that might hurt emotionally, I would:

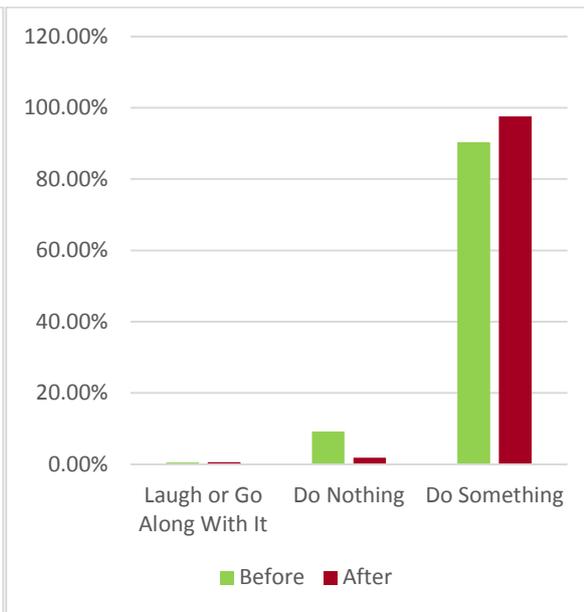
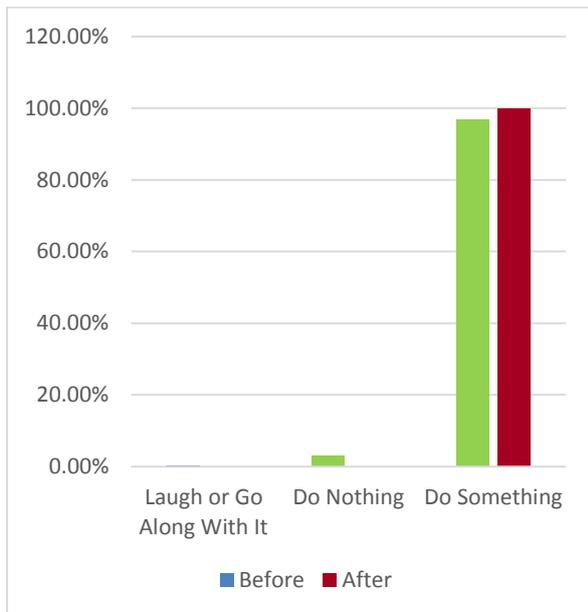


'If I SAW a student at my school was....'

M... Doing something to his/her girlfriend/boyfriend N...Arguing in what seems like a violent way

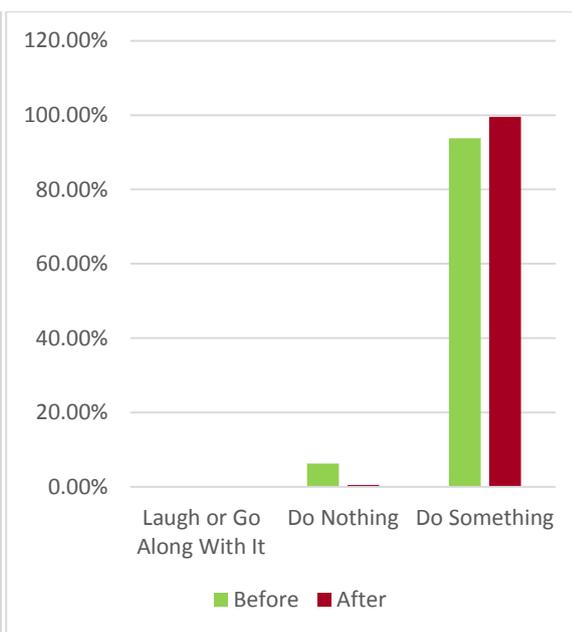
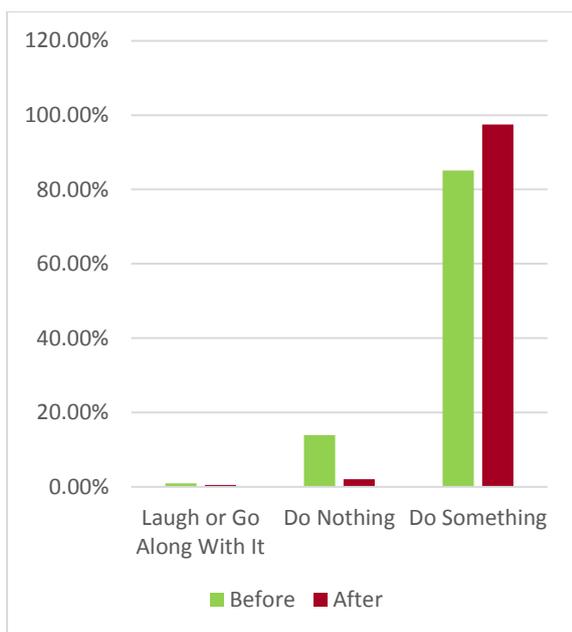
That might hurt physically, I would:

I would:



O... Gossiping and spreading rumours about others I would:

P... Carrying or hiding a weapon, I would:



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Scottish Government (2007) Getting it Right for Every Child

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Scottish Government (2014) Developing the Young Workforce: Scotland's Youth Employment Strategy

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ⁱⁱⁱ Scottish Government Social research Series (2014) Young People's Attitudes to Violence against Women: Report on Findings from the Young People in Scotland Survey

^{iv} Policy Links for Mentors in Violence prevention 2016 National Team

^v Kelly, B. (2014) Handbook of Implementation Science for Psychology in Education

^{vi} Staff Questionnaire May 2016 National Team

Staff training Report 2015-16 National Team

Pupil Focus Groups 2016 National Team

Quarterly Reports from Area Co-ordinators to national Co-ordinator (April and June 2016)

Report from the Steering Group North Lanarkshire Council