



Mentors in Violence Prevention: How Can MVP Support Policy Delivery?

Policy and Relevant Outcomes	How does MVP Contribute to the Delivery of this Policy?
<p>The National Performance Framework (2019)</p> <p>Key priorities of the National Improvement Framework:</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in children and young people's health and wellbeing • Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>MVPⁱ aims to increase the safety and inclusion of Scotland's young people and to promote positive relationships. The programme contributes to all the SHANARRI indicators for health and wellbeing. It allows young people, particularly mentors, to develop skills they can take into education and employment such as leadership, organisation, presentation and public speaking.</p>
<p>Curriculum for Excellence (2004)</p> <p>Developing successful learners, confident individuals, responsible citizens and effective contributors.</p> <p>The health and wellbeing curriculum emphasises that all practitioners share the responsibility for creating a positive ethos and climate of respect and trust : peer support and mentoring are given as examples of ways that pupil wellbeing can be enhanced.</p> <p>Particular areas of the curriculum to which MVP contributes are; Mental and emotional wellbeing; Social wellbeing; Relationships and sexual health.</p> <p>Some of the relevant outcomes include:</p> <ul style="list-style-type: none"> • I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. 	<p>Feedback from headteachersⁱⁱ and those in senior leadership suggests that introducing MVP as a whole school approach contributes to the creation of a positive ethos in schools.</p> <p>Mentor training and the lessons the younger pupils receive from the mentors develops knowledge and has a self-reported impact on attitudes and behaviours in relation to gender violence and bullyingⁱⁱⁱ. Staff find that pupils are more likely to share welfare concerns about</p>

<ul style="list-style-type: none"> • As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others (it is made clear, however, that rights are inalienable and not dependent on accepting responsibilities) • I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. • I recognise that power can exist within relationships and can be used positively as well as negatively. • I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions. 	<p>other pupils (e.g. bullying, self-harm)^{iv}. Pupils note they are more aware of the potential danger and impact of situations and are more likely to intervene when they see a pupil who is socially isolated^v.</p>
<p>Equally Safe: Scotland's strategy for preventing and eradicating violence against women and girls (2014 & 2016)</p> <p>The priorities identified in this policy are:</p> <ol style="list-style-type: none"> 1. Scottish society embraces equality and mutual respect, and rejects all forms of violence against women and girls. <ul style="list-style-type: none"> • Positive gender roles are promoted • People enjoy healthy, positive relationships • Individuals and communities recognise and challenge violent and abusive behaviour 2. Women and girls thrive as equal citizens: socially, culturally, economically and politically. 3. Interventions are early and effective, preventing violence and maximising safety and wellbeing of women and girls. 4. Men desist from all forms of violence against women and girls and perpetrators of such violence receive a robust and effective response. 	<p>MVP sessions explore gender stereotypes and pupils are asked to consider the 'Why?' questions when exploring issues such as sexting or coercive relationships. MVP can contribute to the four key policies within this strategy. The objectives of policy strand 1 are particularly relevant to the work of MVP.</p>
<p>Education Working For All! Commission for Developing Scotland's Young Workforce Final Report (2014)</p> <p>Recommendation 2: A focus on preparing all young people for employment should form a core element of the implementation of Curriculum for Excellence with appropriate resource dedicated to achieve this.</p>	<p>Through MVP young people have the opportunity to develop a range of skills relevant to the workplace including leadership and organisational skills. They also bring an enhanced knowledge of factors involved in gender inequality. Mentors have reported that their confidence has increased as well as their communication, presentation and organisational skills^{vi}.</p>

<p>National Youth Work Strategy: Our Ambitions for Improving the Life Chances of Young People in Scotland (2014-2018)</p> <p>This strategy is committed to improving outcomes for all young people and to eradicating the inequity which currently exists. It emphasises the need to strengthen partnerships between school staff and youth work for the delivery of the Curriculum for Excellence programme, particularly within the planning and delivery of the senior phase.</p>	<p>Youth workers in Scotland have played a key role in working together with school staff to embed MVP in Scottish schools. This partnership is valuable, not only in delivering MVP outcomes but also in strengthening partnerships for wider curriculum delivery.</p>
<p>United Nations Convention on the Rights of the Child(1989)</p> <p>Articles which are particularly relevant for exploration through the MVP programme are:</p> <p>Article 2 (the right to protection against discrimination)</p> <p>Article 12 (the right to have your opinion heard in decisions that affect you)</p> <p>Article 15 (the right to be with friends and join or set up clubs unless it breaks the rights of others)</p> <p>Article 19 (the right to be protected from being hurt or badly treated)</p> <p>Article 36 (the right to protection from exploitation)</p>	<p>MVP supports the promotion of children’s rights through supporting the meaningful participation of young people in their schools and communities and through enhancing their knowledge of children’s rights. For example scenarios looking at coercive relationships explore the right to be able to meet friends without a partner controlling your movements.</p>
<p>Getting it Right for Every Child (2007)</p> <p>This approach advocates joined up working and is about children, young people, parents, and the services they need working together in a coordinated way to meet a child’s specific needs and improve their wellbeing. GIRFEC is based on an understanding of the wellbeing of a child. It looks at a child or young person’s overall wellbeing – how safe, healthy, achieving, nurtured, active, respected, responsible and included they are – so that the right support can be offered at the right time. Partnership working is a key component of the approach.</p>	<p>MVP delivery is based on a partnership model. Feedback^{vii} indicates that it strengthens partnerships between schools and other agencies which can have a positive impact on the wider delivery of services. MVP contributes to the range of wellbeing indicators. See paper.</p>

<p>Developing a positive whole-school ethos and culture – Relationships, Learning and Behaviour (2018)</p> <p>The policy guidance recognises that a positive school culture and ethos is ‘essential to developing good relationships and positive behaviour in the classroom, playground and wider community’ and developing these relationships requires ‘a culture where children and young people feel included, respected, safe and secure...’. A schools culture and ethos are recognised as key determinants in promoting social and emotional wellbeing and positive mental health.</p>	<p>MVP is complementary to whole school approaches such as Restorative approaches which aim to develop a positive whole school ethos and culture.</p> <p>MVP structure and lesson plans support the development of positive relationships and promote discussion around respect, safety and inclusion.</p>
<p>Sexual Health and Blood Borne Virus Framework 2015-2020 Update (2015)</p> <p>Outcome 4 is relevant to the MVP programme: -Sexual relationships are free from coercion and harm</p>	<p>MVP uses specific scenarios to explore coercive relationships and alcohol and consent. It also empowers young people to intervene safely to reduce the chance of harm.</p>
<p>Scotland’s National Action Plan to tackle Child Sexual Exploitation (2014)</p> <p>The Scottish Government will work with partners and Education Scotland to develop materials on CSE that can be used in schools and services and signpost where these can be accessed.</p>	<p>There are sessions which explore sexting and coercive relationships which aid knowledge and understanding of factors pertinent to child sexual exploitation.</p>
<p>Respect for All (2017) The National Approach to Anti-Bullying for Scotland’s Children and Young People refers to a range of strategies and programmes, including mentoring programmes such as MVP, that are being used throughout Scotland that can help prevent and address bullying.</p>	<p>Young people report that following MVP training they are more likely to act when they witness bullying behaviour and are aware of a variety of ways of responding to what they have seen^{viii}.</p> <p>Peer support, including MVP, is one way of reducing bullying behaviour.</p>
<p>How Good is Our School 4th edition (2016)</p> <p>Relevant quality indicators are listed below with key features of highly effective practice:</p>	<p>The responses to previous policies illustrate the ways in</p>

<p>2.1 Safeguarding and child protection -The curriculum effectively promotes safeguarding and wellbeing across all stages, taking good account of the context of the school..</p> <p>2.7 Partnerships - The school jointly plans and evaluates shared projects with partners. - The school and partners share skills, knowledge and experience and take part in joint professional learning opportunities. They learn from effective partnership practice elsewhere.</p> <p>3.1 Improving wellbeing, equality and inclusion - The whole learning community has a shared understanding of wellbeing and the children’s rights. - All stakeholders promote a climate where children and young people feel safe and secure - Children and young people are knowledgeable about equalities and inclusion. They feel able to challenge discrimination, xenophobia and intolerance when they come across it.</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability -Learners are able to challenge the status quo constructively and generate ideas, including, if appropriate digital solutions to improve it.</p>	<p>which the outcomes of rolling out MVP can contribute to the features of effective practice highlighted here.</p> <p>In relation to 3.3 the scenarios are designed to encourage the young people to discuss a range of options and potential consequences. One young person^x commented that this gave them confidence in other subjects when they didn’t know an answer as they could work through options as they had done in MVP.</p>
<p>Included ,Engaged and Involved II (2017)</p> <p>The following principles from the document are closely linked to the underlying principles of MVP</p> <ul style="list-style-type: none"> • The foundation for schools, learning establishments and local authorities is a whole school ethos of prevention, early intervention and support against a background which promotes positive relationships. learning and behaviour • Everyone in a learning community should feel they are in a safe and nurturing environment <p>MVP is one of the strategies described in the policy which can improve positive relationships and behaviour</p>	<p>MVP is cited in this policy as an example of an approach which can support a positive school climate which can improve positive relationships and behaviour.</p>
<p>Delivering Excellence and Equity in Scottish Education: A Delivery Plan for Scotland 2016</p> <p>The document focuses on reducing the attainment gap with a focus on literacy, numeracy and wellbeing. Three areas raised are particularly pertinent to MVP.</p> <p>1. It is highlighted that the level of participation of children and young people can have a significant impact on attainment ‘so empowerment matters’ P.10</p>	<p>1. MVP encourages pupil participation^x.</p> <p>2. Staff and pupils have noted the leadership skills which are enhanced by being a mentor^{xi}.</p>

<p>2. There is an emphasis on improving school leadership (P.13). Whilst traditionally this might be seen as referring to teaching staff it can also be applied to the leadership of young people in schools.</p> <p>3. On Page 6 it is acknowledged that wider issues such as gender need to be tackled if we wish to create the conditions in which all young people can flourish.</p>	<p>3. Gender stereotypes are explored in MVP leading to greater awareness of their influence and relationship to violence.</p>
<p>Developing the Young Workforce: Developing the Young Workforce Career Education Standard (3-18) (2015)</p> <p>By end of Broad General Education (BGE): S1 to S3,</p> <ul style="list-style-type: none"> • I can demonstrate and apply the skills I have learnt across the curriculum in relation to the world of work. • I can demonstrate diverse thinking when exploring learning opportunities and pathways. <p>Senior Phase: S4 to S6</p> <ul style="list-style-type: none"> • I can identify the skills I have learnt across the curriculum, how these relate to the world of work and can apply these appropriately during work placements and other work-related learning. • I can draw appropriately on evidence from my skills profile to help me complete application forms, create CVs and when practising interview techniques • I can describe the rights and responsibilities placed on employers and employees and how these relate to creating a positive, productive and sustainable work environment. 	<p>Pupil feedback has shown that the learning around gender and bystander intervention influences how they interpret situations currently and they believe this will impact on their behaviour as an employee. They have given examples of using their mentor experience in job interviews and C.V.'s.</p>
<p>UNESCO School Violence AND bullying Global Update^{xii}</p> <p>This document gives global data on all forms of school violence and bullying. It emphasises the global nature of the problem and the need for :</p> <ul style="list-style-type: none"> Strong leadership An inclusive school ethos Effective partnerships Transforming school cultures <p>At 2.1.4 it refers particularly to gender based violence</p>	<p>MVP addresses the key aspects raised in the UNESCO document.</p>

<p>National Strategy for Community Justice 2016 This strategy provides a shared vision to help partners and communities work together effectively to improve community justice outcomes. Its vision is for Scotland to be a ‘a safer, fairer and more inclusive nation where we prevent and reduce further offending by addressing its underlying causes’</p>	<p>MVP is a prevention programme that challenges the attitudes, values, beliefs and behaviours that underpin some of the violence and abuse we see in our schools and communities.</p>
<p>Mental Health Strategy 2017-2027 Scottish Governments 10 year strategy to improve the mental health of Scottish citizens and ensure equality of access to services both prevention and intervention. ‘Our vision for the Mental Health Strategy is of a Scotland where people can get the right help at the right time, expect recovery, and fully enjoy their rights, free from discrimination and stigma. Over the 10 years of the Strategy, we will work on achieving parity between mental and physical health. A large number of action points related to key areas of prevention and early intervention; access to treatment and joined-up, accessible services; the physical wellbeing of people with mental health problems; rights, information use, and planning; data and measurement.</p>	<p>MVP’s aims to increase the safety and inclusion of Scotland’s young people and to promote positive relationships. Violence and abuse negatively impact on young people’s wellbeing both physical and mentally. MVP aims to reduce this risk factor both in schools and communities. Positive relationships protect young people and support resilience.</p>

ⁱ Katz, J. (1995). Reconstructing masculinity in the locker room: The Mentors in Violence Prevention project. *Harvard Educational Review*, 65(2), 163-174.

ⁱⁱ Case Study Examples: MVP Supporting Documents Violence reduction Unit

ⁱⁱⁱ Williams, DJ & Neville, F. G. (2016) 'Qualitative evaluation of the Mentors in Violence Prevention pilot in Scottish high schools' *Psychology of Violence*.

^{iv} Quarterly Feedback to MVP national team March 2016

^v Area Co-ordinator Edinburgh (2015) 'Summary of Mentors Feedback'

^{vi} Williams, DJ & Neville, F. G. (2016) 'Qualitative evaluation of the Mentors in Violence Prevention pilot in Scottish high schools' *Psychology of Violence*.

^{vii} Headteacher Portobello High School Supporting Documents MVP

^{viii} Mentor Questionnaire Data 2013-14 Violence reduction Unit

^{ix} National Assessment resource 'Assessment Exemplars-Resources St Stephen's High School'

^x MVP National Team 'Pupil Focus Groups 2016'

^{xi} MVP National Team 'Staff Questionnaire 2016'

^{xii} UNESCO (2017) School Violence and Bullying Global update Education 2030