



Building Relationships; Supporting Learning

Progress Report

2018-19



Contents

Purpose of the Report	P4
Introduction	P4
MVP Policy Drivers	P5
Why is MVP needed?	
Impact of MVP	P9
What was the plan 2018-19?	
Collated tweets of mentors spreading the MVP message	P10
Programme reach Infographics	P11
A – Pupil impact and feedback	P13
B – Staff impact and feedback	P21
Collated tweets on MVP training	P26
Collated tweets on MVP delivery	P34
C – What do long term schools tell us?	P35
D – Spread and reach of MVP 2018-2019	P42
E – Responding to MVP implementation challenges	P48
Appendix 1 – Impact of the programme	P52
Appendix 2 – How is MVP introduced in a local authority?	P53
Appendix 3 – Learning pyramid	P54

Purpose

This report will detail the progress that has been made in developing, implementing and embedding MVP in local authority secondary schools across Scotland. Challenges to successful implementation will be explored, and recommendations will be made.

Introduction

What is Mentors in Violence Prevention?

Mentors in Violence Prevention (MVP) is a peer education programme providing 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. The programme 'scenarios' explore a range of behaviours including name-calling, sexting, controlling behaviour and harassment, and use a 'bystander' approach where individuals are not considered potential victims or perpetrators, but empowered and active bystanders with the ability to support and challenge their peers in a safe way. Current concerns related to violence are reflected through ongoing programme development; for example, development of the most recent scenario exploring Child Sexual Exploitation.

Mentors in Violence Prevention was introduced to Scotland in 2012 and has its origins in America (Katz, 1999). MVP has been embraced in Scottish schools and adapted to the culture of Scotland whilst continuing to retain core features. A strong emphasis has been placed on building healthy, respectful relationships both in the school and in the community. One hundred and thirty schools now deliver MVP in 25 local authorities from Shetland to the Scottish Borders, in some of our largest and some of our smallest secondary schools.

MVP policy drivers

The embedded document below offers a summary of how MVP contributes to current policy drivers.



The key driver for the programme is the Equally Safe strategy (2014,2016) which is Scotland's strategy to prevent and eradicate violence against women and girls. MVP objectives are clearly aligned with the objectives outlined within Priority 1 of the Equally Safe strategy:

- Positive gender roles are promoted
- People enjoy healthy, positive relationships
- Children and Young People develop an understanding of safe, healthy and positive relationships from an early age.
- Individuals and communities recognise and challenge violent and abusive behaviour

Why is MVP needed?

Violence against women is the most pervasive human rights violation in the world, and gender-based violence – both a cause and consequence of gender inequality - is endemic in Scottish society. Whilst national crime rates have been reducing overall¹, intimate partner violence figures have been broadly stable since 2011. In 2017-18² there were 59,541 incidents of domestic abuse recorded by the police in Scotland, a small increase (1%) on the previous year. Where gender information was recorded, around four out of every five incidents had a female victim and male accused. These figures are probably only the tip of an iceberg as many of those affected do not report the abuse to the police. One in five women in Scotland self-reports experience of physical or psychological partner abuse since the age of 16, and one in ten men³. Four years is the average duration of abuse before effective support is sought. The

¹ Scottish Government (2018) 'Recorded Crime in Scotland 2017/18: Main Findings'

² Scottish Government (2018) 'Domestic abuse in Scotland: 2017-18 statistics'

³ Scottish Government (2018) 'Scottish Crime Justice Survey 2017-2018'

potential reach of the problem was indicated by a study⁴ in a Scottish school that found 32% of pupils disclosed anonymously that they were currently experiencing or living with domestic abuse. It is estimated that over 100,000 children in Scotland experience domestic abuse⁵ and there are an estimated 12,480 children in Scotland living with the highest-risk domestic abuse⁶.

Experiences of stalking and harassment are highest amongst those aged 16-24³, especially women of this age, and a study indicates that most recent (or only) incident was reported to the police less than 10% of the time.

Recorded sexual crimes have been on an upwards trend since 1974, and have almost doubled in the last decade¹. There was an increase of 13% from 2016/17; part of such a significant annual increase includes 421 new crimes, including disclosing or threatening to disclose an intimate image, sexual exposure and voyeurism. Where identifiable, victims of 'other sexual crimes' are primarily female and perpetrators male⁷, and the median victim age is just 15. Women are also more likely than men to be victims of sexual assault³ and we know that *at least* 40% of the 12,487 sexual crimes recorded 2017/18 relate to a victim under the age of 18. Gender-based violence prevention work is therefore crucial.

A 2014 social attitudes study⁸ in Scotland, and some earlier studies with children and young people,⁹ found that stereotypical views of gender roles exist and those holding those views were less likely to view behaviours related to domestic violence as seriously as those who don't hold these stereotypical views. This reinforces the need for prevention work, such as MVP, which challenges the gender binary.

There is evidence that young people, particularly girls, encounter physical, emotional and sexual partner violence. In a study of 1000 young people in England in 2015, 41% of girls and 14% of boys reported that they had experienced sexual violence¹⁰. One Scottish study¹¹ of

⁴ Alexander, H, Macdonald, E and Paton, S (2005) 'Raising the Issue of Domestic Abuse in School', *Children and Society*, Vol. 19, No. 3, p.p. 187-198

⁵ Scottish Executive (2004) 'Children and young people experiencing domestic abuse: guidance note for planners'

⁶ Safe Lives (2017) 'Improving the response to domestic abuse in Scotland'

⁷ Scottish Government (2017) 'Recorded crime in Scotland: Other sexual crimes, 2013-14 and 2016-17'

⁸ Scottish Government (2014) 'Scottish Social Attitudes Survey 2014: Attitudes to violence against women in Scotland'

⁹ McCarry, M and Lombard, N (2016) 'Same old story? Children and young people's continued normalisation of men's violence against women', *Feminist Review*, Vol. 112, Issue 1, 128-143

¹⁰ Christine Barter et al (2015) 'Safeguarding Teenage Intimate Relationships (STIR) Connecting online and offline contexts and risks Briefing Paper 2 : Incidence Rates and Impact of Experiencing Interpersonal Violence and Abuse in Young People's Relationships'

¹¹ M and Cartmel, F (2005) 'Young People's Attitudes Towards Gendered Violence', Edinburgh: NHS Scotland

teenagers found that a third of young men and a sixth of young women thought that using violence in an intimate relationship was acceptable under certain circumstances. Seventeen per cent of the young women in this study had experienced violence or abuse in their own relationship with a boyfriend. Intimate partner violence is known to impact negatively on young people's wellbeing; for example, it has been found that living with either the threat of violence or actual violence from their partners has been linked to depression in teenagers¹². It is therefore clear that to improve the wellbeing of young people there is a need to address potential underlying factors such as abuse.

According to the Girl Guiding survey (2017), in the past year, 64% of girls aged 13-21 reported experiencing some kind of sexual harassment at school. Forty-one per cent experienced jokes or taunts of a sexual nature, 19% experienced unwanted touching and 24% viewed unwanted sexually explicit pictures or videos.¹³

Many young people are exposed to sexual pressures through practices such as sexting¹⁴ and pornography. A UK survey of secondary pupils¹⁵ found that while over half of young people had not been exposed to online pornography, many had seen it inadvertently or were purposefully viewing it. A significant minority, particularly of boys viewed the acts as realistic and something to emulate; this is problematic given how consent is portrayed and the level of violence involved. Moreover, pornography helps to sustain young people's adherence to sexist and unhealthy notions of sex and relationships. Amongst boys and young men who are frequent consumers of pornography, including more violent materials, consumption intensifies attitudes supportive of sexual coercion and increases their likelihood of perpetrating assault¹⁶.

MVP offers young people a safe place to explore these challenging issues. The process allows young people to know that they are not alone in experiencing difficult situations. It allows young people to have an opportunity to consider what constitutes healthy, respectful relationships and supports an exploration of how they can help friends who are in abusive relationships.

¹² Sussex, B., and Corcoran, K. (2005) 'The Impact of Domestic Violence on Depression in Teen Mothers: Is the Fear or Threat of Violence Sufficient?' *Brief Treatment and Crisis Intervention*, 5(1), 109-120.

¹³ Girlguiding (2017) [Girls Attitude Survey](#)

¹⁴ NSPCC (2012) *Qualitative study of children, young people and 'sexting'*

¹⁵ Martellozzo, E., Monaghan, A., Adler, J., Davidson, J., Leyva R. and Horvath, M. (2017) 'I wasn't sure it was normal to watch it' A quantitative and qualitative examination of the impact of online pornography on the values, attitudes, beliefs and behaviours of children and young people.

¹⁶ Flood, Michael. (2009). The Harms of Pornography Exposure Among Children and Young People. *Child Abuse Review*. 18. 384 - 400. 10.1002/car.1092.

One key aspect to preventing gender based violence in schools, identified by UNESCO¹⁷, is training for education staff to give them the tools to interrupt and prevent gender-based violence. MVP places a strong emphasis on staff professional learning, and identifying expert partners to enable practitioners to deliver the programme in schools. Annual evaluations of practitioner training consistently demonstrate a positive shift in attitude in staff and an increased confidence in their ability to tackle gender-based violence.

MVP can make an important contribution in terms of supporting mental health. The Mental Health Foundation lists a number of capabilities of mentally healthy children including the ability to 'initiate, develop and sustain mutually satisfying inter-personal relationships'¹⁸. MVP supports young people to explore what contributes towards both unhealthy and healthy relationships. MVP also encourages young people to challenge bullying, including the isolation of others. Bullying is known to have a detrimental effect on the mental health of both those bullied and those involved in bullying behaviours¹⁹. A national survey by *respectme* (2014)²⁰ found that 30% of the children and young people surveyed had been bullied in the preceding school year. Higher rates of bullying are experienced by young people with additional support needs such as autism²¹. A recent Stonewall survey (2017)²² of lesbian, gay, bi and trans (LGBT) young people in Scotland found that 48% were being bullied at school with the rate for trans young people at 71%. Tackling bullying is therefore vital to ensure school is a safe place in which all young people can flourish and learn. MVP explores with young people different ways they can respond to bullying, from challenging homophobic or transphobic name calling to addressing the social isolation of peers.

Mentors in Violence Prevention also gives young people the opportunity to be involved in a number of arenas of participation including learning and teaching, personal achievement and working to influence the wider community²³. In MVP, for example, mentors influence the scenarios chosen for delivery to their peers and the format of delivery; many gain accreditation

¹⁷ UNESCO (2016) 'Global based Guidance on addressing School-related Gender-based Violence' UNESCO and UN Women

¹⁸ Parkinson, J. (2012) Establishing a core set of national, sustainable mental health indicators for children and young people in Scotland: Final Report NHS

¹⁹ Tarshis TP and Huffman LC (2007) 'Psychometric properties of the peer interactions in primary school (PIPS) questionnaire'. *Journal of Developmental and Behavioural Paediatrics*, 28, 125-132

²⁰ *respectme* (2014) 'Bullying in Scotland 2014 A summary of survey responses by *respectme*, Scotland's Anti-Bullying Service'

²¹ Hebron, J and Humphrey, N (2014) Exposure to bullying among students with autism spectrum conditions: A multi-informant analysis of risk and protective factors. *Autism*, 18 (6). pp. 618-630. ISSN 1362-3613

²² Stonewall Scotland (2017) 'School Report Scotland: The experiences of lesbian, gay, bi and trans young people in Scotland's schools in 2017'

²³ Education Scotland (2018) Learner Participation in Educational Settings (3-18)

such as Youth Awards or SQA leadership awards; and some mentors have offered drop in sessions for young people who are struggling to cope in school, or have responsibility for promoting the messages of MVP beyond the school gates.

The page overleaf illustrates examples of tweets from school and youth work staff highlighting the work of MVP mentors in promoting the messages of the programme beyond peer delivery.

Impact of MVP

Appendix 1 summarises the key findings to date in relation to the impact of the programme.

What was the plan 2018-2019?

The main aims of the plan for MVP in Scotland 2018-19 were: to embed the MVP programme in more Scottish schools and local authorities; to build programme sustainability; and to increase fidelity to the programme.

So proud of these MVP mentors today delivering a scenario to a group of Norwegian teachers visiting Hazlehead. They did so well! [#MVPScotland](#)

Hazlehead Academy @h... · 15 Nov 18

We were delighted to welcome a group of Norwegian teachers to Hazlehead Academy today. Great opportunity to discuss education, MVP, DYW and curriculum [#ambition](#) [#confidence](#) [#inc...](#)



H A Youth Work Team ... · 25 Apr

Fantastic opportunity to ask the FM about educating young people of the dangers of social media. [#MVPScotland](#)

YouthLink Scotland ... · 25 Apr

Oliwia, a @MVP_Scotland Peer Mentor, is asking her question next and this time we're talking social media.



St Modan's PSD @stm... · 21 Jun

Well done to all our young people who represented @StModansHS yesterday at @StirlingCouncil [#YPCCommitteeMeeting](#) to discuss the progress and success of our three great initiatives supported by [#stirlingchoosesrespect](#) @_respectme_ . @autismprovision @stmodansMH [#MVPScotland](#)



1 4 20

PaisleyGrammarS... · 17 Jun

Great morning spreading the MVP (Mentors in Violence) word with visitors from South Yorkshire @SYPCC @William_J_Mason @sheffield...



1



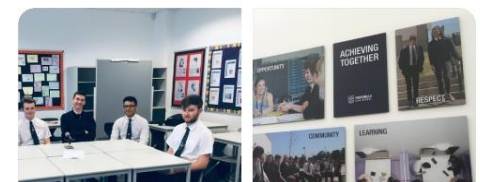
Bearsden Guidance

@Bearsden_Guid

A huge thanks to two of our lovely MVP mentors for sharing their experience of delivering the [#MVPScotland](#) programme this year. [#MakingTheWellbeingCurriculumVisible19](#) [#MVP](#) [#Leadership](#)



Feeling inspired! These male MVP mentors @PortobelloHigh discussing why we need more men to speak up against GBV! Thanks for your support this morning @EducationScot @vruscotland



Progress 2018 to 2019

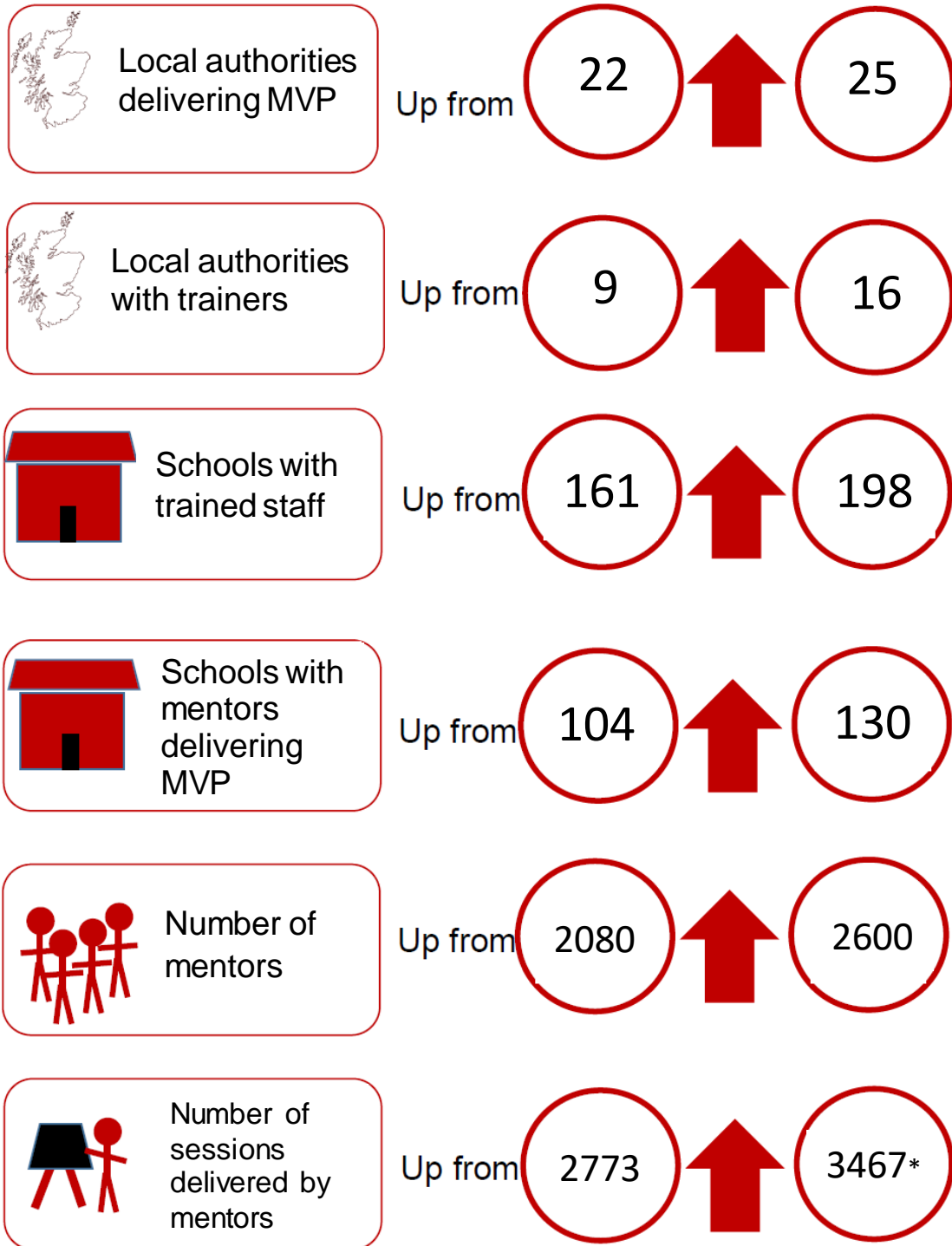


Figure 1 Infographic for progress in 2018-19

*1 Assuming schools deliver the minimum of 4 sessions to 1 year group; many schools deliver more than this

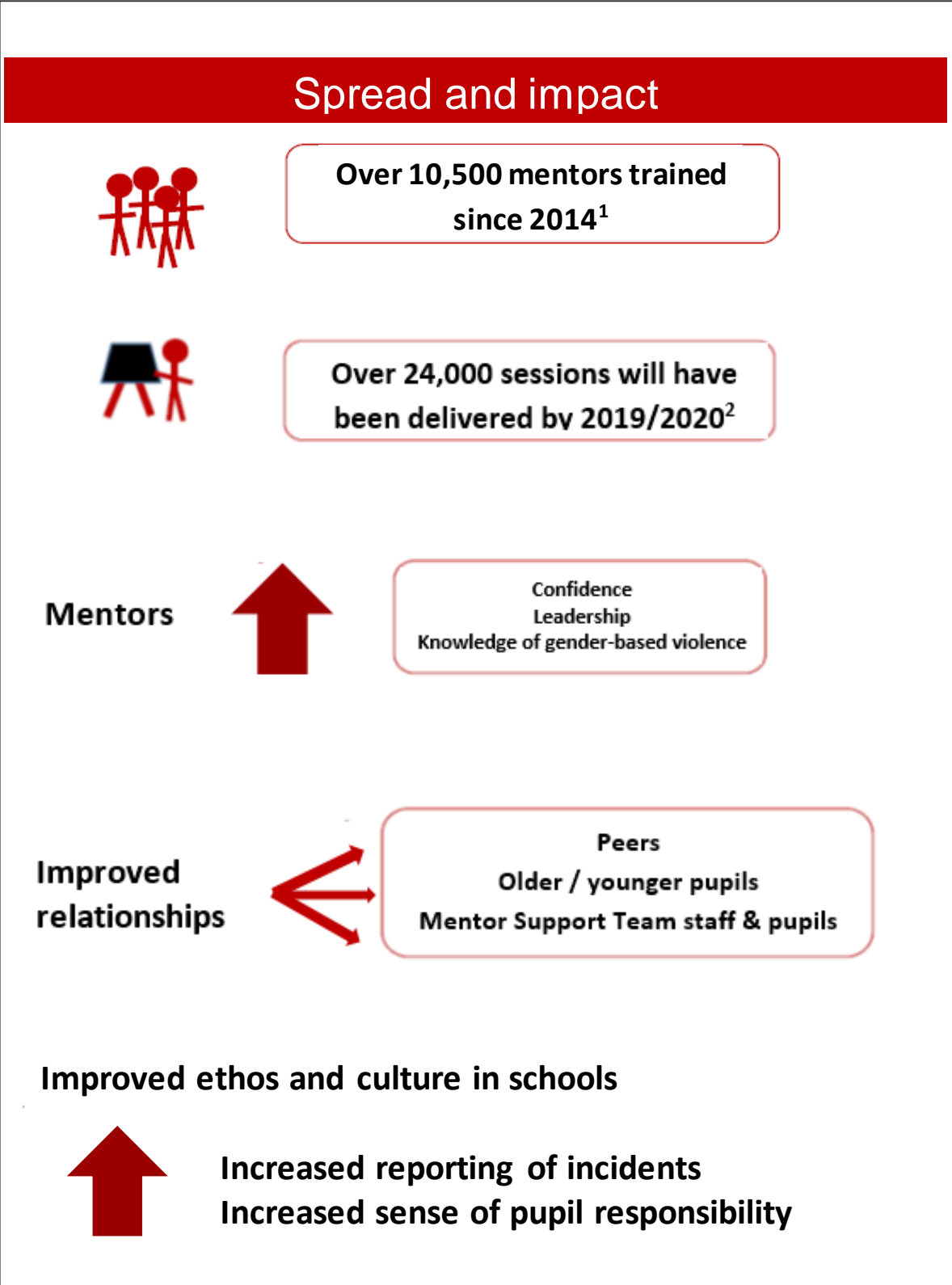


Figure 1 Infographic for progress in 2018-19 (continued)

¹ Based on an approximation of number of schools each year and an average of 20 mentors per school.

² Minimum - based on each school delivering the recommended 4 sessions to class sizes of 30 – many deliver to smaller groups

A. Pupil impact and feedback



A. Pupil Impact and Feedback

Following MVP training and delivery **242** mentors from across Scotland completed a national online evaluation survey.

Their year group split was:

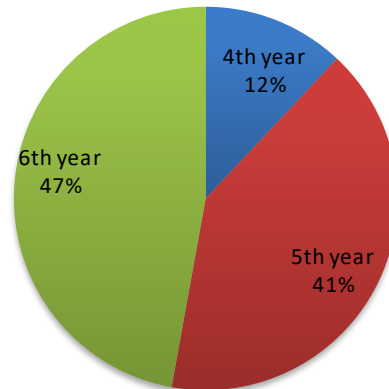


Figure 2

Following MVP sessions **668** mentees from across Scotland also completed a national online evaluation survey.

Their year group split was:

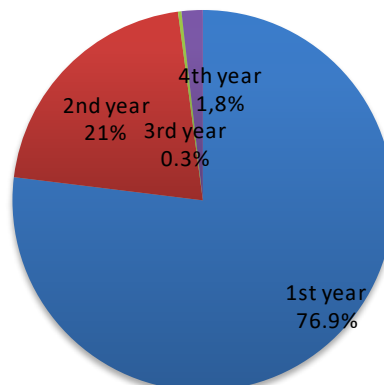


Figure 3

These surveys gathered rich information from both mentors and mentees.²⁴

²⁴ The original evaluative design included both pre and post evaluations to measure change over time. For robust data this requires the same group to complete the evaluations before and after the programme. Education Scotland has limited direct control over this and found in the last academic year that the numbers of pre and post surveys collected varied significantly within the schools that ran the programme. These wide variations in the data meant we were unable to draw reliable comparisons so have instead chosen to focus on post-evaluation surveys this session.

Following delivery of MVP, both mentors and mentees were asked to rate whether they agree or disagree with a number of statements. Figure 4 below illustrates the percentage of respondents who agreed or strongly agreed with these statements related to healthy relationships and bystander intervention. As expected, a higher percentage of mentors agreed with these statements; we know from the learning pyramid model (Appendix 3) that those who facilitate learning in others experience the highest retention rates.

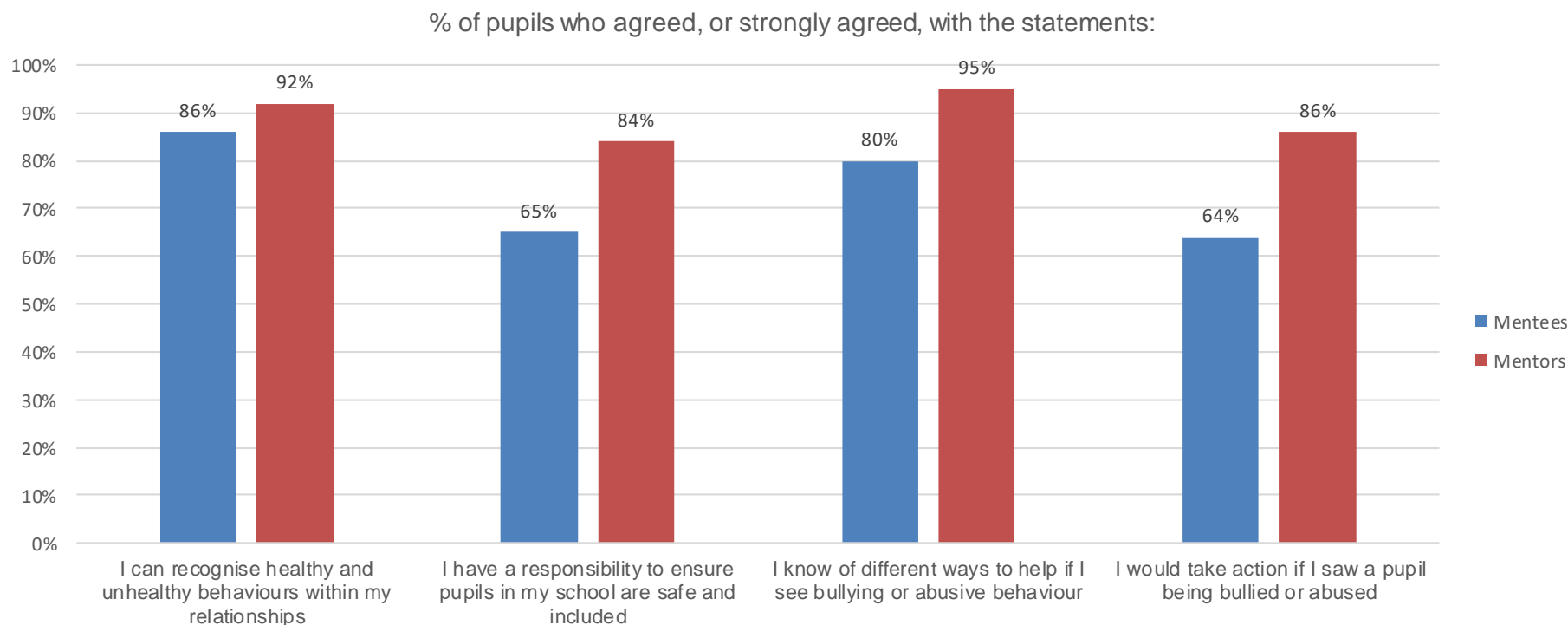


Figure 4

Senior Mentor Feedback

Mentors were asked further questions designed to promote pupil participation in programme evaluation and gather stories of impact. A sample of responses are illustrated overleaf.

Responses to mentor question: In what ways, if any, has MVP helped you to recognise the role you play in ensuring others are safe and included?

“Opened my eyes to what others go through and how they could use help in certain situations”

“(MVP) helped me realise that I have a responsibility to tell someone if I witness or I am told about something concerning”

“MVP has equipped me with the skills and confidence to help others to feel included”

“It’s made me realise that I have a bigger part to play in society than I thought”

“Helping others if they are in distress of some sort and helping them whether they are a friend or not”

“It has helped me recognise ways in which I can involve myself in the prevention of violence without putting myself in an uncomfortable or unsafe position”

“I am aware that I have a responsibility as a senior pupil to ensure that the younger years can learn in a positive environment and that myself and my actions are partly responsible for creating that positive environment”

“It has shown me how many options I have as a bystander and how to help a situation rather than make it worse”

Responses to mentor question: In what ways, if any, has MVP supported you to recognise healthy and unhealthy behaviours within a relationship?

"I understand better the warning signs within a relationship and if there are any red flags that are obvious"

"Sexual violence is carried out in a number of ways"

"I have learned a lot more about what emotional violence is and how to deal with it"

"I was taught about how words can also be abusive and that I should get help for people who need it in unhealthy relationships"

"I've grown more understanding of the secret details hidden in an unhealthy relationship that may otherwise not ring any alarms"

"There are so many different situations in many relationships and because MVP members are taught about all these scenarios and how to identify them, this has helped me to better distinguish healthy and unhealthy behaviours and my MVP teacher helped me a lot with this"

"Made me think more about what's healthy mentally in relationships and how you should feel"

"I didn't realise many of the red flags in relationships were actually red flags. I know now what to avoid and challenge if I ever come across it in a relationship"

Mentors highlighted the ways they felt that MVP had helped to develop their confidence and transferable skills:

'It's helped me grow confident in presenting and organising things'

'Helped me talk to other people in my year and other years that I don't normally talk to'

'I have learned how to be a good leader and developed communication skills that have helped me with other classes'

'MVP has helped my teamwork skills as we have to work together and place trust in each other to be able to effectively deliver sessions together'

'I'm better at leading a team as that was something I had to do sometimes but wasn't very experienced with it before MVP'

'Delivering these lessons made me responsible to make sure they went well. Developing my presentation and organisational skills'

96%

of respondents felt MVP had helped to build relationships between older and younger pupils in their school:

'Since I've had to work closely with older and younger people within my school it has helped me to build better relationships with them and they feel more confident to come speak to me'

'They feel they have someone they can talk to who is approachable'

'Before, older people used to be very rude to younger students but now they are being more friendly to them'

72%

of respondents felt MVP had helped to develop their understanding of the ways in which they could help if someone was being bullied or abused.

57%

of respondents gave examples of how, since completing MVP sessions, they have taken bystander action when they saw someone being bullied or abused:

'There's been a situation where people were shouting horrible things towards another girl and I stepped in to help stop the situation and get help for the girl. This showed that what the other girls were doing wasn't right'

'At a festival, a boy was outside with a girl who was quite young. He looked like he wanted to take her around the back of the hall away from sight so I made sure I told him to be respectful and I made sure he wasn't going to do anything without consent. I believe they both went inside after that'

'Me and my friend were at a party when this creepy guy sat on my friend's lap. I could tell she was uncomfortable so I told the guy that my friend didn't look comfortable and I kindly asked him to get off her lap and he did so'

'(I) saw a boy getting picked on in the hall and pretended like I knew him so that the other people would go away, told him he can come get me if he needs assistance'

'There was an incident in the school lunch queue where a young pupil was using physical violence against another pupil that was spotted by prefects, thanks to my MVP training I was able to report the situation to a teacher who resolved issue'

Younger Pupil Mentee Feedback

88%

of mentees felt MVP had helped to develop their understanding of the ways in which they could help if they saw bullying or abusive behaviour.

71%

of mentees agreed that MVP had helped them to recognise the role they play in ensuring others are safe and included:

'By helping and talking to us about being safe and making sure others are safe too'

'I am now positive that if I see something happening that was wrong, I would take action'

68%

of mentees felt that MVP had helped them to recognise healthy and unhealthy behaviours within their relationships:

'I know how to see whether a friendship is good or bad'

'It has showed me the signs of bad and good behaviour. I now know better of how to spot these things if it were to happen to me or the people I know'

'By understanding what great banter is with your friends and learning when to stop'

64%

enjoyed MVP sessions being delivered by senior pupils.

'They were fun and respected our answers'

'My MVP were very nice and funny they kept us going and they didn't make it boring they made it exciting'

'I think the MVP's were very helpful in what to do in bullying and fighting situations. they were prepared for every lesson and delivered then well. Next time it would be better if everyone had something to say and everyone is confident to speak'

Of those who didn't enjoy mentor delivery, their reasons related mainly to mentor enthusiasm, confidence and organisation:

'... Didn't show much interest'

'They did not sound very confident'

'... They didn't seem organised'

B. Staff impact and feedback



B. Staff Impact and Feedback

The United Nations Educational, Scientific and Cultural Organisation's guidance on addressing school-related gender-based violence²⁵ highlights the importance of staff training in ensuring schools are safe and supportive, and responding appropriately to gender-based violence. MVP professional learning opportunities were delivered throughout the year by both national and local staff. These include: Mentor Support Team (MST) professional learning for new schools and learning communities; Capacity Building (CB) for existing MVP schools to involve new staff and/or partners in the programme; and twilight refreshers and updates. Additionally, three Train the Trainer professional learning courses were delivered by national staff in order to encourage and strengthen local sustainability through the development of local training teams.

An MVP Trainers Network has also been established where local authority trainers meet termly with the national team. This enables us to share national updates and information, gather best practice, promote cross-authority networking and encourage involvement in programme development.

1. Impact of staff professional learning

Over 500 staff completed MVP professional learning in 2018-2019. Online pre and post learning questionnaires were completed by participants whose learning was facilitated by both national MVP staff and local authority trainers. The data gathered consisted of 522 pre-training questionnaires and 447 post-training. The sample covered participants from 21 local authorities. Sixty-three per cent had attended a 2-day Mentor Support Team professional learning, and the remaining 37% attended a 1-day Capacity Building course.

96% of participants found the professional learning worthwhile; and

97% would recommend it to others.

²⁵ UNESCO (2016) Global guidance on addressing school-related gender-based violence

99%

reported that the trainers created a safe space to discuss gender violence and felt that the information presented was useful for them to know.

96%

agreed or strongly agreed that their awareness of gender-based violence had increased; and

97%

felt more prepared to intervene in difficult situations involving friends, colleagues and peers following the professional learning.

99%

of participants achieved the goals they set for themselves during the professional learning.

Following completion of MVP professional learning, many more participants felt that bystanders could make a difference and there was also an increase in the proportion of participants who thought that they would intervene on witnessing gender based violence. The graph below in Figure 5 gives more detail.

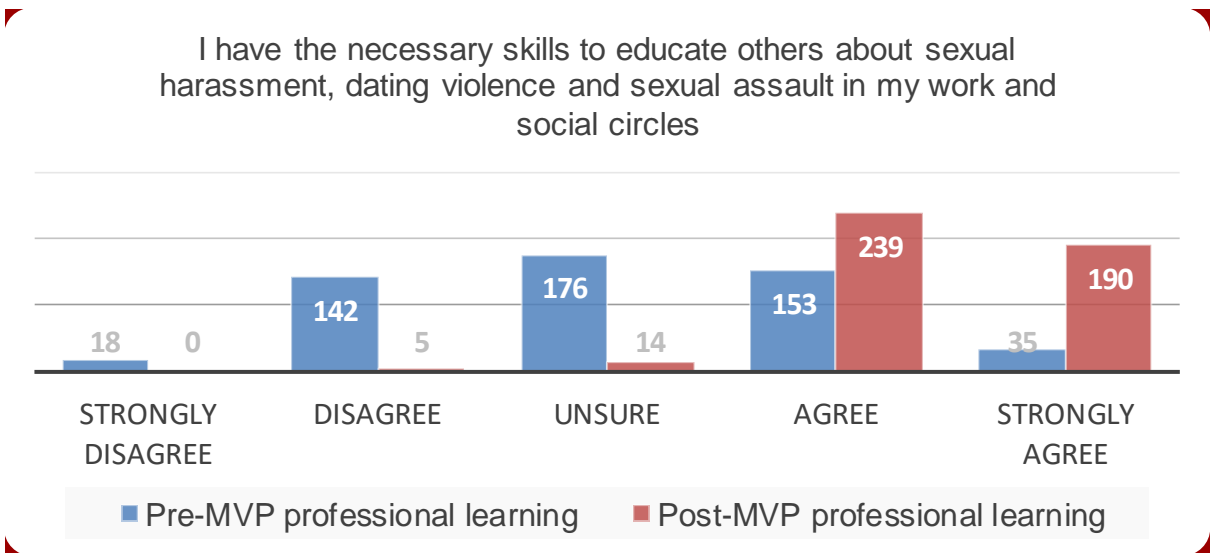


Figure 5

Table 1, below, illustrates that, as in previous years, 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.







Topic	Statement	% of participants who agreed or strongly agreed		
		Before professional learning		After professional learning
Bystander attitude	There are several ways for a bystander to prevent or stop someone from behaving abusively toward their partner	72	 25%	97
	Regardless if I know them or not, if I see someone behaving abusively toward their partner, I can prevent it from escalating or stop it.	49	 45%	94
	I would likely speak up or take action if I saw someone I don't know threatening to harm their partner.	70	 23%	93
Skills	I have the necessary skills to educate others about sexual harassment, dating violence and sexual assault in my work and social circles.	36	 60%	96
	I have a good idea of how to integrate knowledge about gender violence into my work and social circles.	38	 59%	97

Table 1 - Indicates the shift pre and post professional learning in the areas of bystander attitude and self-assessment of skills in this area.

Responses to victim-blaming statements showed a trend where, following MVP professional learning, more participants strongly disagreed rather than merely disagreed with victim blaming statements. There was a drop, post-training, in the extremely small number of participants who agreed with these statements pre-training.

When asked what aspect of the course participants found most useful, many responses related to the quality of the professional learning and programme materials, and the discussions inspired through the course and topics covered.



'Open group discussions provoking practical solutions that we as trainers can pass on to young mentors ... clear and structured aims and objectives'

'Brilliant resources to use in school'

'One of the best training sessions I have attended and although designed for young people, a great reminder that we can all do our bit in all areas of our lives'

When participants were asked to identify possible changes to the professional learning some suggested there should be fewer scenarios delivered to the whole group as this can be time consuming. This feedback, however, needs to be balanced against the evidence from previous years which indicates schools are more likely to choose to deliver scenarios which staff have already practised. It is therefore important to introduce a wide range of scenarios to participants.

Some others found the gendered lens of the programme challenging, and felt that there should be more gender-neutral scenarios and wider recognition of gender itself on a continuum. The gender box activity delivered in the professional learning allows for wide and varied discussion of gender roles and stereotypical expectations whilst recognising that gender is not binary.


Other recommendations related to the development of additional programme materials, specifically sessions covering male-male violence, male mental health, social media bystander intervention and leaving gangs. Additionally, there was a suggestion for an adaptation of the materials to reflect use with young people who require additional support. We are currently in the process of pilot work to adapt materials and process for young people who require additional support and the findings of this work will be available 2019/2020.

Overleaf are examples of tweets from staff who have completed MVP professional learning, highlighting their experience of the course, or their subsequent mentor training. These were gathered from Twitter using #mvpsotland.

 @kelly_oneill1
 Fantastic first day of MVP training for trainers. Currently working on my 'homework' task and looking forward to day 2! #mvpscotland

 Murray Cockburn @murray... · 20 Mar
 Day one of MVP training for trainers! Building capacity and future proofing MVP within local authorities. Participants from @EdinburghCC @GCCSecLearning @EDCouncil @FifeCouncil @PerthandK...

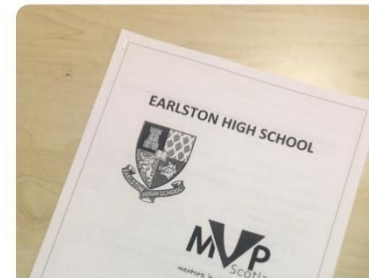


 Kilmarnock Acade... · 15 Nov 18
 Staff began Mentors in Violence Prevention training tonight focusing on BGE. Great group, passionate discussion and commitment to challenging all types of violence. #nobystanders #mvpscotland



1 1 13

 @misscookehs
 MVP training day one for our new recruits at EHS....and what a fantastic bunch they are! A programme I have become very passionate about over the last year and a half! #mvpscotland #happyteacher



 Mr Mckenzie @Mr... · 30 Sep 18
 Exciting week @StDavidsHS doin the training for the mvp group then will be launching the programme cant wait to work with the seniors :) lots to look forward and its amazing to see so many wanting to make a change #aspire #mvpscotland #makeadifference



2 11

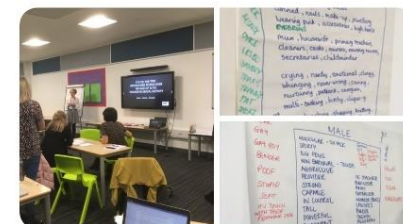
 Miss Stark @StarkPhy... · 11 Jun
 Really fab training with @mvp_scotland today. Thanks so much for the opportunity and challenge to our unconscious bias #thestandardwewalkpastisthestandardweaccept #MVPScotland

1 8

 SOS Glasgow @sos_glasgow
 MVP | Excellent 2 days of #MVPScotland training complete thanks to @EducationScot @castlemilk_high @policescotland @HolyroodSec @ShawlandsAcad @KingsParkSec #Professional #Learning



 Murray Cockburn @m... · 28 Jan
 Positive conversations around gender based violence, leadership and culture, abuse/respect and challenging victim blaming with @RCGaberdeen @AcademyEllon @WesthillAcademy @GordonSchools @KemnayAcademy #MVPScotland training today @EducationScot @vruscotland 😊 Enjoy day 2 😊



2 5

The voluntary staff survey, completed by 137 staff from 23 of the 25 local authorities, also explored the fitness for purpose of the staff professional learning. The graphs below illustrate staff responses to these questions:

On a scale from 1 (very unprepared) to 5 (very prepared) please rate how well the training prepared you to:

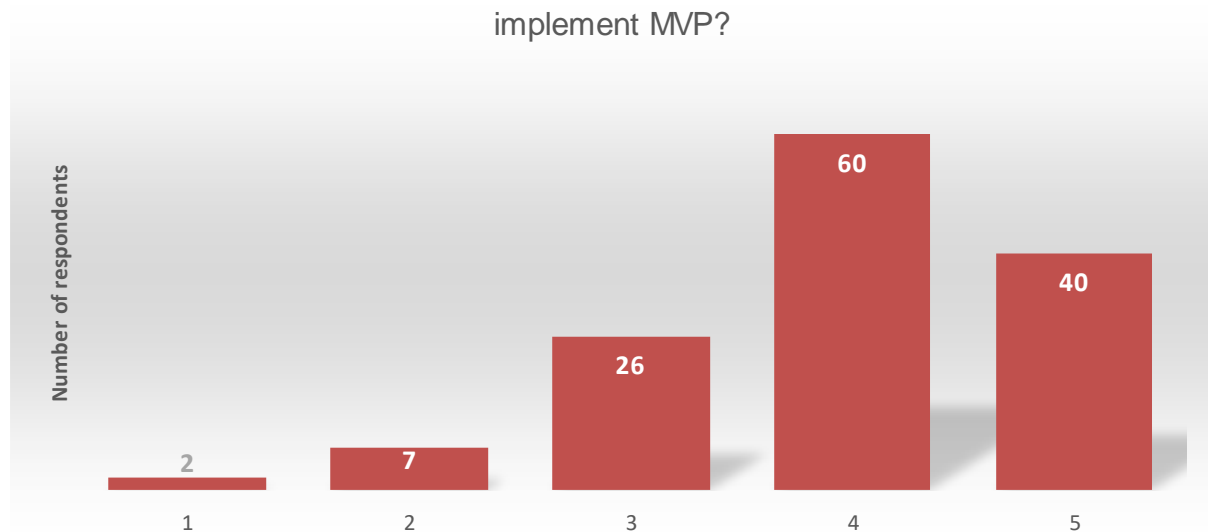


Figure 6

The percentage of respondents who said they were 4 or 5 on the scale (where 0 = very unprepared and 5 = very prepared) was 74 % (compared to 86% in 2018, 85% in 2017, and 75% in 2016). It is unclear why this percentage has dropped.

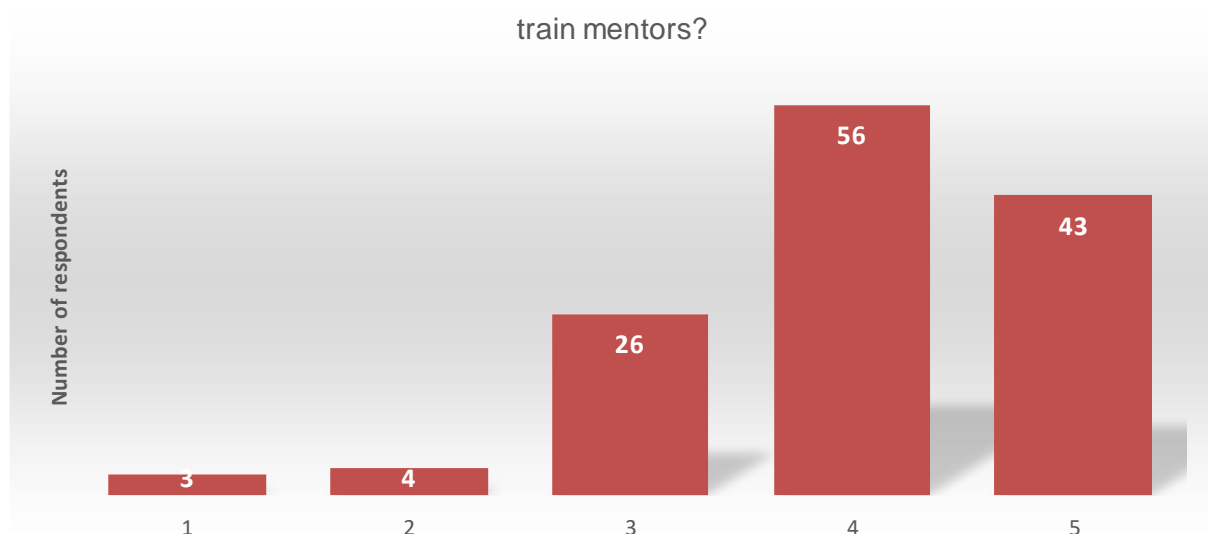



Figure 7

The percentage of respondents who scored 4 or 5 on the scale (where 0 = very unprepared and 5 = very prepared) was 75% (this figure was 83% in 2018 and 2017 and 76% in 2016). Again it is unclear why this figure has dropped. As additional resources have now been available for a year to support mentor training it might have been predicted that this percentage would have increased. In order to try to understand the figures better the comments of those who scored a '3' (unsure) or lower were examined.

One respondent who scored preparedness on all 3 parts of this question (please see overleaf for final part) as being at '3' commented:




'As with everything in life, it is only when you actually begin to implement a program that you appreciate the difficulties. After having taken responsibility for the rollout of the program last year, I am much more able, and feel more confident, in helping our senior pupils deliver the program this coming session.'

This comment makes the reasonable point that it is experience of implementing the programme that fully prepares practitioners for future delivery. There may be a need to further emphasise the benefit of peer support both within the mentor support team and across 'buddy schools'.


One respondent who scored themselves '1' for this question noted that they had been trained a long time ago and had not had the opportunity to use the training. This illustrates that refreshers are needed if practitioners have not been able to implement the programme within a year.

Two respondents noted that more time could have been spent on implementation issues.



'Great on theory, discussion and unpicking issues but not so great on the practical elements of breaking the programme down for mentors, getting them up to speed so they can delivery well and the logistics of running MVP mentor training and delivery in a school environment.'

Interestingly a respondent who had retrained found the recent training more helpful,



'First Trained in 2012 and found the latest training prepared me much more, resource materials more user friendly and fits with our school agenda'

The need for involvement of the senior leadership team was underlined,

'Great course but feel like more senior members of the school/council needed to attend the course to see what we want to do in the school and why so we get 100% backing.'

The last part of the question on training was,

On a scale from 1 (very unprepared) to 5 (very prepared) please rate how well the training prepared you to:

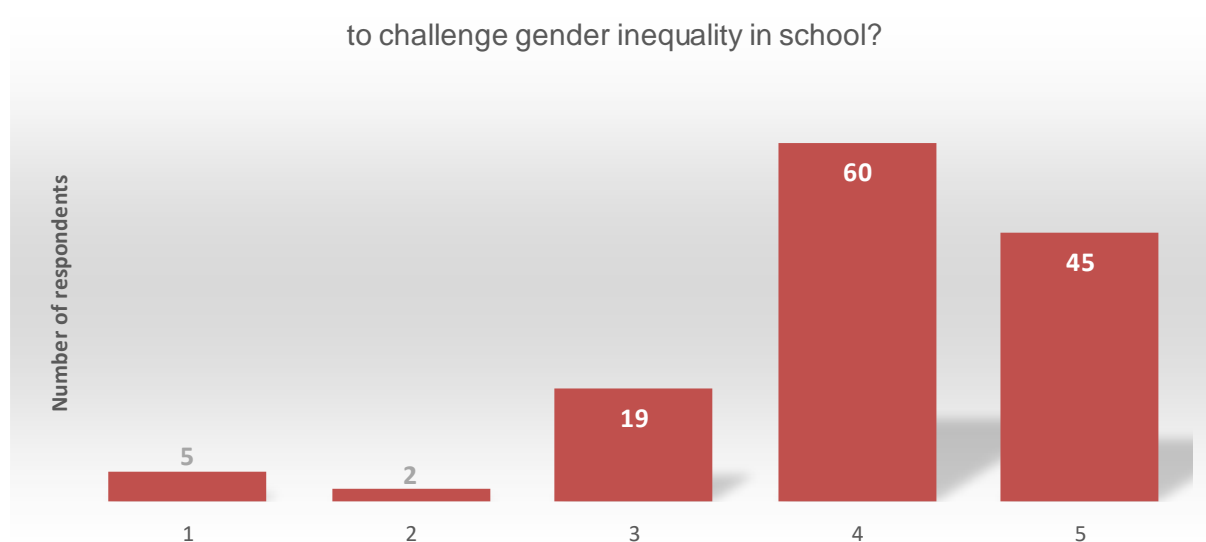


Figure 8

This question has not been asked in previous surveys. This year 80.2% of staff chose '4' or '5' suggesting participants feel MVP professional learning can prepare them to take up the issue of gender inequality more widely. One respondent had sought the input of the Equally Safe in Schools project to help in this regard. The planned roll out of work by Education Scotland's Improving Gender Balance team will also support the challenging of gender inequality in schools.


Several questions in the staff survey pertained to impact. Staff were asked the following questions:

What has been the impact of MVP on your senior mentors?

There were 73 responses to this question. An increase in confidence was the most frequently cited change mentioned (27 references), with the development of leadership also noted

frequently (18 references). Other skills which were felt to be positively impacted were team working and organisational skills.

Twenty-seven staff highlighted impact in relation to the specific content of MVP; increased knowledge of gender based violence, increased sense of responsibility and a greater awareness of the bystander and their role.




'(MVP) gave them confidence to challenge pupils re their attitudes and behaviour towards their peers'

'They are now more aware of the role gender role plays in violence in society'


'(more) confident in dealing and reporting bullying issues'

Some staff noted the helpful of involvement in MVP for writing personal statements and CVs. Others mentioned the qualifications gained; Higher and Nat 5 English talks, Higher qualification in leadership, Saltire Award, SQA personal development unit and the Dynamic Youth Award.



'Fab impact, engaged, thought about different issues, challenged their views, more tolerant, supported career choices and college applications'

Three staff reported the impact as mixed. One respondent noted that,




'some didn't enjoy it as they weren't confident enough to embrace it, others did well and developed excellent leadership skills.'

What has been the impact of MVP on your younger pupils?

There were 72 responses to this question.

Fifteen of the responses note the positive relationship built between the younger pupils and older pupils.



'They now know a lot of the senior pupils on a more personal level. This relationship building has been very positive.'

Several replies noted that MVP has opened up discussions; around violence, bullying and being a bystander. There was felt by some to be an increased awareness of the harm that can be caused,

'more aware of the negative impact of leaving people out/spreading rumours etc.'

'It has highlighted the bystander approach and appears to have helped improve the culture of violence that was becoming more common in young people. It is highlighting issues that were sometimes difficult to tackle and is accepted better as delivery is from peers.'

Another practitioner noted that MVP '*challenged their thinking*'. Some responses indicated that there was still a lot of work to be done to be impactful,

'Inconclusive-real struggle for some especially with entrenched misogynistic views'

'As part of a series of events and initiatives it has given students the facts and language of discrimination and violence and over time will give them the ability to stand up and challenge poor behaviour.'

Some staff have noted that there was an increased willingness to challenge negative behaviours,

'Hearing more younger pupils speak up about gendered language'

'Pupils reported feeling more confident in challenging gender stereotypes'

Some responses indicated that pupils were more aware of options open to them. Five staff felt there was limited impact or they were unsure if there was any impact.

In what ways, if any, has MVP contributed to the ethos and culture of your school?

Sixty-two staff responded to this question. Several staff reported that MVP supported and reinforced existing school values,

'MVP (along with other programmes we are running) has reinforced our school values of respect and responsibility.'

Some staff noted the relationships that had been built, improved the ethos of the school,

'It has helped reduce barriers in some instances between friendship groups.'

'More pleasant relationships between some students (and staff)

The most popular theme was staff commenting on the increased responsibility of pupils and increases in reporting of incidents, all of which were felt to positively impact on culture. This impact, however, was felt to take time.

'It has made it more 'acceptable' to report stuff and call others out on unacceptable behaviour. We had a 'laddish' culture (and still do to a certain extent) but it is changing.'

'It has helped build a positive ethos of trust, respect and a sense of community within the school where pupils feel responsible for each other. This will take some time to fully bed in across the whole school though as there is a clear difference between the year groups that have been exposed to MVP and those who haven't.'


'It has definitely encouraged our pupils to step back and assess situations, we have noticed an increase in pupils reported incidents.'

Some staff felt they did not yet have evidence of impact on culture or ethos.

Mentors and mentees are encouraged to be active bystanders. Please give an example of a time a young person took action which you attribute to the influence of MVP.

Fifty-eight staff responded to this question.

Many examples given, highlighted young people reporting incidents to staff.




'It has definitely encouraged our pupils to step back and assess situations, we have noticed an increase in pupil reported incidents.'

'An MVP mentor came to report concerns re a younger pupil. He had been aware of the issue for a couple of weeks and only reported after he was trained in MVP.'

'In the community a young person was able to tell a youth worker about being worried regarding a CSE incident which kept the young person safer.'

Incidents ranged from homophobia, bullying, arranged fights and mental health concerns.

Examples were also given of young people directly intervening in concerning situations,



'Young people have told us that they have stepped in to challenge stereotypes, banter and bullying and attributed directly to MVP.'

'A group of seniors went down to a local shop at lunchtime because they heard that there was going to be a fight involving a younger pupil. They intervened and calmed the situation.'

The page overleaf illustrates some tweets from school and youth work staff highlighting mentor training and delivery. These were collated from Twitter using #mvpsotland.



PaisleyGrammarSchool
@Paisley_Grammar

15 lessons delivered this week by @mvp_scotland mentors on gender box and types of abuse/respect. Amazing mentors, amazing mentees!! @RenCouncilNews #relationships



Some really good discussion as out @forresterhs MVP mentors go through 'agree' and 'disagree' #MVPscotland #insults #antibullyingweek2018



S Nicol @SNicoldhs · 19 Nov 18
More S1 classes being taught about gender based violence by our fantastic senior mentors in violence prevention #leadership #violencereduction #mvpScotland #pupillededucation #SilenceisViolence #MakingaDifference @drumchapelhigh @murray_cockburn



1 2 7



H A Youth Work Team ... · 12 Mar
#MVPScotland mentors getting creative with their project today - they're creating MVP posters for the school to share key messages around the 5 core components.

Another group has started work on their surveys to understand more about homophobic language.

#YouthWork #Respect



MVP Scotland
@MVPScot

So impressed with the insightful S5 pupils of @BathAcadNews training to become MVP mentors. You will be great leaders 👍 Thanks for all the hard work today!



BalernoDeputes
@BDeputes

MVP really flying now! Lots of great work underway. Well done S6, S2 and @BalernoPEDept for organising today!



Graeme HS MVP @... · 13 Sep 18
A well spent Thursday afternoon discussing gendered violence... #MVP #mvpScotland



1 5



H A Youth Work Te... · 10 Dec 18
MVP mentors have finished their scenarios for the term 🙌 They spent last week reflecting on the sessions they delivered - this group got very festive 🎉 #MVPScotland



2 2 7

C. What do long term schools tell us?



C. What do long term schools tell us?

As part of wider programme evaluation, development officers from the national MVP team at Education Scotland conducted a number of focus groups with staff, mentors and mentees in three schools, identified for their long term delivery of the programme.²⁶


Some key themes emerged from these focus groups, identifying a number of impacts which have contributed to the longevity of the programme in these learning communities.

Whilst delivery of the programme had been adapted since inception to reflect curricular, timetable and staffing changes, all three schools recognised the importance of committing to the programme over the longer term. The change of culture and ethos that MVP has the potential to support, need time and energy to foster and promote over a number of years:




'We can't change mind-sets overnight so we have to stick with it'

A consistent impact for all has been the positive and supportive relationships that have developed between the senior and junior pupils, and staff discussed how MVP has become a "vehicle for conflict resolution" which pupils look to before involving staff:



'We see impact in terms of avoiding and preventing conflict and preventing escalation of conflict'

They felt the mentors had developed confident mediation skills and that often the barrier of being seen as a 'grass' or 'snitch' wasn't there for younger pupils when speaking to mentors:




'The young people feel safe ... they know they can speak to them (mentors) if something happens again. It's a lovely culture, a caring culture, that they're developing'

Partnership working

Working closely with partner agencies was identified as key to the success of MVP by all three schools. They recognised the strength of the different knowledge base and skills brought by

²⁶ Port Glasgow High School, Inverclyde, Portobello High School, City of Edinburgh and Braes High School, Falkirk.

partners such as the Police, Community Learning & Development and Women's Aid, as well as the ability of those staff to have different relationships with the pupils than those between teaching staff and pupils. Partners had also begun to use the language of MVP in other areas of work with the pupils both inside and outside of school:




'I really see the benefit whenever I go in and do my inputs with hate crime and knife crime, I often talk about it in an MVP context and then if we're ever having meetings afterwards and even if parents are coming in or if it's quite a formal setting and someone has to be charged, we will always go back to the ethos of MVP because it's language that the young people understand' Police officer

'Because if you're talking about some of these quite difficult topics ... knife crime, or relationship abuse ... a young person really struggles to ever see themselves as a victim or as a perpetrator but what everybody can be is a bystander, so you get a lot more back from them when you talk like that, because you're not labelling any of them' Police officer

Permeating MVP language

A consistent approach helps to strengthen the key messages of the programme throughout the whole school community and MVP has given staff a common language with which to discuss wider issues with pupils and to focus on values and beliefs that create a positive culture within school:



'There was a recent incident with seniors when we have been able to say 'you're a mentor - how does that action fit with your values etc?'... or say 'that's not very MVP' – getting young people to reflect and they understand what you mean'

'But I think to have young people actually delivering sessions using terminology...dealing with issues that are complicated... that's tackling issues in a different way and I think that permeates throughout the school'

Impacts on staff

Staff reported impacts MVP has had both in their professional and personal lives.

'Personally I have an MVP filter on everything I look at now. Makes you think about challenging your friends and "jokes" and the impacts on others'

Mentors and mentees

Mentors describe their understanding of the MVP programme in a number of ways but the words 'safe', 'help' and 'support' were consistently highlighted.

'It's a way to support younger people that might be vulnerable'

They also recognised its role in equipping young people to navigate challenging situations:


'It's a programme that would help them to be able to handle different scenarios, so they can keep themselves safe and other people'

The younger pupils also appeared to have a good understanding of the programme and were able to reflect on key themes and messages. Similarly to the mentors they showed awareness of the 4 stages of bystander intervention that the lessons aim to work through, understanding situations and others perspectives, recognising harm in relationships and exploring options:

'It also gives you more of an understanding and a range of ... what's happening and what you can do to help'


'Talking to people and relationships, what to do, understanding situations like bullying or getting pressured. We talked about options like telling an adult or MVP mentor'

What was perhaps less consistent was their understanding of the gendered nature of violence. Some pupils were fully aware of why gender is discussed in MVP:



'It's important to understand the stereotypes people have for genders and the prejudices about gender - then you can tackle why there is violence between the two genders ... and to discuss domestic violence, you need the background of that knowledge'

Other pupils did not know what gender based violence was. There appeared to be a greater understanding of gender stereotyping and the harm this can lead to on an individual level,




'It's about breaking the box and how there's not a perfect boy and perfect girl, we are all different and how we perceive someone being a boy or being a girl is completely different to reality'

There was less understanding of how this links to gender based violence. While this demonstrates an understanding of the gender relationship dynamics at times, it does not fully connect with the gendered nature of violence and how stereotyping can influence our attitudes and behaviour when it comes to both perpetrating and interrupting violence. This lack of understanding is in line with wider evaluations and feedback from schools.

The peer education model


Overwhelmingly, pupils reported positively on the peer education model of MVP for a number of reasons, including mentors being more relatable for the younger pupils, understanding the issues better and helping to build positive relationships with one another.

One mentor spoke about strengthening positive relationships with staff and feeling that staff showed trust in them to deal with issues:



'This is the same for staff too - if they see you talking to someone they leave you to deal with it because you're an MVP mentor'

The younger pupils valued the knowledge and understanding of the mentors and stated that it made them more likely to discuss their own problems or concerns:




'...so it's easier to talk to them about it because you know that they might be in that situation or they might not but they've got a much better understanding'

The disadvantages highlighted by mentors related to classroom discipline and feeling they did not have the same authority as teachers. This was identified by younger pupils also who could observe a lack of confidence and authority when mentors first started delivering lessons. However the senior pupils had developed strategies to overcome this and recognised the importance of building trusting relationships with the younger pupils, which in turn improved behaviour.


Skills and knowledge development

Mentors were able to identify a number of ways that the programme had impacted them personally. It helped prepare them for life beyond school by developing transferable skills. Some identified that their facilitation experience had been the best way to develop their own knowledge and skills, demonstrating their understanding of the learning pyramid model:



'It is just really helpful in life to have the skills that you're teaching. They are really important things and the best way to learn about them and make sure you have those skills is by teaching them'

Alongside interpersonal skills, most mentors focussed on ways MVP had influenced how they perceived issues and situations and had skilled them to act:



'It brings up issues you might not have thought about before, so if a scenario does happen rather than just doing something quickly .. you have a plan in your head of steps you might go through to have the best outcome'

'It... really changed my mind set about awareness – actually looking out for things rather than waiting for something really obvious because we spoke about things starting off small and then escalating – violence triangle. So picking up on those early stages of violence...'

These mentors are discussing what is effectively the 4 stage bystander intervention model of which all stages must be achieved in order for someone to become active in a given situation.

It follows that these mentors will be in a more positive position when it comes to being active bystanders.


Younger pupils were also able to identify a range of impacts they felt the programme had both on their lives directly and on a whole school ethos:

- Thinking more about their own actions and behaviour and its impact on others
- Encouraging empathy for others
- Giving a range of options for action
- More confidence to speak in class
- More confident to come forward with own personal issues
- Reassurance that asking for help is ok
- Creates a fun and safe atmosphere for starting new in S1

All mentors recognised the importance of having a good gender and social balance in their team to ensure maximum impact for the younger pupils. In line with staff, most felt there was still some work to be done to achieve this.

Being an active bystander

When discussing examples of personal interventions, mentors and mentees reported everyday actions they now took that they would not have previously, such as checking on the welfare of younger pupils, increased empathy towards others and having a different view when discussing things with friends:



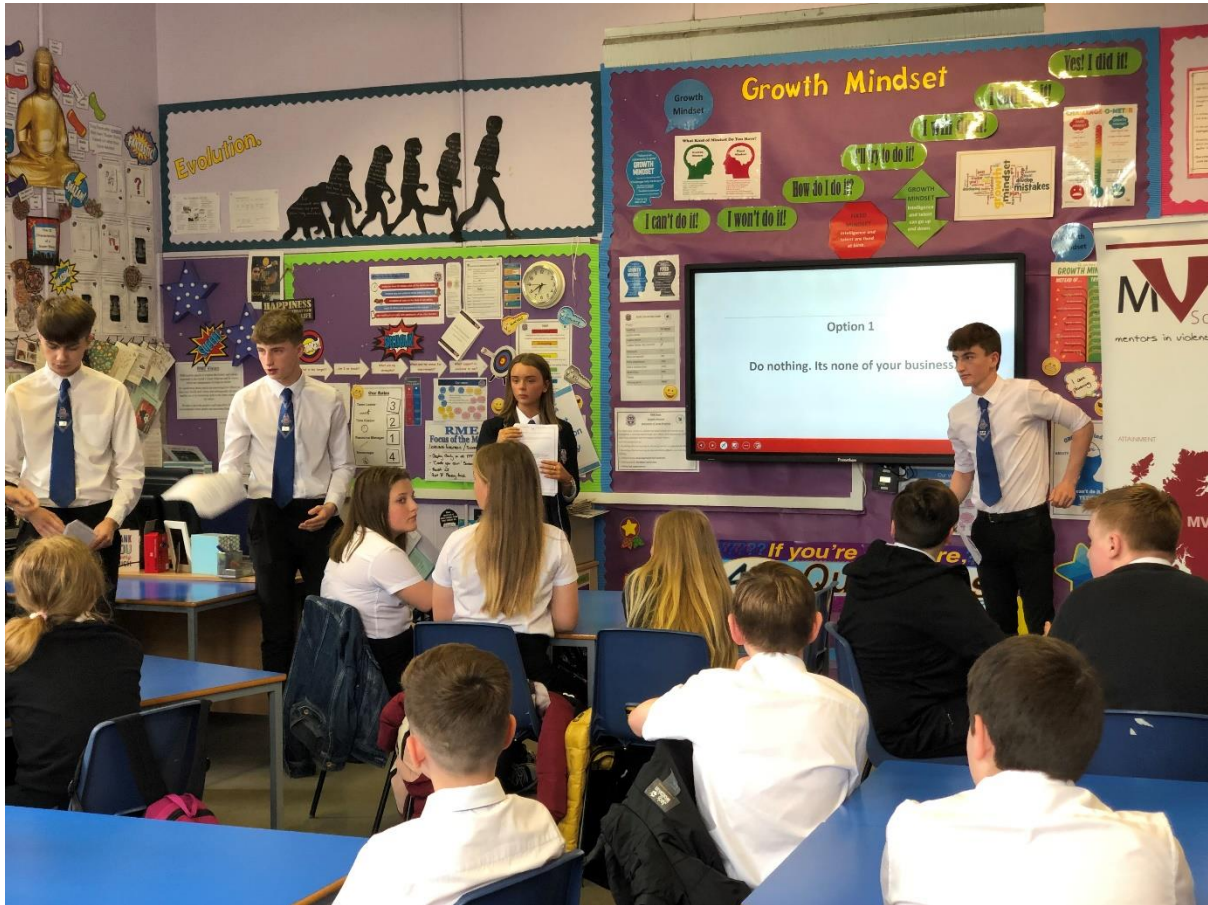
'You look at it from an MVP side - it's not like you try to, your brain just goes that way...How it can be resolved? Why is somebody doing that? The consequences?'
(mentor)

'It's like this wee filter' (mentor)

'After we got the bullying talk ... me and my friend would be sitting at our table having lunch and we could see people walking past and pushing each other and you think, 'Is that serious or are they just mucking about?' It does make you think about what other people are doing because you think ... if it gets worse at least I know what I'm going to do' (mentee)

D. Spread and reach of MVP

2018-19



1. Number of schools with staff trained in MVP

The cumulative number of schools, year on year, which have had staff trained in MVP, is illustrated in the graph below.

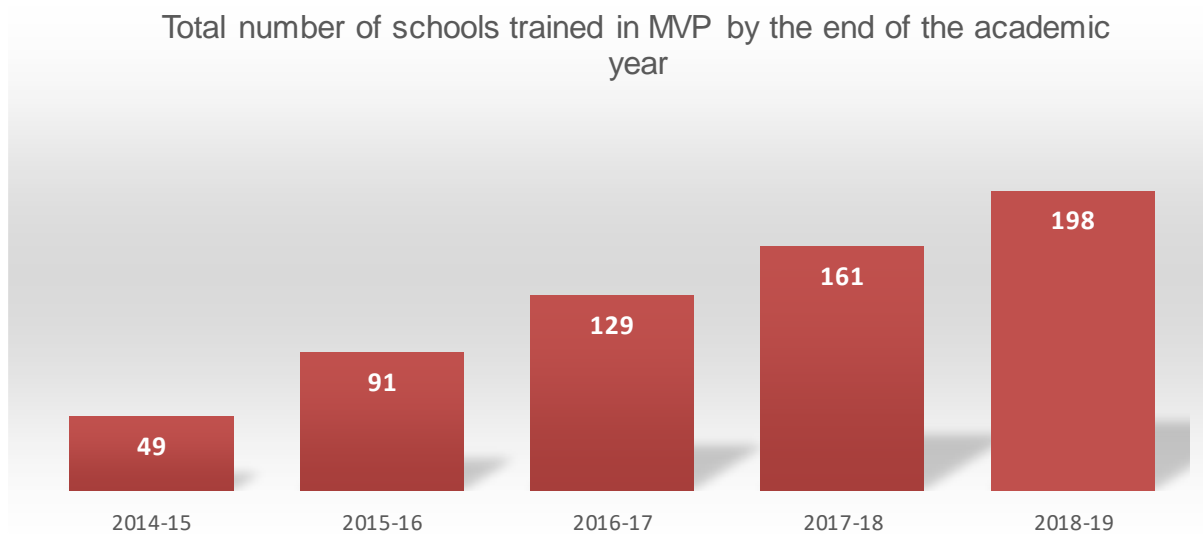


Figure 9

2. Number of schools actively delivering the programme

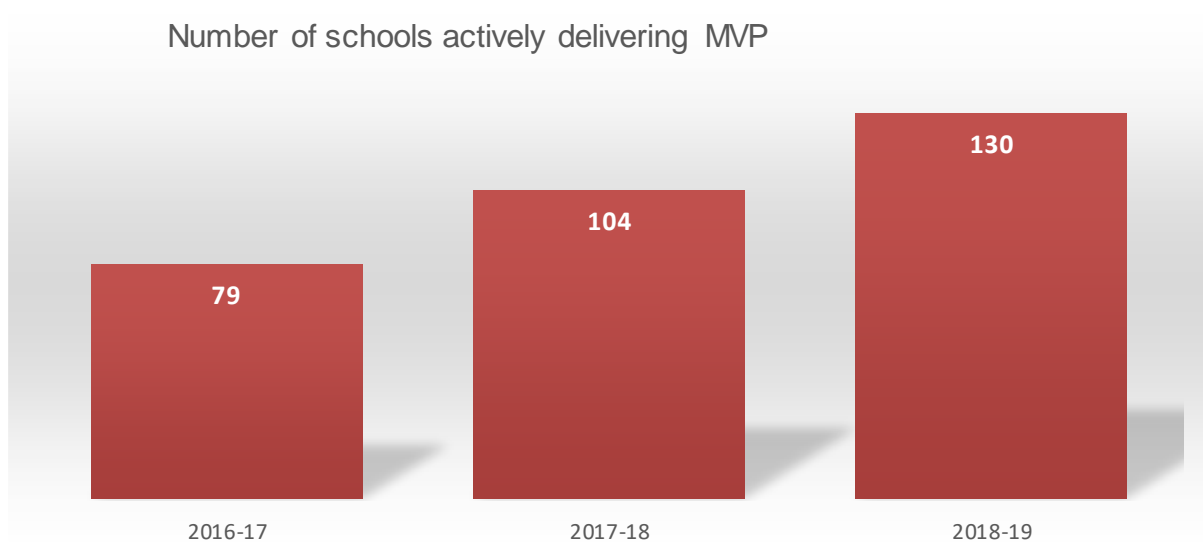


Figure 10

The numbers of schools actively delivering has only been collated since 2016-17.

In 2017-18 the report also recorded within the annual delivery figures, the number of schools trained in time to actively deliver in the same academic year. Many schools are trained in the final months of the academic year and therefore are not expected to deliver until the following year.

Academic Year	Number of schools trained in time to actively deliver in the same academic year	Number of schools actively delivering	% of schools actively delivering from total who potentially could deliver
2015-2016		Not recorded	Not known
2016-2017	102	79	77%
2017-2018	144	104	72%
2018-2019	170	130	76%

Table 2 – percentage of schools actively delivering from total number of schools trained in time to deliver

Table 3 below indicates the number and percentage of MVP schools delivering in 2018-2019, broken down by Regional Improvement Collaborative.

RIC	Number of MVP schools	Number delivering	% delivering	Recently trained	% delivering of those expected
Forth Valley & West Lothian	20	7	35%	10	70%
Northern	34	21	63%	8	81%
South East	45	27	60%	6	69%
South West	24	24	100%	-	100%
Tayside	18	10	56%	1	59%
West	57	41	72%	3	76%
Total	198	130	66%	28	76%

Table 3

3. Number of mentors trained in 2018-19

In 2018-19 it is estimated that 2600 mentors were trained²⁷, which is 500 more than the 2017-18 figure.

²⁷ Twenty is the average number of mentors trained annually by schools based on available figures. The number of mentors per school does vary widely and reflects different delivery models as well as the variation in school population.

4. Sustainability in Local Authorities

Twenty-five local authorities in Scotland are delivering MVP (78% of total) and 16 of these authorities have MVP trainers. A traffic light system gives Local Authority staff clarity about the steps involved in building sustainability for MVP. These steps were identified from practice developed in the first years of the programme in Scotland. The key to the system is outlined in Appendix 2. Within the context of a readiness process, the long term aim is for all authorities to have their own MVP trainers and a local authority MVP implementation / development plan.

Figure 11 below illustrates the number of authorities in June 2019 at each step towards sustainability, with comparison to previous years.

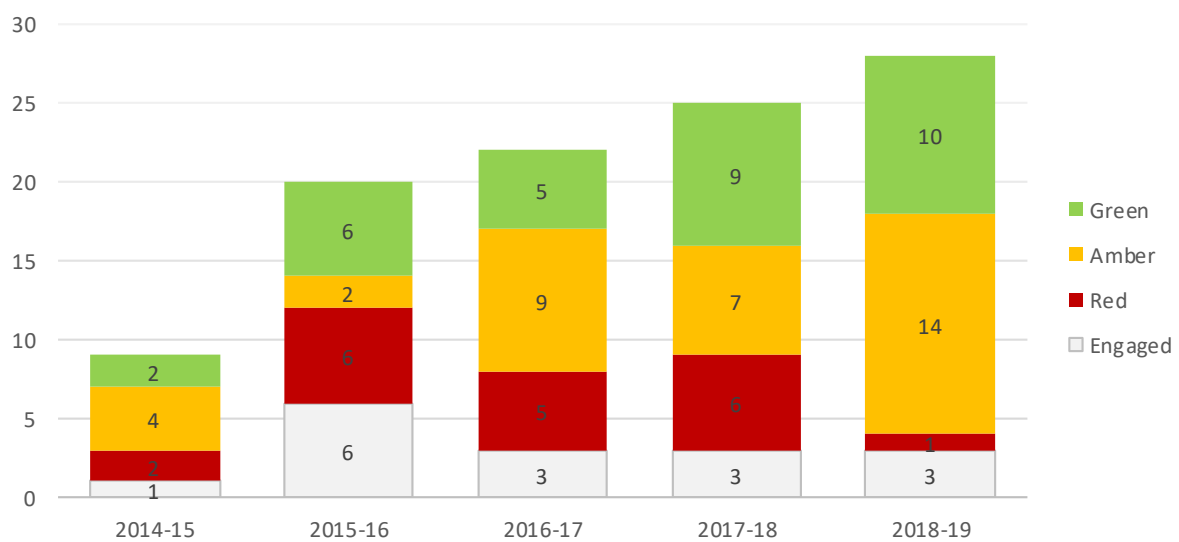


Figure 11

As can be seen in Figure 11, the main increase this session has been the number of local authorities at amber.

Local Authority progress towards sustainability

Local Authority	2014-15	2015-16	2016-17	2017-18	2018-19
Aberdeen City			E		
Aberdeenshire		E			
Angus		E			
Argyll & Bute					E
Clackmannanshire		E	NE	E	
Dumfries & Galloway					
Dundee City			E		
East Ayrshire					
E. Dunbartonshire		E			
East Lothian					E
Edinburgh					
Falkirk	E				
Fife		E			
Glasgow					
Highland		E			
Inverclyde					
Midlothian					
North Lanarkshire					
Orkney					
Perth and Kinross					
Renfrewshire					
Scottish Borders					
Shetland					
Stirling				E	
S. Lanarkshire					
West Dunbartonshire					E
West Lothian			E		
Western Isles				E	

E=Engaged

Table 4

The key to the colour coding is given in Appendix 2.

Table 4 illustrates the impact of the wide ranging support and training which took place following the accelerated expansion of the programme. It also demonstrates the steps which still need to be made to bring all authorities involved to a level of sustainability. It is therefore important to ensure that authorities in the earlier stages of embedding the programme can access the support required to progress towards sustainability.

It is acknowledged that systems to ensure data collection and quality assurance need to be developed further in all authorities and these two indicators were not required to be in place to designate an authority as 'green'.

MVP roll-out may be at risk in a local authority due to reduced programme governance at local authority level, which in turn means reduced local coordination and support. This can happen where MVP coordinators change role, move on or take extended leave, and the authority has been unable to reallocate the remit. We know that a change in local authority coordinator can negatively affect progress towards sustainability. In June 2019, four local authorities were at risk; i.e. likely to regress in terms of sustainability.

Table 5 below demonstrates that most local authorities delivering made progress towards sustainability or retained sustainability in 2018-19.

Green authorities	8
Authorities moving up a stage or more (since 2017-18)	11
Authorities remaining at same stage (but not yet at green)	4
Authorities moving back a stage	2
Authorities at risk	4

Table 5

E. Responding to MVP implementation challenges

1. At practitioner level

Practitioners were asked during the staff survey to identify challenges to implementing MVP. Seventy-five responded and of these 34 statements related to timetabling, including room allocation. Another 6 referred specifically to the challenge of taking mentors out of their classes in order to deliver sessions to the younger learners. These challenges have been those most commonly cited each year since 2016,

'Timetabling has been the hardest and ensuring pupils are able to get out of class.'

Time to prepare mentors and meet with them regularly was also raised,

'We have successfully fitted in mentor training but have found that the mentors need support before and after delivery of each session.'

There were some related comments about difficulty getting mentors to a high enough standard to deliver,

'It is very difficult for senior pupils to have the confidence to deliver a flowing lesson.'

One respondent felt that the training materials were not clear enough for the mentors.

Staffing MVP was also seen as a challenge. The commitment to staff training was noted as heavy but several staff noted that there was a lack of staff to support the programme. Some found that trained staff,

'had moved on, (were) not interested or not free'.

One respondent noted that the programme could be undermined by staff who were not on board,

'Sometimes staff in the wider community have these stereotypical views/make comments which can undermine the messages the mentors are trying to convey.'

Lack of commitment from the senior leadership team was noted as an issue in a small number of responses,

'Lack of SMT knowledge of the programme and therefore perhaps less embedded within the wider the school than I had hoped. MVP is an ethos that I believe best when role modelled at all levels and from the top of the hierarchy, down.'

In the survey, staff were asked how these challenges could be overcome.

Seventy-two staff responded to this question. Around a third of responses emphasised the importance of senior leadership team buy-in but there was also mention of the importance of support from the Director of Education, the Health and Wellbeing co-ordinator and the MVP national team. One respondent noted the positive impact of an inspection report which highlighted pupil/staff relationships. Another noted the value of getting more involved nationally and using ideas from others.

Increased understanding of staff was helpful and was gained by greater communication and in one example, mentors presenting to staff. The strengthening of the mentor support team also helped in some cases.

A number of logistical responses to challenges were noted:

- Have a block of MVP lessons scheduled into the school calendar
- Lunchtime meetings
- Set up a 'teams' group, a kids WhatsApp group and a twitter account²⁸
- Distil mentor materials to what they need on the day
- Timetable weekly periods
- Build into wider achievement for mentors
- Make MVP part of a larger, mentoring focused course

²⁸ Practitioners need to follow their own Local Authority guidance on staff use of social media

Staff in the focus groups also discussed challenges to delivering the MVP programme, similar to those identified in the staff survey. In addition, they identified the need for quality assurance mechanisms to ensure maintenance of consistency and impact.

2. At national level

Staffing the team with short-term secondments and fixed term positions may lead to national staffing issues. There is often slow release of staff to undertake secondment positions, and there is potential for early recall. Moreover, some local authorities, while undergoing their own restructuring, are currently unable to release staff for secondment positions. Staff in short fixed-term positions naturally seek longer term employment opportunities.

As the national MVP team members have recently been re-deployed into regional teams following organisational restructure, there is a need to negotiate time and consult with all six regional teams to ensure that the programme can continue to expand across Scotland.

Responding to challenge

Table 6 below identifies the additional actions we can take to respond to existing challenges to successful MVP implementation.

Challenge	What additional actions can we take?
1. There are a number of schools which have stopped delivering MVP, or have been unable to successfully implement following professional learning	<ul style="list-style-type: none"> • Develop a readiness checklist to support local authority / school implementation discussions • Develop the professional learning to focus further on the steps to successful implementation • Use Regional Improvement Team structure to build localised relationships to support implementation and development planning
2. Staff movement leading to programme falling away	<ul style="list-style-type: none"> • Encourage local authorities to offer professional learning to newly qualified teachers
3. Time for MVP/timetabling	<ul style="list-style-type: none"> • Create appendix for the Implementation Guide with exemplars of how schools integrate MVP into the curriculum • Use social media to promote sharing of good practice (e.g. blogs)
4. Increase opportunities for local authority trainers to network, share good practice,	<ul style="list-style-type: none"> • Facilitate termly Trainers Network meetings

access national development opportunities and inform programme development	<ul style="list-style-type: none"> • Seek feedback from trainers on proposed programme developments and resources • Support local authority training and their steering group links
5. Staff release for training	<ul style="list-style-type: none"> • Develop online opportunities for professional learning • Develop readiness checklist for schools considering implementation (see 1)
6. Short-term funding agreements for national programme	<ul style="list-style-type: none"> • Outwith project scope
7. Improving quality control and programme fidelity	<ul style="list-style-type: none"> • Develop self-evaluation framework enabling local authority steering groups to support schools to evaluate the effectiveness and fidelity of programme delivery
8. Strengthen gender-based violence message	<ul style="list-style-type: none"> • Amend the professional learning and mentor training materials to strengthen evidence for the gendered lens of MVP • Promote delivery of the wider range of sessions by school staff trained in MVP by offering refresher sessions in local authorities
9. Developing mentor facilitation skills and readiness for delivery	<ul style="list-style-type: none"> • Reinforce the importance of completion of the facilitation skills exercises within mentor training • Promote importance of supported mentor time to plan for, and reflect on, sessions delivered • Promote the use of trained staff or peer to peer lesson observations
11. Develop programme materials to reflect current need	<ul style="list-style-type: none"> • Develop new CSE session in partnership with partner agencies • Develop new Sexual Harassment session with partner agencies • Offer local authority twilight opportunities to explore new sessions in order to promote use
12. Enhance range of young people recruited as MVP mentors	<ul style="list-style-type: none"> • Promote the importance of the recruitment of a diverse mentor team • Encourage use of the male mentor recruitment resources • Encourage the engagement of male community leaders in MVP professional learning
13. Increase number of schools accrediting the skills and knowledge development of their mentors	<ul style="list-style-type: none"> • Encourage use of the mentor learning log and / or SQA leadership award booklet

Table 6

Appendix 1 Impact of the Programme

Following MVP, both mentors and mentees are more aware of the issues related to violence, gender based violence and bullying and there is a positive increase in the percentage of young people who report that they would act if they saw particular behaviours occurring. Staff report an increase in pupils who 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 and are 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 leadership, team-work and presentation skills.

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 and a rise in the number of staff who thought that they would challenge gender-based violence.

Appendix 2 How is MVP introduced in a Local Authority?

When a local authority is interested in exploring the programme, initial readiness conversations are held and the national MVP team hold awareness-raising sessions for strategic leads, partnership agencies and school leadership teams. If a decision is taken to take on MVP, a steering group is established, pilot schools are identified and school staff and community partners are trained. School mentor support teams are then created and an implementation plan for the school drawn up. These teams raise awareness with staff and pupils, train mentors and support mentor delivery of sessions to younger learners. As more schools are brought on board within the authority, experienced members of the Mentor Support team are invited to become trainers in the programme, thereby facilitating sustainability within the authority.

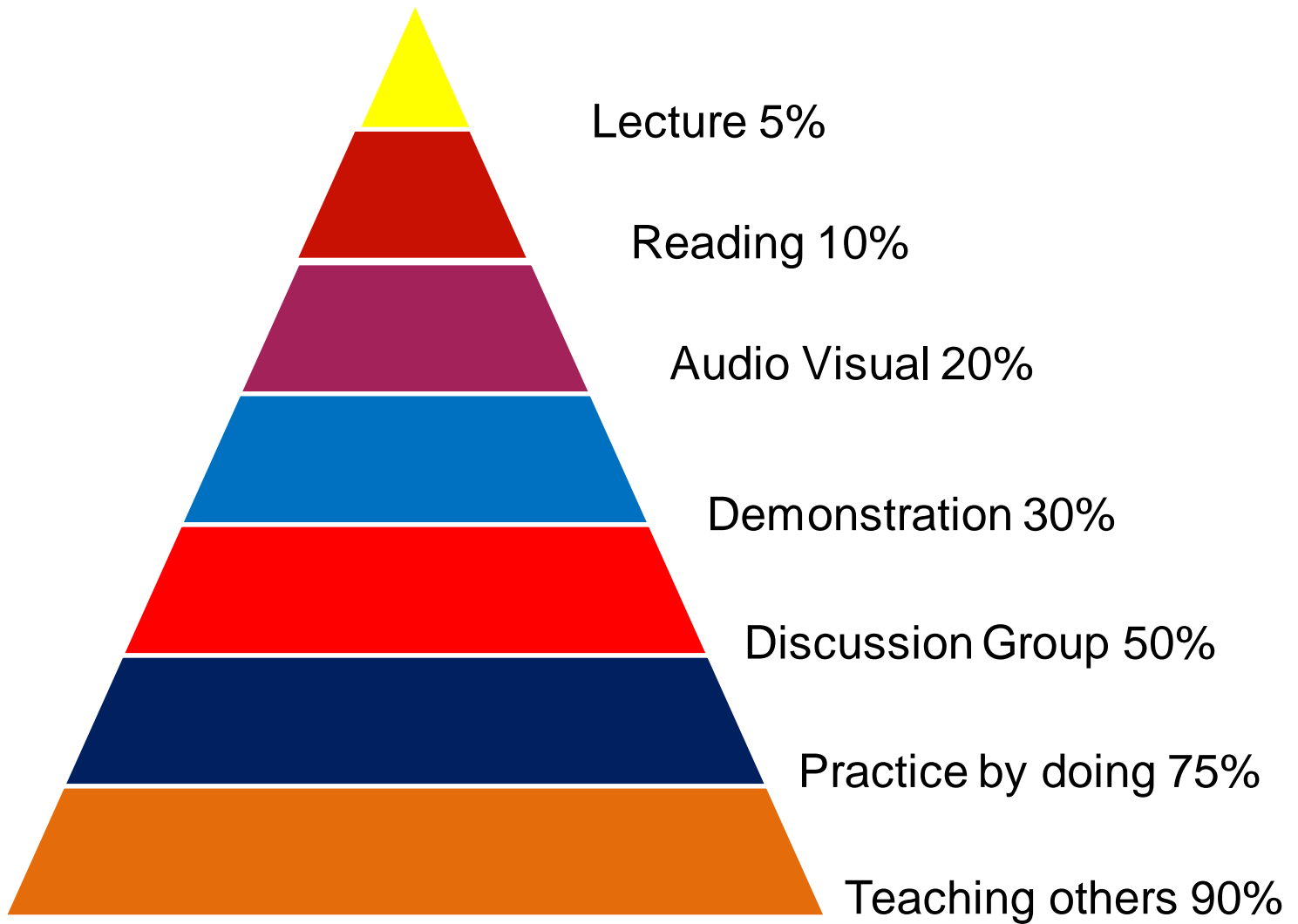
See traffic light key overleaf:

Traffic Light Key

	Engaged (Stage 1)	<ul style="list-style-type: none"> • National MVP team in initial discussion with L.A. representatives • L.A. agrees to identify and liaise with key partners (police, sexual health, CLD, vol. sector, psychological service) • Head of Service or equivalent leads and supports on programme strategically • Identification of local co-ordinator • Identification of education lead • Awareness session at local DHT /HT meeting to identify interested schools for first phase • 2-6 schools to be identified depending on size of authority • L.A. to arrange an awareness raising session with identified schools and their relevant authority and community partners (National MVP team to deliver this session)
	Red (Stage 2)	<ul style="list-style-type: none"> • Schools are supported by area co-ordinator to form MVP teams • Initial schools and partners are trained • Coordinator, if required, arranges one day capacity building training for school staff and community partners from the initial schools • One day training is delivered if required • Co-ordinator has a key person in the authority with strategic overview to whom they give update reports and who can help to trouble-shoot when there are barriers • Co-ordinator updates national MVP team • Members of steering group are identified and first meeting has taken place
	Amber (Stage 3)	<ul style="list-style-type: none"> • Initial schools are training mentors and working towards or delivering the programme • Steering group has a long-term plan in place to include: <ul style="list-style-type: none"> • Staged plan to train remaining authority schools • Training and support to build and sustain capacity in all schools • Identification and training of trainers • Agreed evaluations are being completed
	Green	<p>MVP is sustainable within the L.A.</p> <ul style="list-style-type: none"> • Local identified mentor support staff are trained as trainers • Training team is in place • Staged plan to train remaining schools and build capacity is actioned • CPD/support system is in place • Agreed data is collected and reported • Steering group meets as agreed • Coordinator attends National MVP co-ordinators meeting • Quality assurance system is in place

Appendix 3 The Learning Pyramid

Average Learning Retention rates



Adapted from NTL Institute for Applied Behavioural Science