

# RE:SET

## Programme Impact Report

### Surlingham and Rockland St Mary Primary School(s)

Date January 2025–January 2026



We at Tender believe that prevention education is the key to living in a world free from abuse and harm.

In order to prevent abuse, we must work with the whole school community to reset how we approach the delivery, programming and modelling of healthy relationship education.

Tender's unique and comprehensive whole-school approach works with SLT, Governors, Students, Staff and Parents to ensure everybody understands their responsibility for promoting healthy relationships.

The following report gives an insight into the impact that Tender's RE:SET programme has had on the school community.

# Block 1: Project Delivery Team

At the start of the programme, we ask the programme delivery team to ‘audit’ their current provision for Relationship Education. We revisit this audit at the end of the programme.

Question	Start of the programme	End of the programme
The head and senior leadership team see Relationship Education as a high priority within the setting	8	10
There is clear senior management and governor support for the RESET project.	1	10
There is a named governor responsible for Relationship Education.	1	10
The school has an RSHE policy agreed by governors and staff that has involved consultation with pupils and parents/carers.	5	10
The policy links to and is consistent with other policies, such as safeguarding.	8	10
All students can comment on RSHE policy and their views contribute to curriculum planning and evaluation of effectiveness.	6	7
The setting ensures teachers, governors and support staff receive appropriate CPD, INSET and ongoing support to respond to the needs of all children and young people, including those with SEND/SEMH needs	8	9
Staff have a good understanding and feel confident on the appropriate action to take when challenging harmful sexual behaviour and attitudes.	6	8
RSHE is taught by staff who want to teach it, who are trained and supported, knowledgeable and confident.	4	6
RSE and PSHE are resourced in line with other subjects, for example being allocated preparation and planning time and training budget.	9	10

A variety of teaching and learning strategies are used, which encourage participation and provide opportunities for children and young people to develop critical thinking and relationship skills.	8	9
RSHE is a clear part of the PSHE education curriculum and has timetabled sessions across all Key Stages.	8	9
Students feel safe being at school/setting.	6	8
Students feel listened to and respected by setting staff.	7	8
The diverse experiences of pupils, such as Looked After Children, those with SEND/SEMH and those from marginalised backgrounds, have their RSHE needs met	7	7
The setting has strong communication methods to parents and carers that results in regular collaboration between the setting and families.	6	9
The setting recognises that parents and carers are crucial to the success of the RSHE programme and gives them regular information about what is provided and accessible opportunities to comment on policy and practice.	3	6
Information is provided to support parents and carers in fulfilling their role as educators about relationships and sex at home.	3	8
The setting ensures that RSHE is embedded in the setting's culture, values and moral framework.	5	9
The setting keeps up to date with local health and advice services and provides clear access to information about them for children and young people.	3	8
The setting promotes healthy relationship messages visually, verbally and virtually.	4	9

# List of Key RESET Events

Date	Young People	Staff	Parents and Carers
22/1/25		Whole staff Intro	
January 25		Staff Survey Sent out	Parent Survey Sent out
22/1/25		PDT 1/Audit	
4/2/25	Whole School Assembly x 2		
5/2/25		PDT 2	
24/2/25		E-Learning	
28/4/25		Impact of DA INSET	
30/4/25		PDT 3	
May/June 2025	10 hours Campaign Project		
2/6/25	Healthy Friendships Year 4		
3/6/25	Healthy Friendships Year 5		
9/6/25		Child on Child Abuse INSET	Information stall sports day x 2
18/6/25			Managing Emotions
25/6/25			Healthy Friendships
9/10/25		PDT4	
12/12/25	Celebration assembly x 2		
14/1/26		End of project reflection	

# Block 2: Involving Setting Staff

To kick off RE:SET’s staff training package, we invite all school staff to access and complete our 1-hour Basic Awareness of Domestic Abuse training.

**16** staff members completed the training, and **100%** said that following the e-learning they feel more confident in supporting students with issues surrounding relationship abuse.

We also delivered a number of INSET sessions for staff:

**8** staff members attended an INSET training titled Impact of Domestic Abuse

**9** staff members attended an INSET training titled Child on Child Abuse

## Knowledge

The table below shows the amount that staff members felt they knew about different areas after our training.

Indicator	Nothing At All	Very Little	Some	A Good Amount	A Lot
Awareness of the different forms of abuse				18%	82%
Awareness of how common abuse is				27%	73%
Awareness of the potential barriers to accessing support for those experiencing abuse			9%	36%	55%
Awareness of how intersecting inequalities shape patterns of abuse			18%	45%	36%
Awareness of the impact of trauma on children and young people who have experienced abuse			9%	9%	82%
Awareness of when to follow appropriate safeguarding and support processes to support child victims of abuse			9%	18%	73%

## Skills

The below table shows how staff reported on their confidence levels in different skills related to RSHE and safeguarding at the end of the session.

Indicator	Not At All Confident	A Little Confident	Fairly Confident	Very Confident	Extremely Confident
Ability to discuss issues around healthy and unhealthy relationships with children				73%	27%
Ability to recognise patterns of abusive or coercive behaviour			9%	64%	27%
Respond sensitively to the needs of children who have experienced abuse			9%	45%	45%

We also asked staff to respond to the following statement:

***"A student tells you they are tired because their parents were fighting again last night. How confident would you feel in providing support to them?"***

0% said not confident at all  
 0% said a little confident  
 9% said fairly confident  
 73% said very confident  
 18% said extremely confident

## Conclusion

**100%** of staff said they felt the INSETs were very or extremely helpful for their role as educators.

We also asked staff if they felt there were changes they could make within their school to address abusive behaviours:

**18%** strongly agreed

**64%** agreed

**18%** neither agreed or disagreed

When asked what they had learned from the sessions, staff said:

- **Being careful what language to use when responding to a child reporting abuse.**
- **Continue to be professionally curious**
- **More whole school assemblies about healthy relationships**
- **Statistical wows!**
- **The 6 different types of abuse**
- **The 6 different types of domestic abuse.**
- **The behaviours we will witness at school**
- **The statistics of how common child on child abuse is and the types of child on child abuse**
- **To continue to have open communication with children**



# Block 3: Working with Children and Young People

## Healthy Friendship Project

In June Tender delivered 2 x 1 day projects to 40 of your Year 4 and 5 students. The following information shows the findings of our project evaluation, which gathered insight into the changes in knowledge, skills, beliefs, and behaviours reported at the end of the project.

### Knowledge

We measure participants' knowledge against set learning outcomes after the project. Some of these are self-described, while others are measured through multiple choice questions. The data below represents how much students said they felt they knew about various aspects of relationships education following the workshop:

After:

Learning outcome	Nothing at all	A little knowledge	Some knowledge	A lot of knowledge
What makes a relationship/friendship healthy or unhealthy		3%	25%	73%
Know where to find support/advice about friendships and relationships			23%	78%
Know why equality is important in relationships and friendships		3%	33%	65%
Know how to spot 'red flags' in a friendship or relationship		13%	25%	63%

## Skills

The arts-based and interactive nature of Tender's programmes help to develop several soft skills. Our activities are creative, fun and engaging and help to boost the participants' self-esteem, collaborative skills and empathy among other skills. We asked questions in the survey so that the participants could self-report on those skills after the workshops. The insights from that data are as follows:

<b>Skill</b>	<b>Not confident at all</b>	<b>A little confident</b>	<b>Somewhat confident</b>	<b>Very confident</b>
I can express my feelings to others	<b>5%</b>	<b>35%</b>	<b>40%</b>	<b>20%</b>
Believe in myself and what I can do		<b>10%</b>	<b>48%</b>	<b>53%</b>
Manage conflicts in my relationships		<b>15%</b>	<b>38%</b>	<b>48%</b>
Understand my emotions	<b>3%</b>	<b>20%</b>	<b>30%</b>	<b>48%</b>
Question my own ideas and beliefs	<b>10%</b>	<b>20%</b>	<b>43%</b>	<b>28%</b>
See how my words and actions affect other people		<b>5%</b>	<b>30%</b>	<b>65%</b>

## Beliefs and Attitudes

We spent time challenging the excuses someone might give for being violent or abusive towards someone else, as well as some of the beliefs that lead us to hold victim-blaming attitudes. Tender's message is clear: abuse is never the fault of the victim.

We asked participants whether they agreed or disagreed with the following statement:

***'There is never a good reason for your friend to hit you.'***

Response	% of students that selected this option post-workshop
True	100%
False	
Not Sure	

## Behaviours

Throughout the project, we focussed on empowering students to identify where to seek support and advice related to unhealthy or abusive behaviour. We asked students what they would do if faced with the following scenario (note – they could pick more than one option):

***'A friend tells you that someone is asking them to do something that they don't want to do. They won't tell you what it is, but they seem upset and have asked you to keep it a secret.'***

Here are their responses:

Response	% of students that selected this option post-workshop
Talk to a teacher	80%
Offer my support	20%
Do nothing, because it is their personal issue	

We also asked the students how confident they would feel in challenging the statement below:

***'Your friend makes a rude comment about a classmate's body'***

Here are their responses:

Response	% of students that selected this option post-workshop
Very confident	60%
Somewhat confident	35%
A little confident	5%
Not confident	



## Conclusion

The workshop received an overall rating of **4.5 out of 5** by the participating students and was rated **Very Good** by the attending teacher.

**80%** of students reported that they would value more projects like this.

The students let us know they would like to learn more about the following topics:

- **More breathing techniques and games**
- **Peoples emotions**
- **Your rights**

Students told us they particularly liked these aspects of the project:

- **I liked the scripts and the games that we played**
- **It teaches you a lot of things and is fun**
- **Talking about relationships**
- **The fact that they listened to everyone**
- **The fun games we play and the super nice staff**
- **The leaders kept the activities really fun**

When asked what their key learnings were from the project, students said:

- **Be all kind and nice. To make sure you are safe with your body**
- **Even a healthy feeling relationship can end up an unhealthy relationship**
- **Everybody has rights**
- **Keep your hands to yourself**
- **Others emotions are really important**
- **PANTS rule are important**
- **Safe and healthy relationships and recognising safe and unsafe contact**
- **When you say no it means no**
- **You can always talk to someone**
- **You can call childline 0800 1111**
- **You don't have to show your privates to anyone and can say yes or no**
- **You shouldn't put pressure on your friends**

Some other responses from the project:

### **Observing Teacher:**

- **[They were] excited with the social games, enthusiastic calling out answers with enthusiasm**
- **They were all engaged and enjoyed the variety of activities**

### **Facilitator:**

- **The children were really engaged and loved the practical aspects of the workshop  
Lots of participation and contributions**

# Healthy Relationship Campaign Project

Tender delivered a Healthy Relationship campaign project to 11 of your students. The following information shows the findings of our project evaluation, as well as details of the campaign produced by your students

## Knowledge

We measure participants' knowledge against set learning outcomes after the project. Some of these are self-described, while others are measured through multiple choice questions. The data below represents how much students said they felt they knew about various aspects of relationships education before and following the workshop.

Before:

<b>Learning outcome</b>	<b>Nothing at all</b>	<b>A little knowledge</b>	<b>Some knowledge</b>	<b>A lot of knowledge</b>
What makes a relationship/friendship healthy or unhealthy			55%	45%
Know where to find support/advice about friendships and relationships			45%	55%
Know why equality is important in relationships and friendships	9%	9%	36%	45%
Know how to spot early warning signs of abuse in a friendship or relationship		9%	64%	27%

After:

<b>Learning outcome</b>	<b>Nothing at all</b>	<b>A little knowledge</b>	<b>Some knowledge</b>	<b>A lot of knowledge</b>
What makes a relationship/friendship healthy or unhealthy				100%
Know where to find support/advice about friendships and relationships			9%	91%
Know why equality is important in relationships and friendships			9%	91%
Know how to spot 'red flags' in a friendship or relationship			9%	91%

### Skills

The arts-based and interactive nature of Tender's programmes help to develop several soft skills. Our activities are creative, fun and engaging and help to boost the participants' self-esteem, collaborative skills and empathy among other skills. We asked questions in the survey so that the participants could self-report on those skills after the workshops. The insights from that data are as follows:

<b>Skill</b>	<b>Not confident at all</b>	<b>A little confident</b>	<b>Somewhat confident</b>	<b>Very confident</b>
I can express my feelings to others		9%%	18%	73%
Believe in myself and what I can do			18%	82%
Manage conflicts in my relationships			18%	82%
Understand my emotions		18%	18%	64%
Question my own ideas and beliefs	9%	9%	27%	55%
See how my words and actions affect other people			18%	82%

## Beliefs and Attitudes

We spent time challenging the excuses a someone might give for being violent or abusive towards someone else, as well as some of the beliefs that lead us to hold victim-blaming attitudes. Tender's message is clear: abuse is never the fault of the victim.

We asked participants whether they agreed or disagreed with the following statement:

***'There is never a reason for your friend to hit you.'***

Response	% of students that selected this option pre-workshop	% of students that selected this option post-workshop
True	55%	73%
False	27%	4%
Not Sure	18%	23%

## Behaviours

Throughout the project, we focussed on empowering students to identify where to seek support and advice related to unhealthy or abusive behaviour. We asked students what they would do if faced with the following scenarios:

***'A friend tells you that someone is asking them to do something that they don't want to do. They won't tell you what it is, but they seem upset and have asked you to keep it a secret.'***

Here are their responses:

Response	% of students that selected this option pre-workshop	% of students that selected this option post-workshop
Talk to a teacher	55%	91%
Offer my support	55%	9%
Ignore it because it is their personal issue		

***'A friend makes a rude comment about a classmate's body. How confident do you feel in challenging this comment?'***

<b>Response</b>	<b>% of students that selected this option pre-workshop</b>	<b>% of students that selected this option post-workshop</b>
Very confident	<b>64%</b>	<b>64%</b>
Somewhat confident	<b>27%</b>	<b>36%</b>
A little confident		
Not confident at all	<b>9%</b>	

### **Campaign**

Towards the end of the project, our highly trained arts-facilitators supported the young people to identify what message that they wanted to share with the school in order to begin to shape a creative campaign. Some ideas included:

- **Be more inclusive**
- **Remember to question things if they seem off and to not let it go**
- **Respect others and....EQUALITY**
- **To be kind to people around you**

With the support of our staff and a budget for creative resources, the young people produced a new reward scheme for both schools focusing on behaviours that promote equality and respect. Using still images that relate to six different acts of kindness - the young people created a series of postcards which would be handed out to individuals displaying those behaviours. The school also had the idea to have a pin badge to go with each postcard with the aim to collect the full set during their time at primary school.

We asked the children to share how they hoped this campaign, along with the learning from the project, would make a difference to the school:

- **I think it will encourage people to be kind and respectful**
- **Inclusive people**
- **No exclusion**
- **That people will treat everyone equally, no matter their age, race or religion**

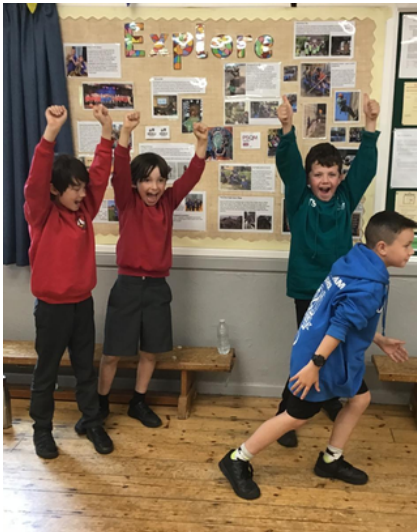
## The Kindness Crew Campaign

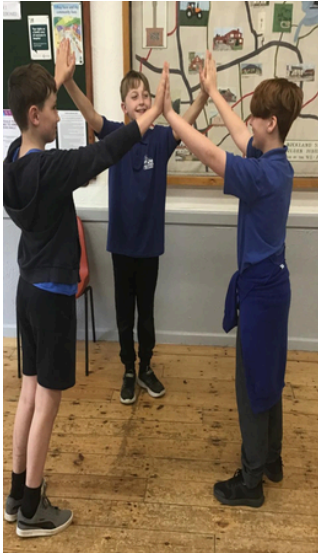
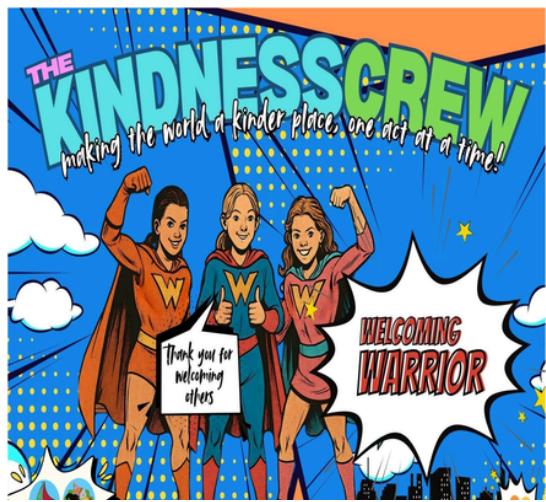
For their Campaign - the young people were passionate about creating a lasting legacy that championed and celebrated equality and inclusion. They came up with the idea of a school wide reward scheme where children and adults would be recognised for displaying the following behaviours which they had identified as key in creating a culture of kindness and equality:

Respect  
Inclusion  
Speaking up  
Support  
Welcoming  
Caring

We then decided to create reward cards with images that celebrated the 6 qualities using the idea of these being seen as super powers. We decided to give the scheme a title which matched this concept. The Kindness Crew! Each behaviour was seen as it's own superpower - "making the world a kinder place, one act at a time" - and so each image would display a superhero. We created still images that represented each of the 6 attributes, then photographed them. A graphic designer then transformed them in to the following images to immortalise the photos the young people created.

Below are the original photos next to the image they then inspired and the back of the postcard where a comment can be written to record the specific behaviour that led to the reward. The school then decided they would like pin badges to give out to accompany the postcard with the idea that the young people will aim to collect all six badges.





## Conclusion

The workshop received an overall rating of **4.6 out of 5** by the participating students and was rated **Very Good** by the attending teacher.

**100%** of students reported that they would value more projects like this.

Students told us they particularly liked these aspects of the project:

- *How it was fun and interactive with multiple games to break it up*
- *It was very inclusive*
- *That they made things that might make some uncomfortable, fun*
- *The acting, drama, freeze frames, everything!*

When asked what their key learnings were from the project, students said:

- *About healthy and unhealthy relationships*
- *Everyone has their own personal space*
- *It is not your responsibility to deal with other people's problems*
- *To give consent*
- *you must ask for consent and see red flags in relationships*

Some other responses from the project:

**The observing teachers said the workshop was Extremely Helpful for the young people because:**

- *It gave the Young people Knowledge of how to pursue healthy relationships*
- *They explored different relationship scenarios in a whole variety of ways*

**They also said it was Extremely helpful for their professional role and key takeaways were:**

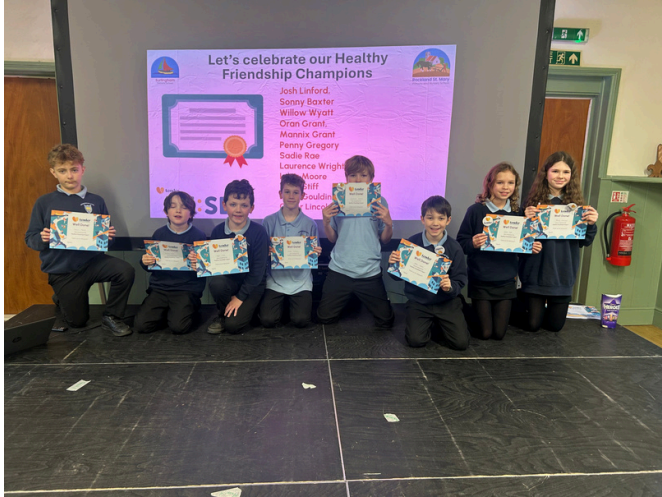
- *Models of how to hold healthy discussions and challenge opinions carefully*
- *The i-message*
- *Using the correct/useful phrases and definitions*

**Facilitator:**

- *They really enjoyed coming up with their campaign idea. They were very much eager to make there campaign about equality. They responded well to the games and the script work too.,*

## Celebration Event

On December 12th, Tender supported the school to deliver a celebration event at both Rockland St Mary and Surlingham. The whole school came together for each assembly and it was particularly lovely that the Year 7s who created the campaign whilst in Year 6 came back to deliver the assemblies with me. Both events were well attended by staff and parents and the young people were able to show their schools the work they had created whilst Hannah Boag - the Headteacher - explained how this would be rolled out across both settings to form a new reward system for displaying inclusive behaviours which champion equality and kindness.





### What we learned



Always tell an adult or someone you trust when you are sad	Different behaviours affect friendships	Don't be afraid to talk to someone	Childline number and who my true friends are
Honesty, respect and sharing	Look out for red flags	Not to let your friends boss you around	Who to go to if you feel worried
The difference between a healthy and unhealthy relationship	You don't always need to keep secrets	To be kind and give people chance	

# Block 4: Involving Families and Communities

Tender aims to offer RE:SET schools information sessions for parents and carers. Involving families and communities ensures that the healthy messaging being promoted throughout the school extends into the home and is reinforced in areas of a child's life. Having parent/carer buy-in is a key component of a whole-setting approach.

The school decided they would like to offer the following three sessions for parents from both settings:

- **Managing Emotions**
- **Healthy Friendships**
- **Online relationships**

We decided to offer one session at each setting and then depending on engagement, plan where the third should be held or if online would be more appropriate. Attendance was very low at the first two sessions - 3 then 5 participants and no one attended the third. However - I did manage to reach a significant number of parents at the two sports days where I ran an information stand and RESET Parent/Carer booklets were given to all attending parents and then handed out in the school to others who did not attend. We also had a good showing of parents at the celebration assembly and the school regularly update their parents through newsletters and an online app.

Following the information session we asked the parents/carers to respond to the following statements:

**I feel confident that the school is addressing the social and emotional needs of the children and young people I look after**

75% completely agreed and 25% somewhat agreed

**I have a good understanding of how RSHE is taught and what's on the curriculum**

75% completely agreed and 25% somewhat agreed

**I know where to get help and information about healthy relationships in case I need it**

75% completely agreed and 25% somewhat agreed

**I think it's important that CYP learn about healthy and unhealthy relationships**

75% completely agreed and 25% somewhat agreed

What key messages will you take from this session?

- **Helping my children to name their emotions, plus some named resources (books, games, etc.) to help**
- **It's important to discuss healthy friendships and relationships with children, and what this means. Also, the importance of every child having a safe grown up they can talk to.**

# Block 5: Positive School Culture

Below are slides from a whole staff training delivered by the school to launch the campaign and create a shared language by which to promote the values celebrated during RE:SET. This presentation demonstrated excellent practice and a true reflection of the schools' commitment to embedding healthy relationships throughout their setting.

## Tender RE:SET Campaign

PROMOTING POSITIVE RELATIONSHIPS IN OUR SCHOOL AMONGST STAFF, CHILDREN AND PARENTS.

### What we will cover.

- ▶ What is Tender and an overview of their RE:SET campaign.
- ▶ Introduction to new postcard style certificates.
- ▶ Shared language
- ▶ Ways we can teach values of kindness, respect, inclusivity and personal space.
- ▶ Creating a whole school culture.

### What is the Tender RE:SET Campaign?

- ▶ RE:SET stands for Relationships Education: School's Equality Toolkit. It is a whole-school programme/toolkit developed by Tender Education (a UK charity) to help schools explore, adapt and reset their approach to relationships education — across the entire school community (students, staff, families, the wider setting).
- ▶ Tender RE:SET promotes healthy, respectful relationships among primary school children. It teaches students how to understand emotions, build empathy, and strengthen their social and emotional well-being.
- ▶ The RE:SET campaign helps children recognise signs of healthy and unhealthy relationships, encourages emotional resilience, and builds confidence to speak up when something feels wrong. It fosters a proactive and caring school community.



- ▶ RE:SET addresses the need for more than just lessons; it promotes a whole-school culture of healthy, respectful, equal relationships — helping prevent issues such as gender-based violence, unhealthy relationships, and promoting positive attitudes.
- ▶ It supports staff, students, families and the whole school setting to work together — recognising that relationships education is most effective when reinforced by the whole community.
- ▶ By engaging the whole school, it helps create consistency across classrooms, playground behaviour, staff interactions, policies — which can reinforce and sustain the change.



### Our certificates

- ▶ Respectful Ranger
- ▶ Inclusive Idol
- ▶ Supportive Star
- ▶ Caring Captain
- ▶ Welcoming Warrior
- ▶ Speak Up Superhero



Each postcard was created by last years, year 6's at SPS and RSM. They adopted their strongest superhero poses, which the graphic designer used as inspiration when producing the final pieces. The children set out to create something meaningful and lasting—something that celebrates the everyday powers that make their school a warm, supportive, and happy place, both today and for generations to come.

### Shared language

"Thank you for helping me."  
 "That was brave of you to speak up."  
 "You did a great job!"  
 "I'm sorry — how can I make it better?"  
 "I notice you're feeling sad — do you want to talk?"  
 "I like the way you included others."  
 "I'll make sure everyone has a turn."

Kindness

Speaking up

Inclusivity

"Let's include them in our group."  
 "We are all different — and that's good!"  
 "What do you think?"  
 "Everyone gets a turn to speak."  
 "I saw something unkind — can we talk about it?"  
 "I'll stand with you."  
 "Let's tell an adult."

### Shared Language Staff May Model


- ▶ "Thank you for sharing your thoughts — they are important."
- ▶ "I can see that upset you — let's talk it through."
- ▶ "How can we make this situation fair?"
- ▶ "Let's work together to find a solution."
- ▶ "I'm proud of how you showed kindness."
- ▶ "Everyone's voice matters."
- ▶ "It's okay to make mistakes — we learn from them."

School-wide message

"At our school, we treat everyone with respect."  
 "Kindness is our superpower."  
 "We look after each other."  
 "We welcome everyone."

### Teaching Inclusivity

- ▶ Encourage participation from all students
- ▶ Celebrate individual differences
- ▶ Promote collaboration and group activities
- ▶ Model inclusive language and behaviour



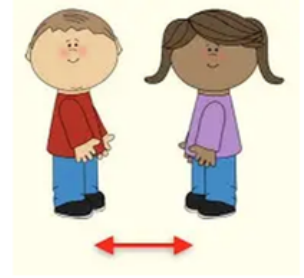
## Teaching Kindness

- ▶ Practise empathy through storytelling and reflection
- ▶ Reward acts of kindness
- ▶ Demonstrate active listening
- ▶ Build supportive peer relationships



## Respecting Others & Personal Space

- ▶ Teach consent and boundaries
- ▶ Recognise personal space needs
- ▶ Promote safe physical and emotional interactions
- ▶ Respecting belongings and opinions



## Building a Positive School Culture

- ▶ Embed values across lessons and activities
- ▶ Celebrate achievements
- ▶ Encourage student leadership and voice
- ▶ Create safe spaces for speaking up



## What we have covered.

- ▶ What is Tender and an overview of their RE:SET campaign.
- ▶ Introduction to new postcard style certificates.
- ▶ Shared language
- ▶ Ways we can teach values of kindness, respect, inclusivity and personal space.
- ▶ Creating a whole school culture.

Any questions?

Both Surlingham and Rockland have acknowledged that RESET has created an entire culture shift in their settings – one they were not prepared for. At the end of project reflection meeting – the staff talked about how they had no idea the impact this project would have and as a result of it, they have completely reviewed their approach to pastoral care and relationships, focusing on restorative actions and rewarding positive behaviours that promote inclusion and equality.

Some notable changes:

- A complete rewrite of their behaviour policy to readdress behaviours like play fighting and verbal abuse.
- A greater focus on restorative conversations rather than sanctions
- Staff have newfound confidence to identify and discuss healthy behaviours and now share a universal language that promotes positive relationships.
- A whole staff reflection of language and harmful scripts – eg 'Boys will be boys' or 'Just ignore him/her'.
- The Head teacher holding staff to account and modelling behaviour when dealing with incidences that previously would have been ignored or minimised
- Children are talking more openly and freely in PSHE about things that worry them. They seem to respect and trust each other more – probably due to a greater sense of security coming from the staff now addressing the low level behaviours.
- Far fewer incidents of physical aggression – a result of the zero tolerance of play fighting
- In meetings with parents – the Head is using the language and knowledge from RESET to discuss child protection and children's needs.
- Logging more behaviours (verbal and physical) and tracking patterns and trends then addressing them

At the heart of this culture change is the rewards campaign which is being embedded into every aspect of school life. The school council are taking a lead on this and each week, the school will focus on one of the six inclusive behaviours and deliver assemblies on each to highlight examples of this behaviour and how they will nominate individuals to receive an award. This is then emphasised in form time and PSHE, so there becomes a whole school approach.

When I first met with the school – one of the things they told me was that they had a disproportionate number of families who had experienced Domestic Abuse. Some of these families had moved into the area from distant locations and the staff were really struggling to know how to best support them. One of the key learnings from RESET was recognising that you don't need to target individuals in order to support young people who have or may be experiencing the issue. It can be offered by creating a safe and respectful culture which gives all young people permission to speak out knowing that nothing will be dismissed or ignored. By modelling and displaying healthy behaviours all around the school and actively encouraging those around them to do the same – the school are noticing that their young people are feeling more empowered to speak up and identify the behaviours in others that they do or don't like. It has been transformative and the entire community are invested in it.

This school has responded to RESET in the most inspirational way and their commitment to making every young person feel respected and safe is truly wonderful. They now firmly believe that if all schools had this work – the numbers of young people experiencing or perpetrating violence would significantly decrease due to the proven effectiveness of prevention.

## A Special Visit from Olivia Colman and Ed Sinclair

On Monday the 6th – the Year 5s from both Rockland and Surlingham were treated to a very big surprise – our wonderful patron Olivia Colman along with her husband Ed Sinclair came to observe the project and take part in some of the activities we delivered for their one day Healthy Friendships project. Despite their obvious excitement at seeing a real life Paddington star – the children were an absolute credit to the school – participating with enthusiasm and insight. We all commented on their maturity and how well they were able to contribute to such sensitive topics. The room was filled with joy and creativity for the entire day.







**tender**  
acting for healthy relationships