



# RE:SET Project Pilot Year (September 2021 - July 2022)

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# Introduction

This report will look at the successes and learnings of the RE:SET project across the five schools who were part of this pilot year. This report has been compiled using reflective questionnaires, reflective practice workshops and focus groups with school staff, workshop participants, parents and carers and Tender staff members responsible for delivering RE:SET. All questionnaires are anonymous: only feedback gathered during reflective practice workshops and student focus groups have identified the participants. This report will also forecast the areas of development that can be taken into Year 1 of the project (2022 – 2023).

This report will be structured under the five blocks of RE:SET; Project Delivery Team, Involving School Staff, Working with children and young people, Involving families and communities and Positive school culture. Under each block is a summary of successes and challenges; the responses to these challenges will be detailed at the end of the report alongside priorities for Year 1.

The project was led by RE:SET Project Manager, Marie Horner, and RE:SET Project Coordinator, Maisie Grenier. They were responsible for project management and development whilst delivering the three London based schools, alongside the Tender Mentor for Bath, Daisy Douglas, and in Norfolk, Michelle Thompson.



# Evaluation of the RE:SET Project

In consultation with RE:SET teachers and governors alongside a specialist consultant, we developed RE:SET's Theory of Change (see Appendix 1) and a list of 'categories' which we know to be important in creating safer environments where gender-based violence in all forms is identified and rejected. These categories are: (a) **Recognising a need for change**; (b) **Increasing confidence and trust** and (c) **Finding opportunities to share positive messages**.

Each school was required to gather evidence and complete reflective questionnaires (see Appendix 2) and workshops under each block. We encouraged staff and students to become familiar with these three categories and they gathered evidence relating to them alongside the programme being delivered; this meant taking a photo of a workshop or campaign, noting down a conversation that they had or heard, recording changes that were made to policies and the curriculum, reflecting on changes in how they felt about having conversations about the topic with students and peers, session plans or campaign posters, screen savers or display boards used around the school. Some of this evidence can be seen throughout this report.

Under the three category definitions we gave an explanation, which then went onto inform the Evaluation Plan (see Appendix 3) co-designed with the school in and the possible methods used to gather evidence:



Bag of Friendship designed by primary school pupil at Edward Worlledge Ormiston Academy, Great Yarmouth

## Recognising a need for change

You may notice yourself, your colleagues, your students, parents/carers are becoming more aware of attitudes and behaviours that can contribute to gender based violence. This may mean that students challenge the use of problematic language or imagery in school. It might mean that you observe students identifying early warning signs in the media they are using or classroom resources you bring in. It might be that you as a teacher have begun to recognise where change needs to be made in areas that you hadn't noticed before.

## Increasing confidence and trust

Students, teachers and parents are more confident and better equipped to talk about topics relating to gender based violence. You might notice that people feel more confident and fluent in terminology relating to the topic and that there's a reduction in problematic or sexist language being used. You might observe that young people are bringing the topic up spontaneously more or that they are more prepared to report something they find concerning. Students may find that they have conversations with each other where they feel their worries or complaints about GBV are heard and understood more.

## Opportunities to deliver a healthy relationship message

The RE:SET project provides lots of opportunities for staff and students to deliver and receive positive messages through the training and classroom activities. You may experience a moment where you feel like you really got through to someone about the topic (or where someone really got through to you). The programme also supports the school to find opportunities in all kinds of formal or informal interactions. When a teacher responds to a problematic comment in the corridors with clear messages about why those are harmful it can create a positive shift in social norms. If a student has a friend come to them with some worries about their relationship and is able to signpost them to support, it can have a major impact on what happens next. If the whole school community is aware of the categories we are measuring and has a place to record or report these small or large incidents so that all the evidence can be collated together.



Healthy Relationships Mural created at Ivydale Primary School in collaboration with students and arts charity Creative Connection

# Pilot Schools Overview

School Name	Location	Further information	No. of pupils	No. of staff
Ralph Allen	Bath	Mixed Secondary	1,300	71
Edward Worlledge Ormiston Academy	Great Yarmouth	Mixed Primary	359	59
Charles Darwin	Bromley	Mixed Secondary	1,320	103
Rokeby School	Newham	Boys Secondary	770	91
Ivydale Primary	Southwark	Mixed Primary	509	58

## Project Delivery (Sept 2021 – July 2022)

School	Project Delivery Team Meetings	Staff Trained	Children & Young People (Ambassadors)	Children and Young People (Assemblies & Workshops)	Families & Carers Session Attendees
Ralph Allen	14	53	31	191	12
Edward Worlledge Ormiston Academy	10	46	39	359	11
Charles Darwin	18	98	19	341	19
Rokeby School	19	57	20	213	35
Ivydale Primary	6	46	15	509	24
<b>TOTAL</b>	<b>67</b>	<b>295</b>	<b>124</b>	<b>1613</b>	<b>101</b>

# Project Delivery Team

All partner schools committed at least two staff members to the Project Delivery Team who met with their Tender Mentor regularly to champion the project across the school. The tasks for this block include:



- Appoint a Governor with responsibility for monitoring the progress of your school towards becoming a Champion Healthy Relationships School.
- Attend Tender’s induction meeting to identify the policy statement that will champion healthy relationships education in our school.
- Complete the audit alongside the Tender Mentor to create an agreed project delivery and evaluation plan.

## Successes

- The collaborative partnerships that were developed between Tender and school staff have undoubtedly been one of the highlights of the RE:SET project.

“This collaboration has allowed the school to take risks in Relationship Education that we would never have been brave enough to attempt before. The Tender team have been passionate in motivating, supporting and guiding the school to enhance our provision across the whole school community. RE:SET has undoubtedly taken the school forward in meeting the challenges that young people face in 2022.”  
Deputy Headteacher at Charles Darwin School, March 2022

- The RE:SET toolkit requires that there is senior leadership support from the beginning and at least two staff are part of the Project Delivery Team. For three schools there was such interest in the project they had between 3-5 members of staff in their PDT.

## Challenges

- The impact on staffing and capacity due to Covid was a significant challenge. All RE:SET schools reported between 8%-15% of staff being off work due to Covid at one time. It was incredibly impressive all five projects continued and this showed the commitment from staff. It was often time-consuming and challenging for the Tender Mentors to keep the projects moving forward.
- PSHE leads and teachers wanting to end gender-based abuse and champion equality in their schools find it increasingly difficult to find the time and resources to maintain.

“We aren’t given additional time or budget to develop PSHE in the school and shift the culture. To keep it on the leadership team’s agenda is challenging and I am grateful to the support of Tender this year that has changed the culture of our school, but am feeling uncertain about what happens when the pilot year ends.”  
RE:SET Project Delivery Team member, PSHE lead in a Secondary school.

- Project Delivery staff shared that they wanted to be more connected to other RE:SET schools to share best practice and support each other.



Project Delivery Team at Rokeby School, Newham – Bhavesh Galoria and Isatou Cates – accepting their awards for being Outstanding Teachers at the 2022 Tender Awards



Project Delivery Teams from the pilot year of RE:SET at the 2022 Tender Awards



## Involving School Staff

295 school staff have successfully completed Tender's E-Learning in Basic Awareness of Domestic Abuse and supporting in-person or online training which aims to:

- To develop further knowledge of healthy relationships and gender equality in order to deliver creative and engaging relationships education to pupils.
- To develop understanding about the facts, myths and risk factors relating to domestic violence and consent.
- To increase confidence in addressing these issues and effectively support children and families.
- To encourage staff to promote a culture of understanding and empathy.

Some schools requested further and bespoke training so we delivered the following 45-60 minute twilight sessions:

- The Impact of Domestic Abuse on Children and Young People
- Facilitating Consent in Primary Schools
- Using the Arts to deliver Relationships Education

The tasks for this block include:

- Teaching staff responsible for statutory Relationships Education identify what Tender training and mentoring opportunities will support them in delivering the RSE curriculum.
- Refresher training and specialist training for school staff is timetabled annually.
- 95% of school staff have completed the e-learning Basic Awareness Training Module.

All schools received a **Teacher's Resource Pack**, including session plans and additional information as well as bespoke resources for their locality.

## Successes

- All school staff from Iydale School and Rokeby who attended the INSET training answered that either "To a great extent" or "To some extent" when asked if:



- The training increased their knowledge in delivering lessons on healthy relationships and gender equality.
- Increased their understanding increased with regards to the facts, myths and risk factors relating to domestic abuse.
- Increased your confidence in talking to children and young people about relationships.

#### Other comments from staff who have attended training:

“One of the key messages I will take away from today’s training is that domestic abuse does happen in all areas and children need a safe space to be able to discuss their worries.”

“This training has reminded me how important it is to ensure children are equipped with the tools needed to understand safe relationships.”

“Very well delivered and thought provoking. Would be great to have a follow-on session regarding how to run sessions with students and explore healthy relationships and domestic abuse with them.”

## Challenges

- We received feedback from several teachers that more work could be done on providing practical help and advice on how to have conversations with young people and children about relationships and to support disclosures.
- At Tender and more broadly there is a lack of resources and practical activities for Key Stage 1 (ages 5-7) lessons on relationships.
- One of the tasks in this block is that “95% of school staff have completed the e-learning Basic Awareness Training Module 1” and only three out of the five schools were able to reach this target, with all reaching over 70%.



# Working with Children and Young People

All RE:SET secondary schools received a 2-day enrichment workshop with a specific year group and/or targeted work with a Healthy Relationships Ambassadors who then delivered a campaign across the school.



In RE:SET primary schools pupils received a 2-day enrichment workshop with a specific year group and a whole school activity day where every year group received a workshop exploring friendship. Every school received multiple assemblies, included targeted assemblies on consent at Charles Darwin for Years 12 and 13.

We worked with 1737 students in total with 58% identifying as male, 40% as female & 1% as non-binary. With 3% of students answering they have a seen or unseen disability.

## Ethnicity of children and young people who attended RE:SET activity

Ethnicity	Percentage of total
Asian British, Asian Bangladeshi, Asian Indian & Asian Pakistani & Asian other	36%
White British, White European and White Irish	28%
Black African, Black British, Black Caribbean & Black other	24%
Latin American	4%
Mixed Ethnicity	4%
Middle Eastern	2%
Chinese	1%
Prefer not to say	1%

The tasks for this block include:

- Booked 'relationships education delivery training' with Tender mentor for teaching staff delivering relationships education.
- Relationship Education has planned, time-tabled lessons across all year groups.
- Identify students who might benefit from targeted healthy relationship sessions.

"It's hard to talk about relationships, it's not something I do, but I'm glad we did. I've just got a lot to think about and glad I have school."

Student Equality Group member, Rokeby School

When enrichment day and assembly participants were asked if they enjoyed taking part in the project/assembly 95% answered "To an extent" or "To a great extent" and 93% answered yes when asked if they have more understanding of what healthy and unhealthy relationships are.

"Doing drama means you can put yourselves in someone else's shoes. It means you can see what it would feel like, and I hope I can make better choices in my friendships after this workshop."

Pupil at Edward Worledge Ormiston Academy

"I'd never heard of an early warning sign before being a Healthy Relationships Ambassador for my school. Now other people will know – and either get out when it's safer to do so, and even know it's not ok to do that to someone else."

Pupil at Charles Darwin School

## Successes

- Rokeby's Student Equalities Group (SEG) began their first campaign together with the Kindness Challenge, as part of Tender's #BeTender campaign; students were asked to complete 14 Acts of Kindness across the month of February. To motivate the students, Rokeby included a series of exciting prizes – a Certificate of Kindness, a bespoke Rokeby x RE:SET badge and Tender tote bag, as well as the opportunity to go on a special trip if they uploaded a photo of their best Act of Kindness to the school's Google Classroom. 11 students visited the Roundhouse in Camden to use their recording studio and learn more about careers within the radio and music industries.



Rokeby's Student Equalities Group



Rokeby x RE:SET Badge

"I can confidently attribute a range of student leadership highlights at Rokeby School to the RE:SET programme e.g. staff-student collaboration, student-led campaigns, parent workshops and many, many more. Also, as a member of staff who is new to RSHE and student leadership, the clear structure and SMART targets of the RE:SET programme have been invaluable! Looking forward to working with them next year already!"

**Project Delivery Team at Rokeby School, February 2022**

- The Relationship Ambassadors at Charles Darwin school created a radio drama that is being shown to other year groups across the school. The audio they developed explores coercive control and can be listened to or watched as part of a live performance from students.
- Both Ivydale and Edward Worlledge received all school activity days where Tender workshop facilitators delivered workshops to every student in the school. This has enabled Tender to create a series of assemblies and workshops for key stage 1 and key stage 2 exploring relationships which can be co-delivered with a teacher.

**"I loved it! I felt heard and I felt understood."  
Student at Ralph Allen School.**

## Challenges

- Tender has varied skills and expertise within the staff team and workshop leaders, which meant we could explore different methods of delivery and new activities during the pilot year of RE:SET. We need to be mindful of each school being given the same opportunities as others.
- 3% of students have a seen or unseen disability who attended RE:SET activity and we know that women with a disability are twice as likely to experience domestic abuse (SafeLives, 2017) and 22% of the UK population has a disability.
- 79% of students felt confident in helping a friend who was in an abusive/unhealthy relationship and 68% could name two or more support services where they could go to get help.



## Involving Families and Communities

We ran ten 60 minute workshops and focus groups with 101 parents/carers. We have designed the sessions based on a focus group and online survey we ran with parents/carers in each school. Workshops covered:

- Managing emotions & healthy relationships.
- Talking to children and young people about healthy friendships and relationships.
- Managing Transitions.
- Supporting children and young people when friendships break down.

Every school communicated their involvement in the RE:SET programme and the activity that happened across the year. It was most commonly on the parent/carer newsletters but also on the school websites, sending letters home and social media platforms.

The tasks for this block include:

- Communicate the school's commitment to preventing gender-based violence and promoting healthy relationships to families.
- Support families – parents & carers – with age-appropriate materials to share at home, to discuss healthy relationships with their children and young people.
- Identify opportunities to show-case and celebrate the championing of relationships education.

## Successes

"At the start of this I thought: 'my son is too young to be learning about relationships', but I am so grateful you're working in {our school}. Thank you – he needs this. I think he'll be a better person because of it."

Father of Year 9 student at Rokeby School, Dec 2021

- Charles Darwin hadn't done any online parent/carer sessions before so they decided to take this opportunity to see if they could engage families and carers in this way. For the school, it was a significant success and though it took a significant investment of time and strategic thinking from staff, it has opened up a new way of reaching parents/carers.

- Ivydale decided to deliver an in-person and online session for parents/carers and using learning from working in other schools we ran the in-person session on a Friday morning (supplying coffee and cake!) and the online session in the evening. Both were well attended.

## Challenges

- The parent/carer engagement has been reliant on the existing relationship that schools have with the families and communities, if this engagement is not well established this has a significant on engagement and attendance in RE:SET workshops.
- Parent/Carers bring a variety of experiences, beliefs and opinions, as well as understandable apprehension, about speaking to their children about relationships which can be challenging for schools and facilitators to manage in a short workshop. It can also mean that some parents/carers may not want to engage in further information about relationships education. Some parents/carers are also against the new statutory requirements that all schools need to deliver RSE.
- Though information is provided on signing up that online sessions should be attended with headphones on, attendees should be mindful of having children around considering the potentially sensitive nature of the topic, for two sessions young children were present in the background and the content needed to be adapted at short notice.



Bringing Healthy Relationships messages home: pupils at EWOA created Bags of Friendship and Self-Esteem bookmarks during the RE:SET programme

# Positive School Culture

The culmination of working through the tasks on each of the previous blocks in RE:SET will result in creating a positive culture throughout the whole school that promotes healthy relationships and reinforces your school's commitment to abuse-prevention.



The tasks for this block include:

- Identify ways to promote 'healthy relationships' messages verbally in the school
- Identify ways to promote 'healthy relationships' messages visually in the school
- Identify ways to promote 'healthy relationships' messages virtually in the school

## Successes

- At Rokeby school, hearing staff talk about the project and challenging themselves to revise gendered language in the corridors, as well as non-teaching staff wanting to do the E-Learning and Twilight sessions we were offering. It was so encouraging to see the Head Teacher welcoming and actively supporting them to engage with the project.

"This collaboration has allowed the school to take risks in Relationship Education that we would never have been brave enough to attempt before. The team have been passionate in motivating, supporting and guiding the school to enhance our provision across the whole school community. RE:SET has undoubtedly taken the school forward in meeting the challenges that young people face in 2022."  
Deputy Headteacher at Charles Darwin School, March 2022

- Ralph Allen School developed a poster campaign which was professionally developed and will be printed and displayed across the school plus sent to other secondary schools. This not only continues to prompt the message of healthy relationships but also ensures other young people and schools know Ralph Allen as a leader in ending gender-based abuse.

## Challenges

- It is challenging to be able to measure the impact of the project within one academic year. The audit that schools complete at the end of the project looks at the aims for the three years the school will hold the Healthy Relationship Champion School badge.

- We developed the Evaluation categories and method in consultation with the RE:SET schools and endeavored to make it as flexible as possible. Some fantastic evidence was gathered but the RE:SET site wasn't designed to gather this evidence; it simply presents the required tasks.



Healthy Relationships posters created by students at Ralph Allen School, Bath





# Summary of learnings & Year 1 Priorities

In response to the monitoring and evaluation completed these are the agreed priorities for the coming year of RE:SET as Tender looks to extend the programme to reach more education settings both nationally and in London.



Challenge	Response
<p><b>Project Delivery Team</b> The impact on staffing and capacity due to Covid has been a significant challenge. All RE:SET schools have reported between 8%-15% of staff being off work due to Covid at one time. It is incredibly impressive all five projects have continued and this shows the commitment from staff. It has often been time-consuming and challenging for the Tender Mentors to keep the projects moving forward.</p>	<p>The long-term impact of Covid on education is undoubtedly going to be felt for some time as students and staff continue to recover from the disruption, as well as the personal loss many will have experienced.</p> <p>There was also further feedback that starting the project mobilisation in September means some time is lost as staff and students reacclimatise to the academic year.</p> <p>Where future funding and timelines allow, the RE:SET project will now run from January to December, allowing for more preparation to take place in term Autumn term, including delivering taster sessions and introduction meetings.</p>
<p><b>Project Delivery Team</b> PSHE leads and teachers wanting to end gender-based abuse and champion equality in their schools find it increasingly difficult to find the time and resources to maintain.</p>	<p>Support and communication will remain open to all RE:SET schools. Any further, free resources will be shared and all these schools will also be invited to an annual celebration event as well as Healthy Relationship Champion Schools receiving an annual audit.</p>
<p><b>Project Delivery Team</b> Project Delivery staff shared that they wanted to be more connected to other RE:SET schools to share best practice and a way to support each other.</p>	<p>We have developed the site further to include a community noticeboard as well as scheduling regular newsletters/updates to all current and former RE:SET schools. All these schools will also be invited to an annual celebration event as well as Healthy Relationship Champion Schools receiving an annual audit.</p>
<p><b>Involving School Staff</b> We received feedback from several teachers that more work could be done</p>	<p>We have developed new resources and in consultation with the Mayor's Office</p>

on providing practical help and advice on how to have conversations with young people and children about relationships and to support disclosures.	for Policing and Crime, developed and updated the Teacher's Resource Pack. There has also been a suggestion of forming an Education Steering Group to support the delivery and content of the programme.
<b>Involving School Staff</b> At Tender and more broadly there is a lack of resources and practical activities for Key Stage 1 (ages 5-7) lessons on relationships.	During a development day with Tender workshop leaders we have created new resources for teachers and a pack for parents/carers of key stage 1 pupils as well.
<b>Involving School Staff</b> One of the tasks in this block is that "95% of school staff have completed the e-learning Basic Awareness Training Module 1" and only 2 schools were able to reach this target.	We have revised this target and are suggesting it is set at 80% with additional resources being sent to all staff at the school and Tender to deliver induction training in an all staff meeting twice a year.
<b>Working with children and young people</b> Tender has varied skills and expertise within the staff team and workshop leaders, which meant we could explore different methods of delivery and new activities during the pilot year of RE:SET. We need to be mindful of each school being given the same opportunities as others.	We have reviewed all the delivered workshops and created a "menu" of options for schools to choose from for delivery in their school. We have also added in delivery times to this information so schools can better assess the required time they need to commit to effectively deliver the project.
<b>Working with children and young people</b> 3% of students have a seen or unseen disability who attended RE:SET activity and we know that women with a disability are twice as likely to experience domestic abuse (SafeLives, 2017) and 22% of the UK population has a disability.	Working with Tender colleagues we are going to incorporate some of the learning and resources developed from the recent 'Relationship Goals' project; a research project and online goal for young people with SEND. We will also include a question in the pre and post project audit to specifically explore the provision for SEND students. In 2022-2023 we will also pilot the use of RE:SET in Specialist Education Settings.
<b>Working with children and young people</b> 79% of students felt confident in helping a friend who was in an abusive/unhealthy relationship and 68% could name two or more support services where they could go to get help.	We have allocated funding for further resources to be printed and digitally displayed, as well as sharing campaigns created by other schools, and sent to all RE:SET schools.
<b>Involving families and communities</b>	This project needs to remain receptive and flexible to provide information in

<p>The parent/carer engagement has been reliant on the existing relationship that schools have with the families and communities, if this engagement is not well established this has a significant on engagement and attendance in RE:SET workshops.</p>	<p>various ways to parents/carers and be prepared to support schools to try new ways of engagement.</p>
<p><b>Involving families and communities</b> Parent/Carers understandably bring a variety of experiences and opinions, as well as apprehension, about speaking to their children about relationships which can be challenging for schools and facilitators to manage in a workshop. Some parents/carers are also against the new statutory requirements that all schools need to deliver RSE.</p>	<p>We piloted two schools running focus groups with parents/carers rather than starting with a training session. This will allow Tender and the schools to listen and respond to relevant fears and apprehension, whilst also setting realistic expectations on what the following three parent/carer sessions will involve and ensuring the community around the school can choose which sessions they think are most relevant to them.</p>
<p><b>Involving families and communities</b> Though information is provided on signing up that online sessions should be attended with headphones on, attendees should be mindful of having children around considering the potentially sensitive nature of the topic, for two sessions young children were present in the background and the content needed to be adapted at short notice.</p>	<p>By running a focus group and establishing clear expectations, whilst continuing to run sessions to accommodate as many schedules as possible. We have also developed an activity pack for parents/carers which contains information as well as practical activities and advice for how they can speak to their children about relationships.</p>
<p><b>Positive School culture</b> It is challenging to be able to measure the impact of the project within one academic year. The audit that schools complete at the end of the project looks at the aims for the three years the school with hold the Healthy Relationship Champion School badge.</p>	<p>We will maintain communication with all RE:SET schools and their online profile will remain active, ensuring they have continued access to all the resources and research which we will also update regularly.</p>
<p><b>Positive School culture</b> We developed the Evaluation categories and method in consultation with the RE:SET schools and endeavored to make it as flexible as possible. Some fantastic evidence was gathered but the RE:SET site wasn't designed to gather this evidence; it simply presents the required tasks.</p>	<p>Further development work has been finished on the website. In 2022-2023 we will also pilot the use of RE:SET Specialist Education Setting.</p>

For further information on RE:SET please visit [www.tenderreset.org.uk](http://www.tenderreset.org.uk) or email [reset@tender.org.uk](mailto:reset@tender.org.uk).