

Building Resilience in Norfolk Schools: Promoting friendship, respect & belonging.

Practice Week November 2025: Resilience makes Brilliance!

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Welcome

- This session will be recorded.
- Please participate but use the 'raise hand' facility to ask questions and contribute when others are talking.
- Please be considerate to others - together we want to create a safe, open and reflective space to learn. If necessary, seek support.
- You can turn on live captions on by clicking on the 3 dots at the top of your screen if you need this.
- The link to the feedback form will be put in the chat.
- Please do take the time to complete it after the session.

Thank you!

Aims:

This session will feature powerful pupil voice from the Aylsham Learning Federation, sharing real experiences and successes in building their schools' communities' resilience by fostering inclusion and positive relationships.

Gain practical strategies to build resilience in children and young people through a culture of friendship, respect, and belonging.

Understand how statutory duties required of schools can be embedded into everyday practice.

Explore ways to engage families and the wider community in supporting pupil wellbeing and preventing bullying.

Why focus on friendship, respect & belonging?



Resilience is the ability to recover from setbacks and thrive despite challenges.



3/5 of UK pupils feel a sense of belonging at school.



Better attendance, higher grades, and improved wellbeing.



Reduce anxiety, boost motivation, and protect against mental health issues.

What do children and young people in Norfolk need to flourish?



Friendship builds resilience and confidence.



Respect fosters trust and reduces conflict.



Belonging strengthens mental health and community ties.

Statutory Duties

- **KCSIE (Keeping Children Safe in Education) updated annually:**
 - ✓ Schools must safeguard and promote the welfare of all pupils.
 - ✓ Requires a culture where bullying, discrimination, and peer-on-peer abuse are not tolerated.
- **Equality Act 2010:**
 - ✓ Duty to eliminate discrimination, advance equality, and foster good relations.
- **RSHE (Relationships, Sex & Health Education) updated 2025:**
 - ✓ Statutory curriculum includes teaching about respectful relationships, friendships, and online behaviour.

What might a whole-school approach look like?

Leadership & ethos:

Visible commitment, clear vision and values, inclusive policies

Environment & culture:

Inclusive practices, displays, safe spaces, resources.

Staff CPD & wellbeing:

Staff are role models and confident to challenge prejudice and support pupils.

Pupil participation:

Peer mentors, anti-bullying ambassadors, student councils.

Family & community:

Engaging parents/carers, links with local services.

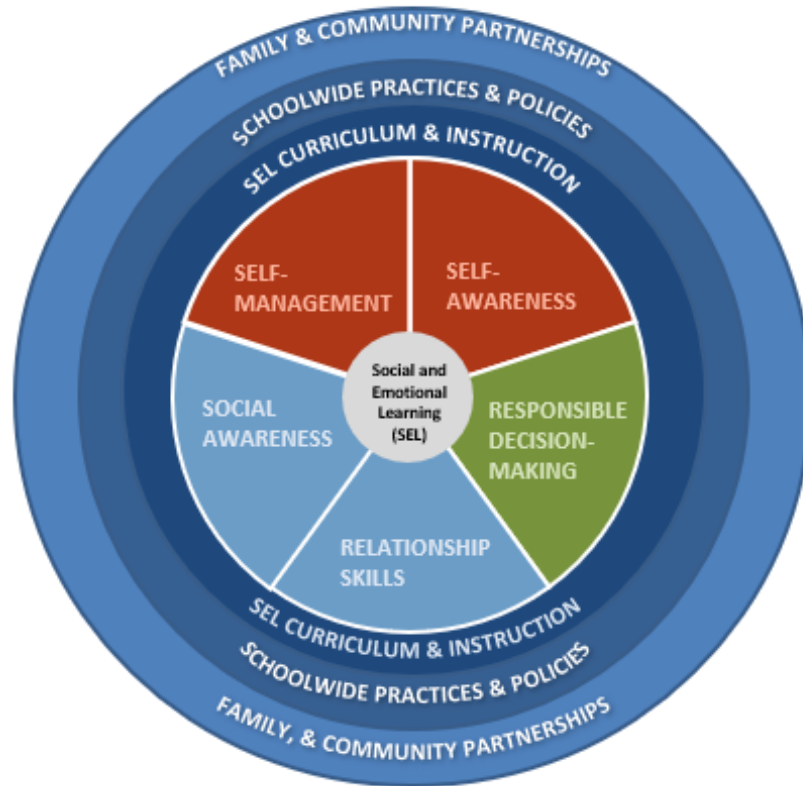
Intervention programmes:

Part of whole school improvement and targeted support

Curriculum & delivery:

RSHE, assemblies, and cross-curricular links.

School-wide Social and Emotional Learning- The CASEL Model



The 'Golden Rule'

- Noticing your own feelings and other people's feelings
- Saying how you feel using words
- Calming yourself down when you feel upset or angry
- Thinking ahead and how your actions might affect others
- **Treat others as you would like to be treated**

‘Bullying as a Group Behaviour’ - the Anti-Bullying Alliance’s model

The roles in bullying

Bullying usually involves a group, not just two people. There’s the main bully, people who join in, people who watch, and people who try to help.



Rethinking bullying

Traditional Understanding:
People often think bullying is just one person being mean to another.

Group Behaviour Model:
Bullying happens because of the group. What the group thinks and does can make bullying worse or help stop it.



What needs to happen

To stop bullying, the whole group needs to change. We need to make it normal to **treat others as we would like to be treated** and help people speak up and support each other.

Bystander Intervention Model

Notice when something is happening that isn't right.



Decide if the situation is a problem that needs help.



Feel responsible to do something, not just watch.



Know what you can safely do to help or stop the problem.



Act: this could mean speaking up, getting help, or supporting the person being targeted.

Aylsham Learning Federation



“Together, they share a mission: to provide inclusive, high-quality education where every child feels safe, respected, and able to flourish.

Recent inspection headlines highlight:

Strong leadership and clear vision across the federation.

Positive pupil behaviour and attitudes, with a culture of respect.

Effective safeguarding and wellbeing support.

Commitment to community engagement and pupil voice.”

Practical steps for schools

Reflect on your current culture: pupil surveys, staff feedback, incident logs.



Review and update policies (anti-bullying, behaviour, RSHE).



Invest in staff CPD and pupil leadership.



Celebrate kindness, connection and belonging.



Use trusted resources (NSPCC, Anna Freud, Diana Award, ABA).

Final thoughts

**Embedding
friendship, respect,
and belonging
benefits all pupils.**

**Let's work
together to create
safe, inclusive,
and flourishing
Norfolk schools.**

**Schools are
doing some
amazing work
building
resilience- what
can we learn
from them?**

**Families and the
wider community
can build their
resilience by
engaging with
schools.**

Signposting

<u>CASEL</u>	<u>Anti-bullying Alliance: Bullying as a group behaviour</u>	<u>Bystander Intervention Programme</u>	<u>Call It Out! Be an Active Bystander</u>
<u>Relationships and Sex Education and Health Education (RSHE) support</u>	<u>Home - Schools of Sanctuary</u>	<u>Tristan Love: The Power of Healthy Belonging TED Talk</u>	<u>Equalities, Diversity, Inclusion and Belonging (EDIB) support</u>

**Please provide
some feedback**

