



Norfolk RISE Up Programme Impact Report

2023-2024

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1. Executive Summary

The Norfolk RISE Up programme, now in its second year, has significantly supported the mental wellbeing of over 30,000 young people across more than 70 Norfolk schools.

Funded by Norfolk County Council, the programme provides fully funded access to Future Action's RISE Up Early Intervention Mental Wellbeing Teacher Training Course and Trauma Informed PE Teacher Training Courses for educators in Norfolk secondary and special Schools. Over 600 teachers have accessed the training.

Programme Impact:

- **School Wellbeing Scorecard:** Across seven schools that completed the School Wellbeing Scorecard, there was an average **improvement of 32% in wellbeing provision**. This indicates a substantial enhancement in school environments and support systems for student wellbeing.
- **Warwick-Edinburgh Mental Wellbeing Scale (SWEMWBS):** Data collected from five schools showed consistent improvements in students' mental wellbeing across all measured aspects. Notably, teachers **reported an average increase of 20% in their students' wellbeing scores**, indicating significant positive changes post-intervention.

These results reflect the programme's comprehensive approach, including training educators to understand and address the mental health needs of students, fostering stronger relationships, and emphasising the connection between physical activity and mental wellbeing.

The Norfolk RISE Up programme's success demonstrates its broad applicability and effectiveness, setting a benchmark for early intervention mental wellbeing programmes.

"As a community, we have benefitted greatly from the ongoing work and support offered by the Norfolk RISE Up programme."

Rob Connelly, Headteacher, Harleston Sancroft Academy

"The Norfolk RISE Up programme showed the most measurable impact of all interventions offered across the school. We observed a string of noticeable positive impacts on previously concerning pupils, including improved engagement and behaviour."

Kelly Evans, SENDCO, Charles Darwin Primary School

"The Norfolk RISE Up programme has helped us improve attendance, behaviour, engagement, mental health, and personal development."

Lauren Fowler, PE Teacher, Sprowston Community Academy

"Movement makes me feel happy. I like the activities because they help me calm down when I'm upset."

Bure Park Specialist Academy Student

"The wellbeing pathway helped with my engagement in PE; it took away the intimidation factor so I could engage in the activities and helped me feel better mentally."

Hethersett Academy Student

'It has made me reflect quite seriously on my interactions with pupils and how I can make these more positive for us both.

James Kemp, Head of PE, Diss High School



2. Introduction

The 'Norfolk RISE Up' programme aims to equip frontline educators with the tools and knowledge to address the mental wellbeing needs of students. The early intervention programme's four primary aims are:

- 1. Early Identification and Support:** Identify individual young people struggling with their mental health and direct them to specialist support as early as possible.
- 2. Prioritising Relationships:** Train educators to transform their relationships with students, thereby improving wellbeing, engagement, behaviour, and academic progress.
- 3. Building a Self-Care Toolbox:** Provide young people with a range of self-care strategies to protect and enhance their mental wellbeing.
- 4. Teach the Link between Movement and Mental Wellbeing:** Emphasise the connection between physical activity and mental health, encouraging a holistic approach to wellbeing.

3 Phase Mental Wellbeing Strategy For Schools

Early Intervention For All

Identify those who need support
Teach self care strategies to all (RISE Up)
Trauma informed frontline

Internal Specialist Support

Specialist support for mental health conditions through trained counsellors
Refer to external specialist support if required
(MHST, Wellbeing Zone, ELSA, Safeguarding)

External Specialist Support

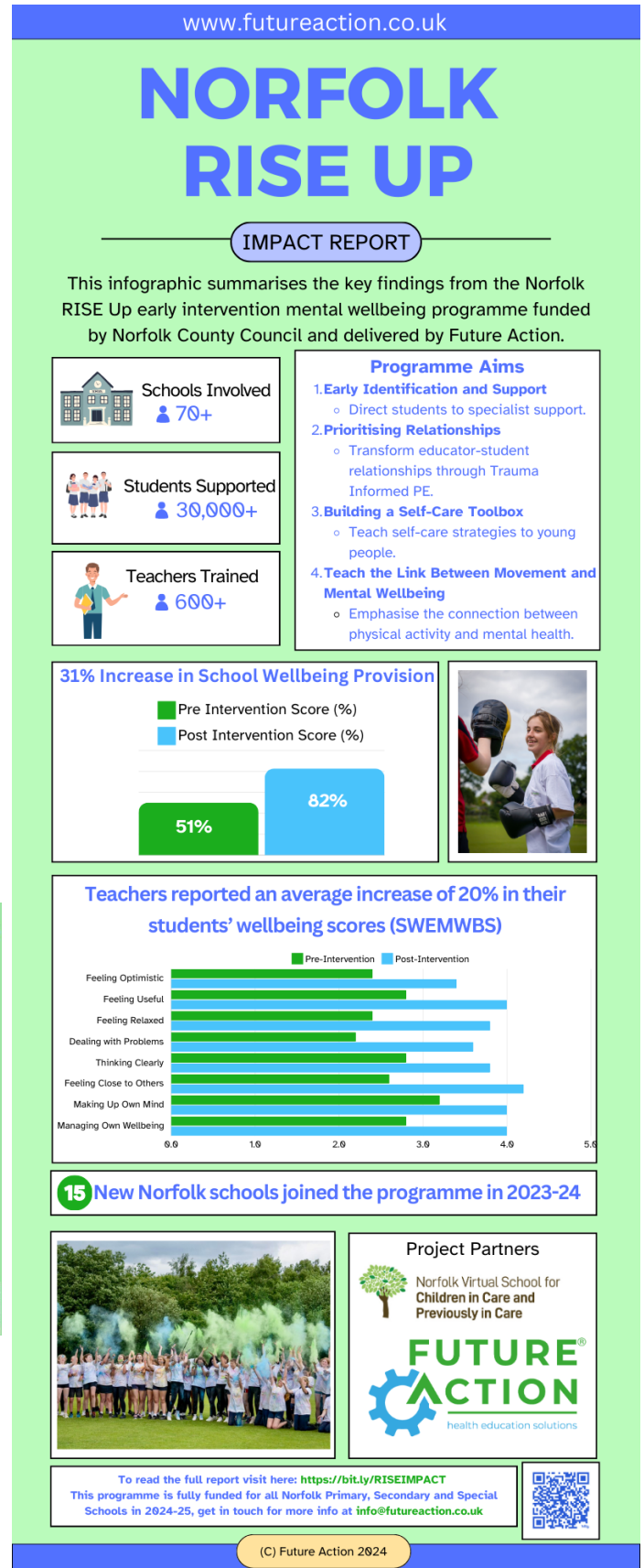
Specialist support for those young people in crisis
(CAMHS)

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Implementation of the programme includes:

- Providing every secondary school and special school in Norfolk access to Future Action's online RISE Up early intervention mental wellbeing and Trauma Informed PE teacher training courses.



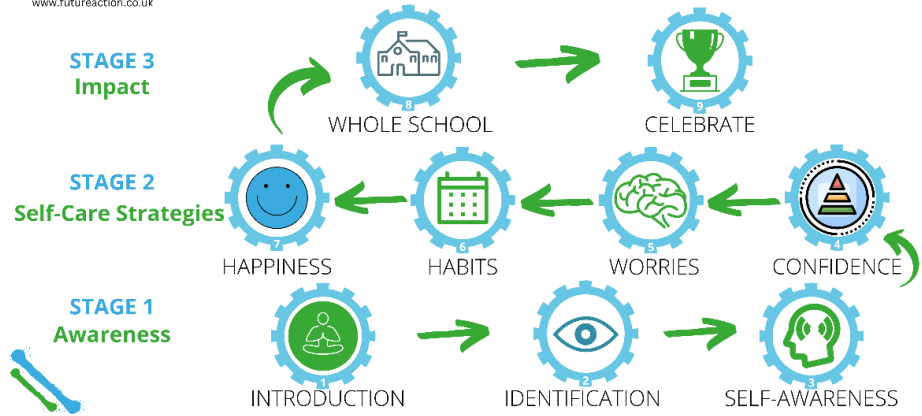


- Offering comprehensive, editable resources and individual consultations to personalise content to each school's unique needs.
- Weekly case studies and blogs showcasing best practices and inspiring the community.



THE RISE UP ROADMAP

A proven step by step process that guides innovative teachers to reduce students' anxiety, build their confidence and create a sustainable early intervention wellbeing programme within 90 days.



Key Principles to the Norfolk RISE Up approach

1. With, not to

The Norfolk RISE Up programme is driven by local voices and based on local needs. The programme began by listening to local teachers, leaders, and valued colleagues.

2. Empower and Upskill the Workforce

The programme focused on upskilling colleagues by providing comprehensive training on becoming a transformational teacher in a post lockdown education world.

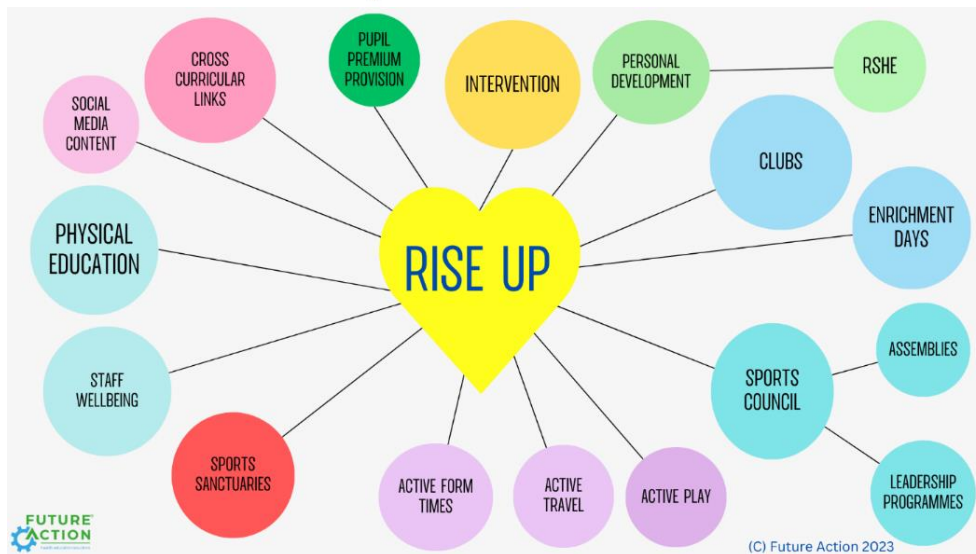
Finding the formula

Outstanding Relationships +
Physical Activity and Play Wrapped in Care +
Early Intervention Mental Wellbeing Programmes =
A Transformational Teacher in a Post Lockdown Education World

YOUTH SPORT TRUST CONFERENCE 2024

3. Teacher Agency

Teachers are given the agency to implement the programme in ways that best suited their settings. This approach ensures that local teachers, who know their students best, can adapt the programme to meet their unique needs.



4. Sustainability and Successful System Partners

The programme's sustainability is supported through continuous listening to local voices and building relationships with system partners.

Collaborative efforts with Norfolk County Council, Active Norfolk, Multi Academy Trusts, University of East Anglia, School Sport Partnerships, and the Norfolk PE Support Service aim to create long-term positive outcomes for Norfolk's young people.

Programme Development and New Initiatives:

- **Trauma Informed PE Teacher Training:** Added to help educators develop their understanding of Adverse Childhood Experiences (ACEs) and how to create psychological safety in the classroom. This training component emphasises the importance of recognising trauma's impact on students and provides strategies to create supportive and inclusive environments.



THE RECOVER ROADMAP

A 7 step process to guide teachers how to implement trauma informed practice in Physical Education to transform relationships, wellbeing, engagement, behaviour & progress within 90 days, and children's life chances in the long term.





- **Celebratory Norfolk RISE Up Event:** Held in June, bringing together four schools for a day of movement for mental wellbeing benefits.
- **Norfolk Transition Pilot:** Linking four primary and four secondary schools to enhance transition.
- **Norfolk PE Conference:** Sessions for both primary and secondary settings.
- **Partnership with UEA:** Training undergraduates in Trauma Informed Practice.
- **New Resources:** 'Overcoming Overwhelm' blog and resources launched to support programme implementation.
- **Engaging with Heads:** Greater buy-in from school headteachers in a range of settings.

New Participating Schools:

Avocet House, Bright House School, Diss High School, Litcham School, Open Academy, Stalham High School, The Nicholas Hamond Academy, University Technical College Norfolk, All Saints Special School, and John Grant School.

Embedding the Norfolk RISE Up programme

More schools, such as **Aylsham High School**, are embedding the programme into their daily routines, reflecting a growing awareness and understanding of the programme's benefits among educators. The Norfolk RISE Up programme's reach is expanding, with many educators expressing interest in utilising the programme in the 2024-25 academic year as they take up new roles across the county.





3. Programme Impact

The Norfolk RISE Up programme has seen widespread adoption and success across participating schools. The introduction of Trauma Informed PE teacher training has been a pivotal addition, helping educators understand Adverse Childhood Experiences (ACEs) and create psychologically safe environments.

Overall Findings:

- **School Wellbeing Scorecard:** Across seven schools, there was an **average improvement of 32% in wellbeing provision**, highlighting the programme's effectiveness in enhancing school environments.
- **SWEMWBS:** Data from five schools showed consistent improvements in students' mental wellbeing, with an **average increase of 0.96 points in their wellbeing scores**.

Wider Work and Benefits:

- **Engagement with UEA:** Sessions for undergraduates and international students, reinforcing the importance of early intervention and trauma-informed practices.
- **National Recognition:** Publications and features, including the 'TIME to RISE Up' book and podcast appearances, showcasing Norfolk's leadership in mental wellbeing initiatives.
- **Future Initiatives:** Plans to replicate the programme elsewhere in the country such as Greater Manchester and the Wirral, demonstrating its potential for broader application.

4. Methodology

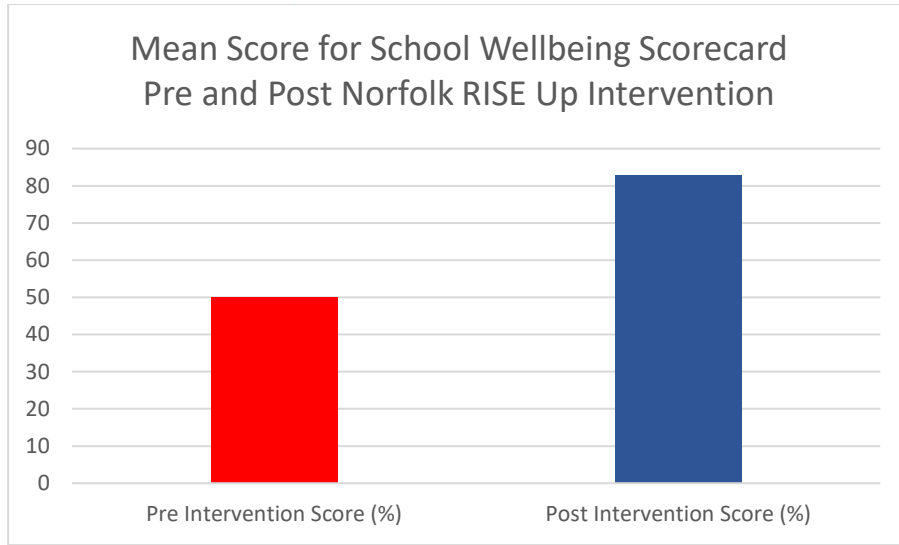
Data Collection:

- **School Wellbeing Scorecard:** Lead teachers assessed their school's wellbeing provision pre- and post-intervention.
- **SWEMWBS:** An adapted version was used to gauge teachers' perceptions of changes in students' mental wellbeing.
- **Case Studies:** Detailed case studies were developed for schools, offering insights into specific implementations and outcomes. These case studies, combined with quantitative data, provide a holistic view of the programme's impact.

5. Key Insights and Impact of the Norfolk RISE Up Programme

Overall Findings

1. **School Wellbeing Scorecard:**
 - **Overall Mean Improvement:** The average improvement across all schools was **32.57%**, highlighting significant enhancements in school wellbeing provision.

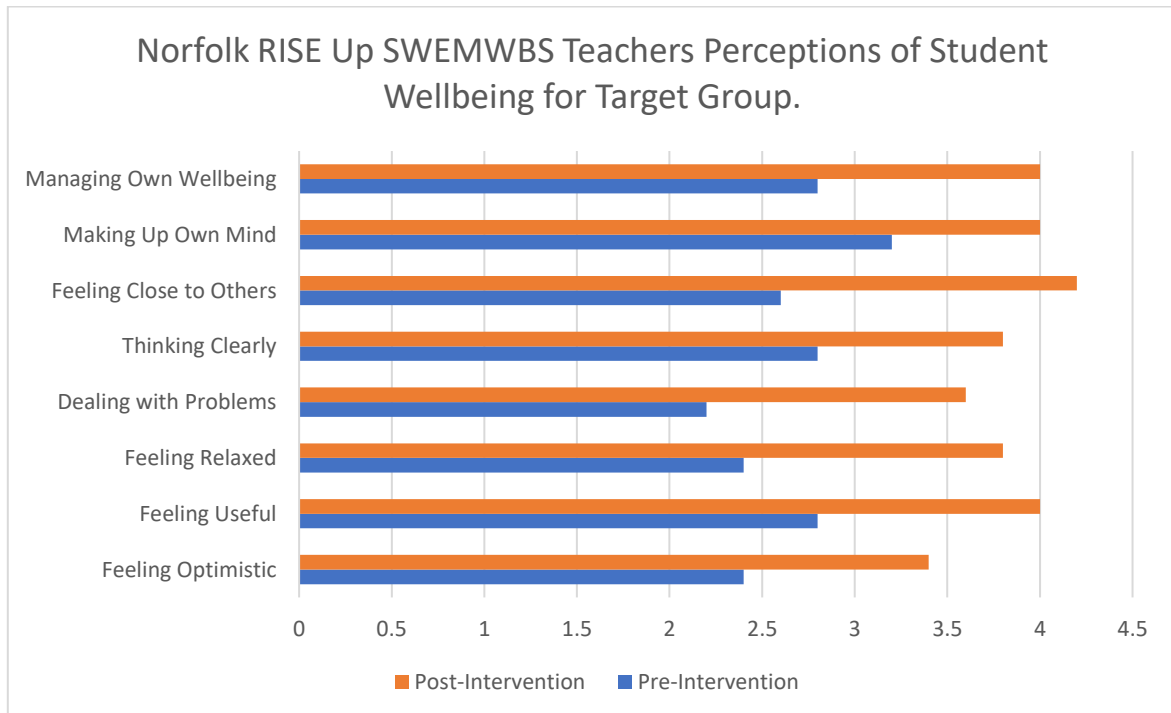


2. SWEMWBS Findings:

- **Overall Mean Pre-Intervention Score:** 2.83 (on a Likert scale of 1 to 5)
- **Overall Mean Post-Intervention Score:** 3.79
- **Overall Mean Improvement:** 0.96

Detailed Analysis

SWEMWBS Analysis



Key Areas of Improvement:

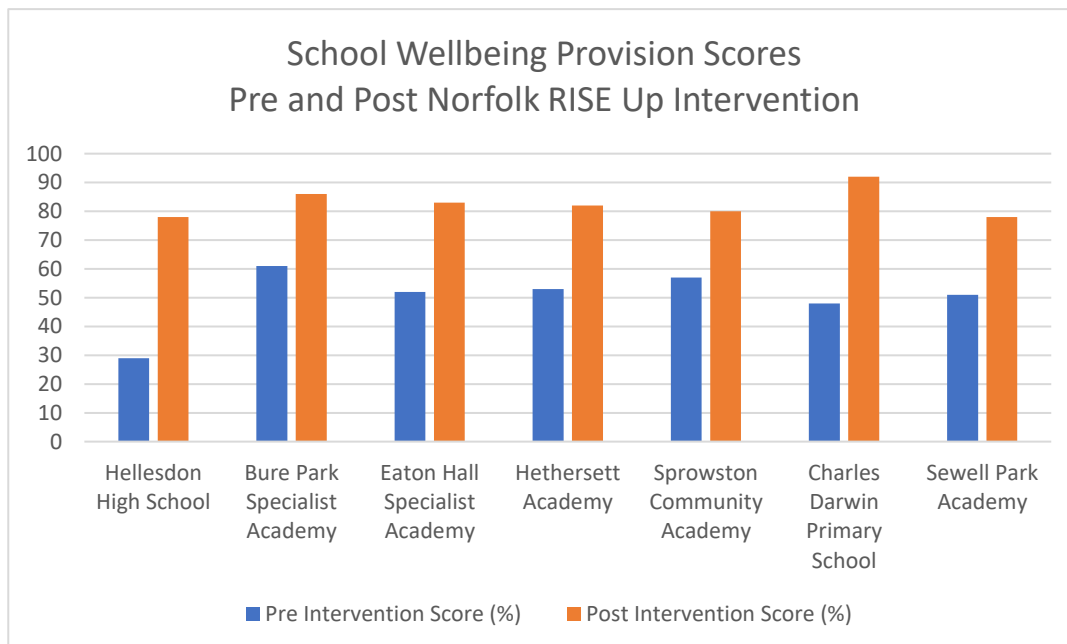


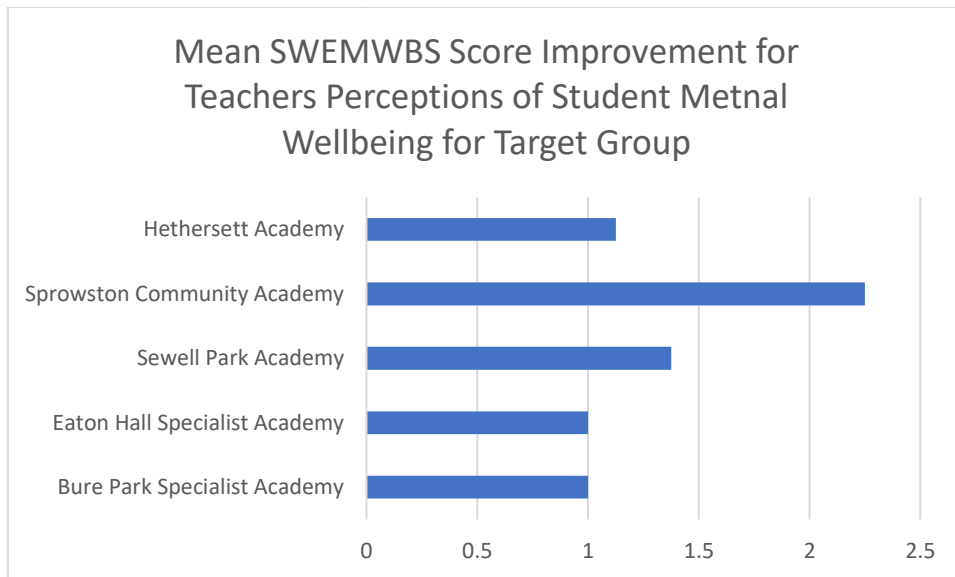
- **Feeling Optimistic:** Improved by 1.0 points on average.
- **Feeling Useful:** Improved by 1.2 points on average.
- **Feeling Relaxed:** Improved by 1.4 points on average.
- **Dealing with Problems:** Improved by 1.2 points on average.
- **Thinking Clearly:** Improved by 1.0 points on average.
- **Feeling Close to Others:** Improved by 1.6 points on average.
- **Making Up Own Mind:** Improved by 0.8 points on average.
- **Managing Own Wellbeing:** Improved by 1.2 points on average.

The SWEMWBS data showed the most significant improvements in "Feeling Close to Others" and "Feeling Relaxed," suggesting that the programme effectively enhanced social relationships and reduced stress among students.

School-Specific Findings:

- Each participating school reported significant improvements in mental wellbeing and overall school provision scores.





Common Themes:

- **Enhanced Engagement:** Increased participation in PE and other activities.
- **Positive Attitude Shifts:** Students developed a better understanding of the link between physical activity and mental health.
- **Improved Relationships:** Stronger student-teacher relationships were noted, contributing to a more supportive school environment.

6. Summary of Case Study Schools

This section provides a deep dive into the specific challenges faced by each school, the activities implemented, and the outcomes achieved.

Bure Park Specialist Academy

Challenge:

Addressed issues related to attendance, behaviour, engagement, mental health, and supporting vulnerable children in Year 6.

Implementation:

- Focused on reducing physical interventions and promoting self-regulation through physical activity.
- Utilised a Sport Sanctuary to help students manage emotions and de-escalate situations.

Impact:

- Significant improvements in behaviour and engagement, with a 25% increase in wellbeing provision and a 24% reduction in the number of physical interventions required.



Teacher Quote:

"The RISE Up programme linked really nicely with the thrive approach, and by combining the two, we have seen a 24% decrease in physical holds for our target class. It's been amazing to see all our students benefitting from this approach."

Student Quote:

"Movement makes me feel happy. I love using the gym to calm down."

A full case study for Bure Park Specialist Academy can be found in Appendix A.

Hellesdon High School

Challenge:

Increased anxiety and attendance issues post-lockdown, focusing on key stage 3 students initially.

Implementation:

- Integrated RISE Up activities into 100-minute PE lessons.
- Addressed mental health topics across all year groups.

Impact:

- Enhanced student engagement and wellbeing, with a 49% increase in wellbeing provision.

Teacher Quote:

"Promoting mental health and wellbeing is integral to our strategic framework. The RISE Up programme has significantly contributed to this effort, especially within our PE department."

A full case study for Hellesdon High School can be found in Appendix B.

Hethersett Academy

Challenge:

Low confidence and anxiety among key stage 4 students opting for health and wellbeing in PE.

Implementation:

- Developed a specialised pathway focusing on mental and physical health.
- Delivered content on mental fitness and healthy habits.

Impact:

- Improved student enjoyment and wellbeing, with a 29% increase in wellbeing provision.

Student Quote:

"I enjoy the social aspect and like being physically active in a more enjoyable way. The atmosphere is really nice."

A full case study for Hethersett Academy can be found in Appendix C.



Sprowston Community Academy

Challenge:

Low confidence and engagement post-lockdown, particularly Year 8 girls.

Implementation:

- Focused on holistic health, including stress busters and inclusive team activities.
- Expanded the programme to Year 9, enhancing overall student engagement.

Impact:

- 2.25 improvement in mean student wellbeing scores, with notable increases in participation and positive attitudes towards PE.

Teacher Quote:

"The Trauma Informed PE course has given us a foundation of knowledge around ACEs and helped us empathise with our most vulnerable students."

Two case study for Sprowston Community Academy can be found in Appendix D and E.

Sewell Park Academy

Challenge:

Addressing the relationship between exercise and mental health, particularly for students struggling with mental health issues and preparing for GCSE exams.

Implementation:

- Allowed flexibility in PE attire to promote comfort and engagement.
- Provided extra-curricular opportunities and collaborated with the pastoral team for targeted support.

Impact:

- Experienced a 1.375 point rise in their SWEMWBS scores, highlighting significant improvements in students' mental wellbeing and attitudes towards PE.

Student Quotes:

"I can, like, enjoy PE, and not all of it, but for my mental health, and that makes me feel happier in lessons."

"Why didn't we learn this before? I love the lessons now."

A full case study for Sewell Park Academy can be found in Appendix F.

Charles Darwin Primary School



Challenge:

Supporting students with childhood trauma and low engagement in Year 5 and 6.

Implementation:

- Identified students needing support and provided a structured intervention programme.
- Integrated RISE Up content into regular activities and events.

Impact:

- Significant behavioural improvements and increased engagement, with a 44% increase in wellbeing provision.

Teacher Quote:

"Our SENCo highlighted that our 'RISE Up' programme had shown the most measurable impact of all interventions offered across the school."

A full case study for Charles Darwin Primary School can be found in Appendix G.

Eaton Hall Specialist Academy

Challenge:

High SEMH needs among students, particularly those with SEND across the Academy.

Implementation:

- Engaged staff in training and implemented strategies across various school settings.
- Focused on accessing the four happiness chemicals and nature-based activities.

Impact:

- Improved staff and student wellbeing, with stronger relationships and a 31% increase in wellbeing provision.

Student Quotes:

"I like running around to help wake me up."

"Being out in the woods helps me feel better."

A full case study for Eaton Hall Specialist Academy can be found in Appendix H.

Harleston Sancroft Academy

Challenge:

Sought to enhance the mental wellbeing of its students, recognising the unique challenges faced by their diverse community.

Implementation:

Integrated into the school's form time activities, with tutors delivering fortnightly sessions.



Impact:

The RISE Up programme has become an integral part of the school's approach to student wellbeing. Executive Headteacher Rob Connelly also emphasised the role of physical activity in improving student wellbeing, demonstrated by his own involvement in running a Year 11 basketball club.

Teacher Quote:

"The RISE Up activities are useful for promoting conversations, breaking the stigma in discussing mental health, and helping our young people realise that it is okay to not be okay."

Future Steps:

The academy plans to incorporate RISE Up principles into PE lessons, ensuring that physical activity continues to be a cornerstone of student wellbeing.

A full case study for Harleston Sancroft Academy can be found in Appendix I.

7. Norfolk RISE Up Celebration Event

The celebration event showcased the programme's success, bringing together students from Diss High School, Harleston Sancroft Academy, Hethersett Academy, and Sprowston Community Academy. Activities included high-energy sessions like Raving 'Fit,' inclusive games like Zoneball, and the popular Boxercise Blast.

The event highlighted the importance of physical activity in promoting mental wellbeing, supported by guest speakers including Cedric Anselin and representatives from Norfolk Virtual Schools and Active Norfolk.



8. Conclusion

The Norfolk RISE Up programme has achieved significant positive outcomes, enhancing the mental wellbeing and engagement of students across participating schools. The programme's comprehensive and adaptable approach has proven effective in addressing diverse challenges and fostering a supportive school environment.

We thank Norfolk County Council for funding this programme and look forward to developing it further in 2024-25. Our plans include expanding to include primary schools across the county and working even closer with schools to embed the programme.



Part B – Appendices

The appendices contain detailed case studies from each school, including specific challenges, implemented activities, and outcomes. These case studies provide a comprehensive view of the unique implementations and successes of the RISE Up programme across various educational settings, highlighting the programme's adaptability and impact.

Appendix A - Bure Park Specialist Academy Case Study

Transforming Lives Through Movement:

Bure Park Specialist Academy, part of the Broad Horizons Education Trust in Great Yarmouth, opened in September 2021. It serves boys aged 5-16 with SEMH needs and is one of the first new special schools under Norfolk County Council's SEND Transformation Project.

The academy's curriculum aims to create a caring, stimulating, and academically driven environment to boost student achievement and confidence by reducing learning barriers and teaching positive behaviour.



Intent

Their brilliant Head of PE and Alternative Provision Lead, Anita Fiddes Kapadia, explains their approach:

'The biggest challenges for our target group of year 6s at the start of the intervention was Attendance, Behaviour, Engagement, Mental Health, SEND, and supporting our Most vulnerable children.

We wanted our RISE Up programme to

1. Help to reduce the use of physical interventions to keep people safe
2. Help children understand the link between Physical Activity and Mental Wellbeing and give them the tools to self-regulate.
3. Develop engagement in PE with our Year 6s from the 2022-23 academic year.





Implementation

43 members of our staff accessed the RISE Up early intervention mental wellbeing and Trauma Informed PE teacher training courses.

We utilised the RISE up programme to teach the link between physical activity and mental wellbeing and to develop engagement in PE, particularly with our Year 7s.



We had some boys who didn't like being physically active and had a couple of boys who were overly competitive affecting the rest of the group.

By putting the focus on the link between how physical activity helped their mental wellbeing it really helped with their engagement and motivation.

We still covered many of the skills of a traditional PE curriculum but the change in emphasis made a big difference. All of our students are now fully engaged in PE.



We used key words such as serotonin, confidence and frustration to develop literacy and help our students develop a self-care tool kit.

This self-care tool kit included teaching children the RISE acronym and helping them identify which activities they found useful when they were dysregulated to help them self-regulate.

De-escalating through RISE and relationships

I set up a Sport Sanctuary in my form room with treadmills, bikes, rowing machines. We have Bob our punching mannequin set up in the gym, and a trampoline in our thrive room so children could take part in Repeaters, Stress Busters and Energisers to calm their amygdala, widen the window of tolerance and access their pre-frontal cortex so they feel calmer.



When some of our children are starting to feel heightened and dysregulated they come to our sports sanctuary to calm down. You can see their tense faces and shoulders start to relax and within 5-10 minutes they are ready to return to their classroom to continue to learn.

Knowing our individual children's triggers, and the activities they need and like to self-regulate is key to this. The boys can access our sports sanctuary at any time to deescalate situations.

We have spent time creating a culture where students use it only when they need to and it has become an embedded part of every day life in our school.





Impact

The RISE Up intervention has helped improve Behaviour, Engagement, Mental Health, SEND, and supporting our Most vulnerable children for our target group.

The RISE Up programme linked really nicely with the thrive approach which we use. By combining the two approaches we have seen a 24% decrease in the number of physical holds when we intervene quickly with our interventions.



Restrictive Physical Interventions used for same class by year.	2022-2023 (Year 6 class)	2023-2024 (Year 7 class)
Total	50	38
24% decrease in 1 year	100%	76%



This has resulted in all our students across the school benefitting from this approach. We have a number of LAC children and children with a social worker and they all use the equipment to regulate and prevent issues from escalating.

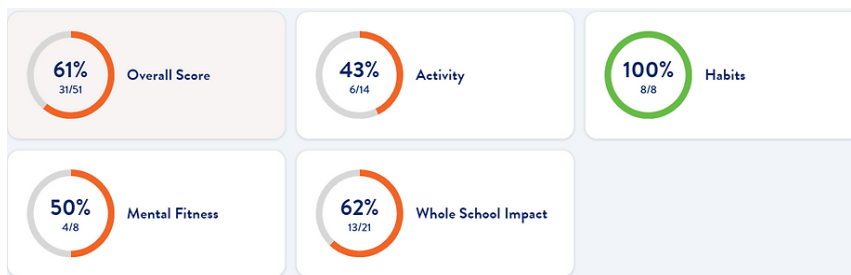
I completed an adapted version of the WEMWBS survey pre and post using the RISE Up programme to look at my perceptions of our Year 7 children's wellbeing. These were the results:

	'They've been feeling optimistic about the future'	'They've been feeling useful'	'They've been feeling relaxed'	'They've been dealing with problems well'	'They've been thinking clearly'	'They've been feeling close to other people'	'They've been able to make up their own mind about things'	'They've been feeling able to manage their own wellbeing'
Pre Intervention	Rarely	Some of the time	Rarely	Rarely	Some of the time	Rarely	Some of the time	Rarely
Post Intervention	Some of the time	Often	Some of the time	Some of the time	Some of the time	Often	Some of the time	Often

As you can see 6 out of the 8 wellbeing areas have improved and 2 have stayed the same.

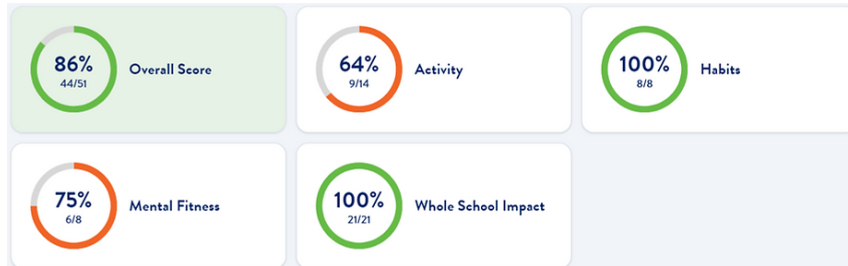
I completed the School Wellbeing Scorecard Pre and Post Intervention and our provision has increased by 25% from a high starting point.

Pre Intervention:





Post intervention:



I am really proud of the great work being put in by all the team here at Bure Park Specialist Academy to help our children be healthier, happier and develop vital lifelong skills.

The impact of our programme was brilliantly summed up by one of our awesome Year 7 students who said ‘Movement makes me feel happy’.

Appendix B- Hellesdon High School Case Study

Hellesdon High School, located in Norfolk, England, is a secondary school and sixth form with academy status, committed to providing a diverse range of academic, social, and cultural opportunities for its students. As part of the Wensum Trust, the school aims to create an ambitious and caring environment, fostering the overall wellbeing of its students.

Hellesdon PE department have done a fantastic job of implementing the programme to improve mental health outcomes for their young people. Brilliant 2nd in PE, James Reeve, talks us through their intent for the RISE Up programme, how they implemented it, and its impact on their young people.

Challenge:

“After the challenges posed by lockdown, the school identified a growing concern regarding the mental health and wellbeing of our students. The school's leadership team, including Alli McLellan, Deputy Principal, recognised an increasing prevalence of anxiety and attendance issues among our young people.





Discovery and Intent:

There was a significant emphasis on enhancing our RSHE curriculum schoolwide, under the leadership of Niall Sulley, and as a PE department we spotted an opportunity to support and generate improved outcomes for our young people.

During a department meeting in the summer of 2022, Alli McLlellan and our Head of PE, Dean Heron highlighted the need for intervention in addressing mental health challenges and the opportunity for us to complete the RISE Up teacher training course.

As a team we jumped at the opportunity as we could see the connection between physical activity and mental wellbeing.

Recognising the importance of incorporating health and wellbeing education into the PE curriculum, we initially planned to target Key Stage 3 students but we ended up delivering the RISE Up programme to include all year groups from Year 7 to 11.

We had recently shifted to 100-minute PE lessons, so we strategically integrated the RISE Up programme as a starter activity, balanced with various fitness training methods to suit the unique needs of each class before they moved on to their next activity area for the rest of the lesson.

Impact:

After initial doubts from some of our young people, we witnessed positive changes. Some of our Year 11's in particular, found motivation in the various activities, while the introduction of yoga and dance activities made PE more engaging and personally relevant for some of our girls. As a department, we began to think creatively about fitness and became more attuned to our students' needs, fostering a more receptive learning environment.

RISE Up has become a regular feature at the start of each lesson, setting the tone for each half term. We have tweaked the balance of PE lessons to increase physical activity, leveraging student voice to understand their preferences. Content has been targeted to cater to each class's unique needs, addressing everything from breaking stigma in Year 7 to exploring the impact of sleep in Year 10.

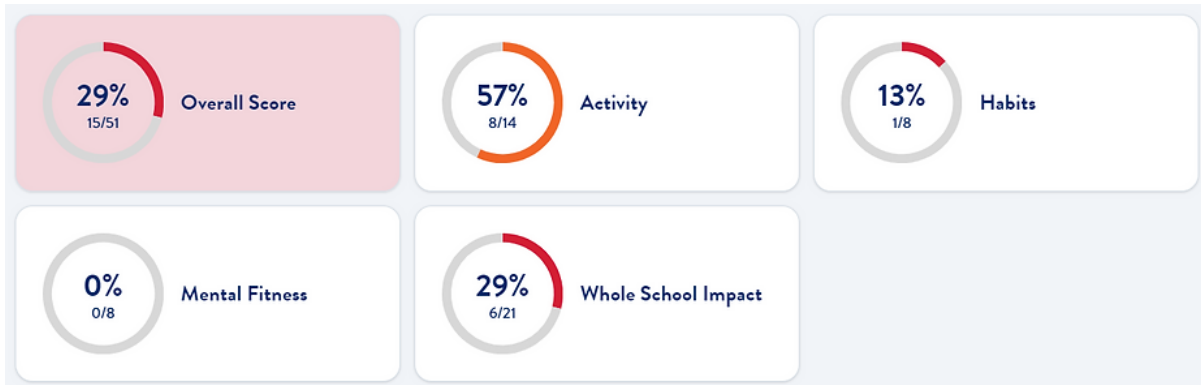
These are this half term's focus areas:

- Year 7 – Breaking the stigma, it's okay not to be okay
- Year 8 – Building confidence
- Year 9 – Turning worries into positive actions to reduce anxiety
- Year 10 – The Impact of sleep on our mental health
- Year 11 – Getting our daily dose - accessing the four happiness chemicals

We completed the School Wellbeing Scorecard Pre and Post implementation. Our score increased to 78%, showing an improvement of 49%.



Pre Intervention:



Post Intervention:



We are also proud that one of our PGCE students last year is now leading the RISE Up programme in her new school.

Moving forward

As a School of Sanctuary, we are currently completing the 'Trauma-Informed PE' teacher training course within our department to reflect our commitment to creating a truly inclusive PE environment that considers the impact of trauma on our students' wellbeing."

Proud leaders

Alli McLlellan, Deputy Principal, said:

'Promoting mental health and wellbeing is integral to our strategic framework, ensuring we address the holistic needs of every child. We are committed to providing comprehensive support through each student's journey with us. We take pride in our PE department's significant contribution to this through the Rise Up programme.'



Appendix C - Hethersett Academy Case Study Student voice on the impact of wellbeing pathways

Hethersett Academy is a coeducational secondary school located in the village of Hethersett in Norfolk, UK. It is part of the Inspiration Trust and was one of the first schools Future Action worked in partnership with.

Their brilliant Head of PE, Nick Austin, talks us through the journey they have been on to transform the life chances of their young people through creating a Key Stage 4 Wellbeing pathway in PE. We will also hear from 5 of their super students about the impact this programme has had on them.

Intent

Nick explains 'Students opting for the health and wellbeing route in PE report higher levels of low confidence, stress and anxiety, negative feelings from social media, lower mental health, lower body confidence and lower self-kindness demonstrating a need to cater for these students in PE.

We wanted to empower them with a toolbox of self-care strategies to encourage good mental wellbeing now and long after they have left us.

Therefore, we developed a health and wellbeing pathway as 1 of 4 that our young people could choose from at the start of each academic year from Year 9 onwards. The aim is that young people will get meaningful PE based on what they want to get from the subject whether that is improved health and wellbeing, develop technical skills in physical education, or develop their leadership skills etc.

Our original case study explains the original design process in more detail. You can read it here (<https://www.futureaction.net/post/case-study-hethersett-academy>).

Implementation

Content has been delivered in the same way with the Mental Fitness Pyramid taught in year 9 for 1 weekly 60 minute lesson. In year 10 the focus is on healthy habits and accessing the 4 happiness chemicals. Both years focus on teaching the link between physical activity and mental wellbeing. All lessons are predominantly practical.

In addition, the PE team have accessed the Trauma Informed PE course and this has helped with awareness in how we talk to students from these groups. It coincided with some whole school trauma informed cpd, and was especially useful with our EAL students.

Impact





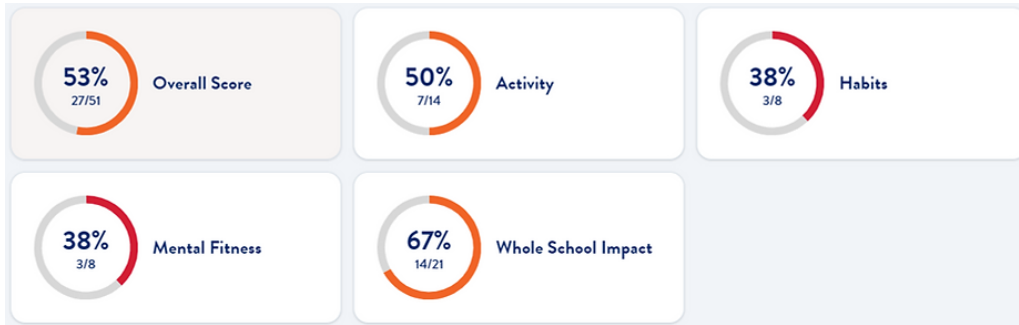
In January 2023 we reviewed our new models based (lower school) and personality pathway (upper school) PE curriculum with a specific focus on the impact that the RISE Up programme had on our students. This followed staff working with Future Action CPD for both the RISE Up course and Trauma Informed PE and implementing in years 10 and 11.

One year on and we are now able to track and reevaluate our progress through this review, which comes as part of a larger trust review of the PE curriculum. We found that

- The number of students reporting an enjoyment of lessons has increased from 69% to 83%
- The number of students improving their overall wellbeing through taking part in PE has increased from 26% in 2023 to 51% in 2024

We completed the School Wellbeing Scorecard to measure the progress we had made with our provision.

Pre Health and Wellbeing pathway introduced:



Current provision:



This led to an increase of 29% from an above average starting point.

I completed adapted versions of the Warwick-Edinburgh Mental Wellbeing Scale for my perceptions of student wellbeing for our Year 9 Health and Wellbeing pathway group:

Hethersett Academy	'They've been feeling optimistic about the future'	'They've been feeling useful'	'They've been feeling relaxed'	'They've been dealing with problems well'	'They've been thinking clearly'	'They've been feeling close to other people'	'They've been able to make up their own mind about things'	'They've been feeling able to manage their own wellbeing'
Pre Intervention	Rarely	Some of the time	Some of the time	Some of the time	Some of the time	Rarely	Some of the time	Some of the time
Post Intervention	Some of the time	Often	Often	Often	Often	Some of the time	Often	Often



As you can see, all areas improved which we are delighted with.

Student Panel feedback on impact of our programme:

In January 2023, we created a case study on how the Hethersett programme had benefitted one of our students and her mum. You can read that blog here.

(<https://www.futureaction.net/post/parental-case-study-a-mother-s-story>)

This time we wanted to hear more student voices about how the programme had impacted them and their wellbeing.

We sat down with 5 awesome students, 2 from Year 9 and 3 from Year 10 to find out their thoughts about the programme in PE.



Izzy

'We really liked having the choice. It's less judgemental being around like minded students who want to get the same outcomes from their PE lessons.'

I enjoy the social aspect and like being physically active in a more enjoyable way. I felt safer, the atmosphere is really nice.

I especially liked yoga and found that when I was stressed outside of PE, I would do some meditation to help calm me.'

Amelia

'I found the communication skills really useful for mixing more with other students who weren't my close friends. It has given me more confidence and helped me make new friends. It has helped with my feeling of belonging within the school.'

We have a wide range of clubs to help us.'

Sofia

'I found PE overwhelming before so it was nice to pick a pathway where I felt more comfortable in. I always feel included and like all of the activities.'

I especially enjoyed social badminton where we would rally and then ask each other questions about our wellbeing based on questions on the whiteboard. We rotate round between playing and chatting to your friends about the answers.'

The atmosphere in the classroom transfers to your personal emotions and views on the teachers. That's what makes our PE and Geography teachers so approachable.'

Isabella

'It has been great to combine movement with friendship. PE teachers spend more social time with us and are chatty and friendly. We still learn lots of things but it creates an atmosphere of trust.'



Eve

'The wellbeing pathway helped with my engagement in PE, it took away the intimidation factor so I could engage in the activities and helped me feel better mentally.

Our teachers are very nice. Students in our group go to our PE teachers when we are having problems outside of PE.

We had a friendship issue as a group, we managed to come together and use the worries as a positive technique to solve the problem together.'

From the comments, we are pleased that students are seeing the benefits of the programme and feel safe in PE with great relationships with their teachers. It is great that we are able to contribute to the excellent wider mental health provision in the Academy brilliantly led by Claire Tilbury.

The Norfolk RISE Up programme has helped us improve engagement, mental health and the personal development of our young people and fitted perfectly into what we were wanting to build with the personality pathways to create great outcomes for our young people.'

What next?

Moving forward, we will have:

- o Further staff CPD/meeting time to refine delivery.
- o A weekly or half termly focus on each of the above areas.
- o Develop student feedback to see how we can further enhance the programme to benefit all of our young people.
- o We are also looking forward to seeing our students take part in the Norfolk CC RISE Up celebration event this summer.

Appendix D- Sprowston Community Academy Case Study **Transforming Outcomes Through Wellbeing and Relationships**

This week's case study focuses on our long standing partners Sprowston Community Academy and how they have utilised the RISE Up programme and Trauma Informed PE programmes to transform outcomes for some of their most vulnerable young people.

We previously featured the Academy in a case study June 2022, about how they implemented the programme around developing healthy habits and we revisited the school in March for an inspirational update.

Sprowston Community Academy is a large coeducational secondary school located in Norwich, Norfolk and is part of the Broad Horizons Education Trust.





Their inspirational 2nd in PE, Jonathan Richards (Jon) and brilliant RISE Up lead teacher Lauren Fowler (Lauren), talk us through how they have implemented the programmes and what the impact has been.

Intent

Lauren - One of our Year 8 PE groups were particularly struggling post lockdown with their confidence and this was affecting their behaviour and engagement, so I wanted to support my class with their wellbeing, motivation and to help them create meaningful PE.

I noticed that many in the class were lacking motivation post lockdown, and discovered that many in the class used to attend cheerleading clubs pre lockdown when they were aged 8-9 but stopped at the start of lockdown and never returned.

I wanted to give them the skills to boost their wellbeing and self-confidence so we could get them enjoying movement and they felt able to attend clubs to boost their sense of belonging in our community.

Implementation

Lauren - We spent a block before Christmas focusing on students' holistic health & wellbeing through fitness. I wanted to use the RISE Up resources to help my young people see why PE can be so good for their wellbeing and to boost their social interactions.

We focused on building our students' self-confidence, their self-kindness, and using worries as a positive. We covered some sessions on healthy habits focusing on attending clubs and how exercise can help our students access the four happiness chemicals.

They particularly enjoyed the stress busters (circuit) and inclusive team aspects in fitness in our gym space.

Intent

Lauren - The RISE Up programme has helped us improve Attendance, Behaviour, Engagement, Mental Health, Personal development for our Year 8 group.

It has helped our young people see why PE is meaningful to them and helped with their engagement and interactions with each other. This has continued as we have moved through other units in PE.

They have responded particularly well when we have provided our young people with choice such as in a circuit training lesson when we co-designed the circuit and then completed it. This has served as a blue print to how we can get the best out of our young people.

I used an adapted version of the Warwick-Edinburgh Mental Wellbeing Scale Survey to measure my perceptions of my Year 8 classes' wellbeing and these were the results:



	'They've been feeling optimistic about the future'	'They've been feeling useful'	'They've been feeling relaxed'	'They've been dealing with problems well'	'They've been thinking clearly'	'They've been feeling close to other people'	'They've been able to make up their own mind about things'	'They've been feeling able to manage their own wellbeing'
Pre Intervention	Rarely	Rarely	Rarely	Rarely	Rarely	Rarely	Some of the time	Some of the time
Post Intervention	Often	All of the time	Often	Often	Often	All of the time	All of the time	Often

As you can see, the results are really positive for the cohort with each aspect improving.

We completed this table for 2 of our most challenging students pre and post intervention. One is Pupil Premium and one isn't. Both have very similar profiles.

School Data	Pre Intervention commenced	Intervention Concluded
Virtue Points	Both students motivation and confidence was so low but since fitness and gym then football it has increased markedly – 150 & 162	831 & 840
Lesson Send Outs in PE	3 times each pre RISE Up unit	Neither have been sent out since
Predicted PE grades (Head - Heart - Hands)	All 2s before	Mainly 3s and a 4 (Scale is 1-5, 5 is the best)
Attendance in PE	92%	96%
	93%	98%

We have replicated a similar programme with some of our year 9 PE classes and seen similar results for our young people.

Scratching the surface

The Year 8 RISE Up programme is just one way the brilliant team at Sprowston have incorporated a range of ideas from the RISE Up and Trauma Informed PE programmes to support a wider range of students across their school. Jon Richards, 2nd in PE, explains more:

Prioritising Relationships

Jon - The Trauma Informed PE course has given us a foundation of knowledge around Adverse Childhood Experiences and helped us have more empathy during our interactions with our most vulnerable students.





A new student started Sprowston during this academic year. He had previously had lots of trauma and had the support of a social worker on a regular basis alongside his family. He had not been in a mainstream school for over 5 years.

On his first day he had PE and he told me he didn't do PE and would not be getting changed. The old version of myself would have been sympathetic but ultimately to maintain the rules of the school he would have been given a choice of getting changed and joining in PE with the rest of his class or go the R3. Clearly he would have chosen R3 and I would put lots of money that we would have never seen him in PE again.

The new version of myself that is much more aware of trauma and how it affects students so I did not hand out any ultimatums and force the student down a cul de sac that he would have never recovered from.

I remember inviting the student into my office for a chat which actually lasted 5 minutes. In this time the rest of the class were sitting in the changing room talking. The new version of myself was very aware that this was actually a massively brilliant use of everyone's 5 minutes and the class would be far better off with a settled and happier new student than having lots of disruption and anger within their environment.

I was shocked with how successful a very calm and understanding and sympathetic teacher was at unpicking the student's issues with PE. We discussed that he did not want to change in front of others and that he had not got a PE kit. I was so pleased to see the student smile back at me when I was talking to him when only a few minutes earlier he had such negative body language.

In the 5 minute chat we established a positive relationship that is still going strong now despite him struggling in many areas of the school to integrate back into lessons on a permanent basis and seeing how poor his interactions are with other members of staff.

In the chat we outlined a timetable for how much he would be getting involved in PE and when he would start to get changed. He kept his part of the agreement up and within a few weeks he was changing and a happy and active member of his PE class alongside his peers as he feels psychologically safe.

In fact in his very first lesson, after our chat, we agreed he could sit and watch the lesson but within 5-10 minutes he was asking if he could do any jobs to help me and started to hand out bibs and by the end of the lesson he had borrowed a whistle and was refereeing and scoring the handball game. His social worker and mum, who I rang at the end of the day, could not believe what had happened.

Using Inclusive Teams to develop a sense of belonging at Sprowston

Jon - At Sprowston we have tried to focus on participation within our extra curricular programme and the need to make our offer as accessible to all as possible to develop a sense of belonging in our young people.





We have created a wide range of Inclusive team festivals and clubs to develop a sense of belonging in our young people. – An example of this is caged cricket – where the emphasis is on fun, quick games with everyone welcome and involved. It is a very quick and simplified version of the game that enables real beginners to get moving for their wellbeing whilst working as part of a team.

In the summer we try to target performers from all backgrounds to engage in our cage cricket programme and have invited many schools to play mini festivals. These have included many students with less parental and family support and those who are EAL who previously would not have been able to access cricket due to limitations with equipment, time and understanding of the game.

We give out a cuddly toy called 'badger of the week' for the child who tries their best and we have non pe teachers acting as role models, such as local cricket legend Mr Handley. This helped us develop enhanced relationships with our young people.

Inclusive Team Festivals

Jon - We have set up and run many Inclusive Teams festivals in a range of sports such as football, netball, rugby and cricket for what would traditionally be your B and C teams. These are designed to engage those students who do not get access to these sports elsewhere in order to enhance their mental and physical well being.

These have ended up being our favourite fixtures and it has been amazing to take a team from a wide range of backgrounds and witness their fun and enjoyment as they work together with their peers and form new memories and friendships. These students are forever asking when the next competition is.

Along with the smash ups in football we run 3 other teams per year group so in total we get approximately 85 boys per year group playing football at various points in the year and Lauren has 3 netball teams in Year 7 doing the same.

Psychological Safe Sport

Jon - Lauren and Miss Norton run a Girls Active club. This is for any girls on a Wednesday after school to exercise in a psychologically safe environment. They have access to all facilities led by Year 10 Sports Leaders with 3 teachers supporting. We usually have 40+ students across Y7-10. We recently had a rewards trip to our local bowling alley for those who come more frequently to reward them for their efforts.

In addition, the sports hall is always open before school, breaktime and lunchtime for children to come in and self-regulate through Basketball.





Wider School Impact

Jon - The Trauma Informed PE course has helped us to have a greater focus on prioritising relationships to create the protective factors from Adverse Childhood Experiences particularly with our more challenging classes.

I have really appreciated since starting the programme just how important it is to focus on building and maintaining positive relationships with young people.

This is evident within my tough form group who struggle to avoid getting into trouble around school and have more behaviour points than any other form in school. I strive to keep my relationship positive with each and every one of the form and every day ensure that I am a smiling and happy adult.

I know that there are many students in my form who need plenty of TLC on a regular basis and I know that if at any point I cannot retain a positive persona with some of the harder to reach students our relationship will deteriorate and I will end up either sending them out of form or very quickly they will opt out of form time altogether.

Wellbeing check ins in form times

Jon: I have built in wellbeing check ins into form time on a regular basis and found some really surprising examples of those students who are currently finding life difficult for various reasons.

Without these check ins I would have been none the wiser about some of the struggles and trauma that my form group had experienced. After a check in, I would say that I have perceived an instant visible improvement in body language in those students who have rated themselves as struggling as they have been able to take a massive step towards talking about their issues with a trusted adult. This is after simply raising their hand anonymously during form time.

Once I have caught up with the student I have been able to be more understanding and accommodating of their needs moving forward and have been able to share with wider staff members where appropriate. This has really helped to strengthen relationships within my form group.

Measuring Impact

Lauren - We have used the [School Wellbeing Scorecard](#) to track how our wellbeing provision has improved over the years since partnering with Future Action.

These are our results from June 2022





Compared to now:



As you can see we have improved our provision considerably to support and inspire our brilliant young people.

Next Steps

Lauren - We aim to develop our programme further by running a Sprowston RISE Up mental wellbeing day as part of our activities week for 100 Year 9&10 children in partnership with Future Action.

We are collaborating with one of our feeder primaries, Woodland View Junior School, to enhance our young people's transition experience as part of the Norfolk CC RISE Up Transition pilot.

Finally, we are going to train more of our staff in Trauma Informed PE principles as we move forward.

Proud Leaders

James Panayi, Sprowston's inspirational Head of PE said:

'I am immensely proud of the work we as a PE team do for all our students. I am fortunate to have a PE team that is always looking for ways they can engage students and make them feel more included in PE and school sport.'

The exciting thing is that we are only just scratching the surface of what is possible in PE in terms of helping students' feeling of belonging and psychological wellbeing. The RISE up initiative is supporting schools and young people to move forward and make a difference in their school experience. We look forward to what the future holds partnering with Future Action.'





Jenny Kitson-Cook, Sprowston's brilliant Deputy Headteacher added:

'Relationships at Sprowston Community Academy are at the core of every teacher's daily practice. The programme delivery being embedded into the PE curriculum allows an enhanced reinforcement of our whole school priorities linked around restorative practice, the STEPS approach and emotion coaching.'

'Sprowston Community Academy has an extremely varied demographic so the RISE Up programme complements our students significantly in being inclusive for all, particularly taking into account adverse childhood experiences.'

'Our PE staff at Sprowston go above and beyond to provide pupils the opportunity to flourish regardless of their PE ability and for that we are very proud. The team combined with the RISE UP programme have enhanced wellbeing for both staff and pupils.'



Appendix E- Sprowston Community Academy EAL Case Study

Enhancing Psychological Safety and Belonging through Trauma-Informed PE Training

This week's case study focuses on our long standing partners Sprowston Community Academy and how they have utilised the Trauma Informed PE programme to transform outcomes for a child with English as an Additional Language.

Sprowston Community Academy is a large coeducational secondary school located in Norwich, Norfolk and is part of the Broad Horizons Education Trust.

Their brilliant RISE Up lead teacher Lauren Fowler (Lauren), talks us through how she has implemented the programme to positively impact one of her students.

Teacher's Perspective - Lauren Fowler

'As a secondary PE teacher, I've always been passionate about creating an inclusive and supportive environment for all my students. When I had the opportunity to participate in the Trauma Informed PE teacher training course funded by Norfolk County Council, I was eager to learn new strategies to better support my students, especially those who might be dealing with trauma or significant life changes.'

'One student in particular, whom we'll call Maria to protect her identity, joined our school recently. At 13 years old, Maria had just moved to the UK and was learning English as an additional language. She seemed withdrawn and anxious, particularly in PE classes, which can be challenging for students who are not confident in their language skills or physical abilities.'





From the training, I learned the importance of exaggerating safety cues through my face, voice, and body language to help students feel psychologically safe. I made a conscious effort to smile warmly, use a calm and encouraging tone of voice, and adopt open and welcoming body language when interacting with Maria.

During a gymnastics lesson, I noticed Maria's eyes light up when we began our warm-up exercises. She moved with grace and confidence, displaying a level of skill that was impressive. It was a turning point. I praised her openly, making sure my enthusiasm was clear and genuine, "Maria, you are fantastic at this! You have such a natural talent!"

Realising the potential of using gymnastics as a vehicle to help Maria feel more at home, I invited her to join our Girls Active extra-curricular club. This club is designed to involve students in a variety of physical activities they enjoy, fostering a sense of community and belonging.

Maria started attending the club regularly, and it was wonderful to see her gradually open up. She formed friendships with other girls, many of whom admired her gymnastics skills. Her confidence grew, not just in PE, but in other aspects of school life as well.

The trauma-informed strategies I learned through the training course were instrumental in helping Maria settle in. By consciously exaggerating safety cues and creating an environment where she felt valued and competent, we were able to help her find her place in the school community.'

Student's Perspective - Maria

'When I first came to Sprowston Community Academy, everything felt so new and scary. I didn't understand much English, and it was hard to make friends. PE classes made me nervous because I wasn't sure what to expect, and I didn't want to make mistakes in front of everyone.

Miss Fowler, my PE teacher, was different. She always smiled at me, and her voice was so kind. Even though I didn't understand all the words, I felt like she cared. In one gymnastics class, I felt happy because gymnastics is something I love and know how to do well. Miss Fowler noticed and told me I was really good. That made me feel proud.

She asked me to join the Girls Active club after school. I was nervous at first, but I decided to try. The other girls were nice, and I could see they liked how I did gymnastics. It helped me make friends and feel like I belonged here. Now, I look forward to PE classes and the club. I feel more confident, and school doesn't feel so scary anymore.'



Conclusion

The Trauma Informed PE teacher training course provided by Norfolk County Council equips brilliant educators like Lauren Fowler with the skills needed to support students like Maria effectively. By using exaggerated safety cues and recognising Maria's strengths, Lauren was able to create a welcoming and supportive environment. This approach not only helped Maria settle into her new school but also allowed her to thrive and develop a sense of belonging through her passion for gymnastics.



Appendix F- Case Study- Sewell Park Academy Movement for Mental Wellbeing Benefits

Sewell Park Academy is a [secondary school](#) located on the north-eastern edge of the city of [Norwich](#) and is part of the Broad Horizons Education Trust.

Their dedicated staff work tirelessly to ensure every student receives the opportunities to succeed, through their vision of "Enriching minds, enabling success".



Enriching minds, enabling success

In this case study, Sewell Park's inspirational Head of PE, Lauren Perkins, talks us through their intent, implementation and impact of the RISE Up programme in their setting.



Intent

"Our intent for our 'RISE Up' programme was to improve our pupils' knowledge of the relationship between exercise and positive mental health. We felt that this was really important for all of our



students, but specifically for those who are known to us as struggling with their mental health and for students who are preparing themselves to sit their GCSE exams.

We aimed to create a programme where students would be able to take independent and positive steps in recognising when they were beginning to struggle with their mental health and what they could do to alleviate their symptoms.

To do this, we felt that it was really important to first work on the students' mindset towards physical education and being physically active in their own time and then develop an understanding of the benefits that physical activity can have both physically and mentally; our main emphasis being on the psychological benefits.



I completed the [School Wellbeing Scorecard](#) and an adapted version of the Warwick-Edinburgh mental wellbeing scale questionnaire to help me track the impact of our intervention.

Implementation

To begin the programme, we wanted to make our young people feel psychologically safer so we allowed students who were struggling with accessing the PE curriculum to wear their own sports clothes to lessons. This meant that they were able to engage in the lesson and focus more on the content, rather than worry about what they looked like in the lesson.

We then created a variety of opportunities for students to get involved in the RISE Up programme, through extra curricular clubs offering fun activities such as dodgeball matches, wellbeing walks, orienteering and spikeball to including the programme in our fitness and nutrition unit in lessons.



As well as this, we made connections with our pastoral team to help us to identify students who may need extra support, but who might be unwilling to approach us as a department, or to share their struggles with a member of staff.

This allowed us to put together a group of students who we could work closely with to support their psychological development.

Impact

The programme has had a really positive impact on the students who have been involved, with students being more aware of their options when it comes to managing their mental health.



A good example of this would be the fact that our fitness extra curricular club has become more popular with students focussing on improving their mood through exercising and working out with their friends.

This has benefitted many of our students including some of our care experienced young people and those with English as an additional language.

Attitudes towards the PE environment have improved with students anticipating fun and rewarding activities that they know will benefit them both mentally and physically.

We have very few refusals to engage in the practical lesson as a result of the change to PE kit and a large number of those refusing to participate beforehand are more willing to engage.

This is a range of comments from our young people about how they feel about our programme:

- “I know that if I am mad, I can just go to the gym and box a bit to feel better”
- “I didn’t know that PE was so good for my brain”
- “I can, like, enjoy PE and not all of it but for my mental health and that makes me feel happier in lesson”
- “I didn’t know that I liked yoga because I was too scared before”
- “Why didn’t we learn this before?”
- “I love the lessons now.”
- “Wearing clothes I feel comfortable in is so good. It makes me feel happy in lesson”

I re-completed the [School Wellbeing Scorecard](#) and an adapted version of the Warwick-Edinburgh mental wellbeing scale questionnaire to help me track the impact of our intervention.

Our young people made progress in 5 out of the 8 areas and stayed the same in the remaining 3 categories as you can see below.

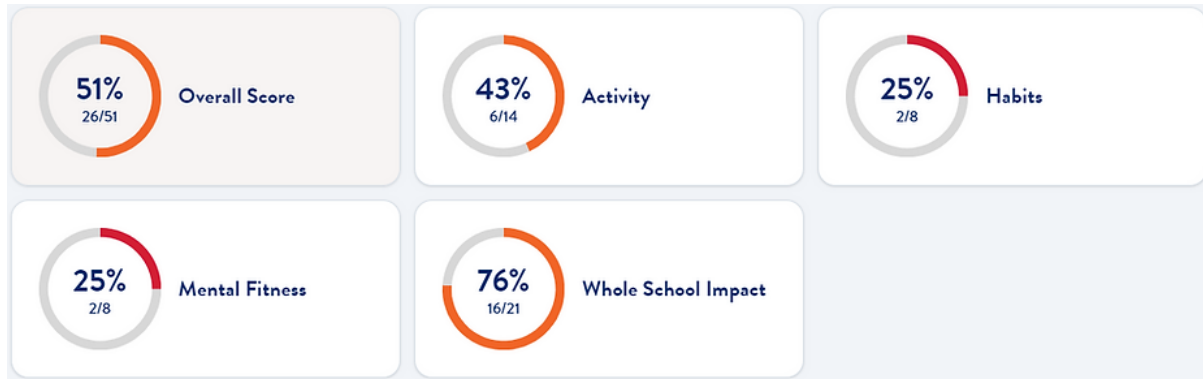
Teacher perceptions of student wellbeing	'They've been feeling optimistic about the future'	'They've been feeling useful'	'They've been feeling relaxed'	'They've been dealing with problems well'	'They've been thinking clearly'	'They've been feeling close to other people'	'They've been able to make up their own mind about things'	'They've been feeling able to manage their own wellbeing'
Pre Intervention	Some of the time	Some of the time	Rarely	Some of the time	Some of the time	Often	Often	Rarely
Post Intervention	Some of the time	Some of the time	Often	Often	Often	All of the time	Often	Often

The programme has helped us most with student engagement, mental health, personal development, and supporting our most vulnerable children.

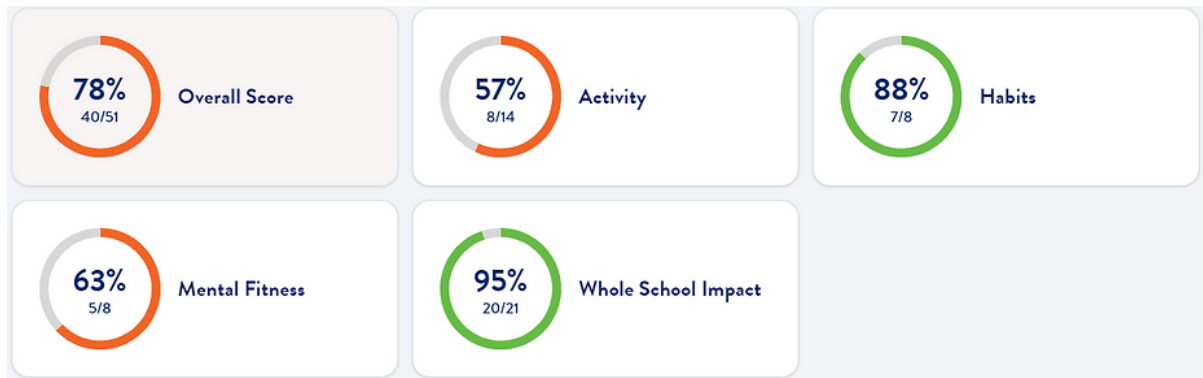
We also improved our wellbeing provision by 27% on the School Wellbeing Scorecard in a short space of time.



Pre Intervention:



Post Intervention:



Moving Forward

Moving forward, we will definitely begin applying more of the principles of the 'RISE Up' programme and Trauma Informed PE programme to our lessons. This will begin with allowing those with self esteem issues to wear something that they feel comfortable in and prioritising our relationships by demonstrating empathy and care.

This means our young people will be able to engage in the lesson, rather than sitting out or getting put through the consequence system for refusal to engage.

By taking this forward, we can build a positive atmosphere in all our PE lessons and start to engage students who have a history of refusing.

As well as this, we are keen to continue educating more of our students on how physical activity can positively affect their mental health and the strategies that they can use themselves when they feel that they are beginning to suffer."



Appendix G - Charles Darwin Primary Case Study

Learning Happens From The Feet Up

Charles Darwin Primary School is based in the centre of Norwich and is part of the Inspiration Trust. It is one of the first primary schools we started working with as part of our collaboration with the brilliant team at [Norwich School Sport Partnership](#), who fund our [‘RISE Up’ early intervention mental wellbeing programme](#) for all primary schools within their partnership.

In this case study, Charles Darwin’s inspirational Head of PE, James Tuthill, talks us through their intent, implementation and impact of the RISE Up programme in their setting.

Intent

‘One of our targets for Physical Education, School Sport, Physical Activity (PESSPA) this year was to widen the scope for improving the wellbeing of our pupils. Following an introduction through our local [Norwich School Sports Partnership](#) I investigated the ‘RISE Up’ Early Intervention Mental Wellbeing programme.

We initially set out by completing the [School Wellbeing Scorecard](#) back in October 2022, achieving a score of 48%. This was useful as the suggestions offered gave us scope to enhance our school offer.

Our SEN and PE delivering staff completed the ‘RISE Up’ online teacher training and then set out our aim to provide the programme to our pupils.

Implementation:

Our next stage was to highlight appropriate pupils to access the programme. Through meeting the SENCo we noticed that we had a collection of young people, who have suffered childhood trauma and are less engaged in school and who were yet to receive support due to the strain of staffing.

We created a list of pupils who could then attend a purposeful active intervention to benefit their mental health and class engagement. They took part in two terms of intervention where the learning content of





sessions around self awareness, healthy habits, mental fitness and accessing the happiness chemicals were condensed to 15 minutes, to promote engagement followed by 30 minutes of active challenge through the RISE categories.

All of our pupils then accessed a Norwich School Sports Partnership event providing the pupils with an outlet for their positive relationship with physical activity and hosting a Day of Calm event with their staff which reinforced the importance of checking in on ourselves.

We attended NSSP Panathlon events and found they provided a perfect outlet of non-competitive active challenges for our young people who attended Bowling and Multi-Sport format events.

Impact

Following two terms of intervention, class teachers began to comment that they're seeing behavioural improvements which prompted measurement via the strengths and difficulties questionnaire (SDQ) comparison.

The SDQ questionnaire is a short behavioural screening questionnaire for children aged 3 to 16. The questionnaire is used to assess children's mental health, and can be completed by children and young people themselves, by their parents or by their teachers.

Every single pupil involved in the 'RISE Up' intervention showed a marked improvement.

Our SENCo highlighted that our 'RISE Up' programme had shown the most measurable impact of all interventions offered across the school with a string of noticeable positive impacts on previously concerning pupils.

These were some of the comments from our young people:

"This is the best lesson ever" Year 5 pupil

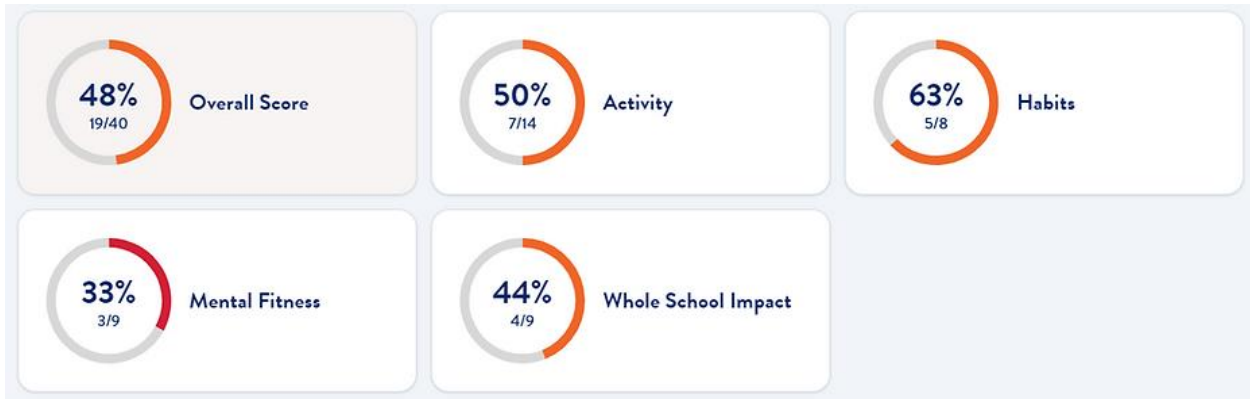
"My Ikigai involves people and food" Year 6 pupil

In June 2023, I revisited the [School Wellbeing Scorecard](#). Our comparative mark rose by 44% to 92% demonstrating how far we have come in improving the provision for the wellbeing of our young people.





Pre Intervention:



Post Intervention:



Moving forward

We've planned to widen the impact of the 'RISE Up' content by attaching it to our 2 hours of PE across the school and continuing the Intervention group on a Monday morning to measure and contrast against attendance data.

Overall, the promotion of active learning and embracing Mike Kuczala's quote of "Learning happens from the feet up" has transformed our staff and pupils' outlook on learning, school and their own lives.'

Appendix H- Case study – Eaton Hall Specialist Academy

Eaton Hall is a residential special school catering for boys with social, emotional and mental health difficulties. There are 54 places at the school, with classes ranging from year 3 to year 11.

The school's vision is:

1. To improve life chances for all their pupils.





2.They look to achieve this by addressing pupils, social and emotional wellbeing. All elements of teaching and learning at Eaton Hall have these needs at their heart.

3. They aim to restore equilibrium to the child and family, return the child to the home setting, and, where appropriate, to mainstream education.

In this case study we will look at how they have done a brilliant job of implementing the RISE Up programme. Their inspirational Head of PE, Mike Curry, will talk us through how they have used the RISE Up programme to support their most vulnerable children and their mental wellbeing.



Intent:

‘Our focus group was all 54 students within our school, and staff because of the high level of SEMH need that we support. At the start of the programme, our biggest challenges were our children’s mental health, supporting our most vulnerable children and children with SEND.

I completed the [score wellbeing scorecard](#) with a year 10 pupil at the start of the programme to see if the children were learning what we thought we were teaching them.



We scored 52% back in May 2022. It was a good starting point, but we wanted to do more for the young people that we serve.

I also completed the short version of the Warwick–Edinburgh Mental Wellbeing Scale survey so that we could track the impact of the programme.’

Implementation:

‘To kick off the programme I completed the online teacher training course so I was fully informed of the course content. I then encouraged motivated staff who were part of our school wellbeing working group to complete the training. We liaised with our senior leadership team to allow training time and we made it voluntary so colleagues who took up the option were invested in improving the wellbeing of our school.

We wanted the training to not just help our young people, but also so that we could support each other and improve staff wellbeing.

As more and more colleagues completed the training, staff started to discuss what they had learnt and how it helped them which incentivised more colleagues to complete the training. In total, over 35 members of staff have accessed the training which is fantastic.

We found that the best area of the content for us was how to access the 4 happiness chemicals which really helped our staff to support our young people.



SELF CARE CHALLENGE

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- When we recognise what we are struggling with the most, we can then plan a course of action to make us feel better.
- Select from the table below the aspect you struggled with the most, and then pick an activity from the menu to make you feel happier.

Unmotivated	Unloved	Low in confidence & mood	In pain
Complete an energiser workout	Play an inclusive team sport	Take part in a repeater activity	Take part in a stress buster activity
Do a self-care activity	Hug a family member	Meditate or complete some mindfulness activities	Eat dark chocolate
Complete a to-do list	Listen to music	Get outside in the sunshine	Laugh with friends
Paint a picture or read a book	Do something nice for someone	Walk in nature	Watch a comedy
Eat food (Preferably healthy treats)	Play with a pet		



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Before we started using the RISE Up programme, colleagues were aware that certain tools worked with certain children but the RISE up programme clarified what worked well for specific situations.

The link between physical activity and mental wellbeing was also really beneficial. We used the 'Repeaters' and 'Stress buster' activities linked to nature to help our young people calm their amygdala and widen their window of tolerance. This enabled them to access their prefrontal cortex to make better decisions and feel calmer.



We implemented the programme in a wide range of areas in the school from one-to-one sessions with our young people, our care staff used the techniques in our residential settings, in PE & RSHE lessons, curriculum enhancement activities such as visiting Castle Acre to get our young people moving in nature, and in our sports sanctuary.'

The impact:

'Immediately, the one-to-one sessions with our students became more structured as staff were able to use the knowledge gained on the course to support our children.

Staff are now more confident in their delivery, which is relaxing children and helping to create a psychologically safer environment. A lot of relationships between staff and students have been strengthened as a result of the programme.

To review the impact of the programme, I re-visited the Short Warwick–Edinburgh Mental Wellbeing scale survey for the perceptions of our children's progress of their mental wellbeing. The results showed that each area had improved by a score of one apart from 'children have been feeling able to manage their own wellbeing' which remained the same.



Pre Intervention Questions	They've been feeling optimistic about the future'	They've been feeling useful'	They've been feeling relaxed'	They've been dealing with problems well'	They've been thinking clearly'	They've been feeling close to other people'	They've been able to make up their own mind about things'	They've been feeling able to manage their own wellbeing'	What are your biggest challenges for your target group at the moment?
Answers	Some of the time	Some of the time	Some of the time	Rarely	Some of the time	Some of the time	Some of the time	Often	Mental Health, SEND, Supporting our most vulnerable children
Post Intervention	They've been feeling optimistic about the future'	They've been feeling useful'	They've been feeling relaxed'	They've been dealing with problems well'	They've been thinking clearly'	They've been feeling close to other people'	They've been able to make up their own mind about things'	They've been feeling able to manage their own wellbeing'	What challenges has the RISE Up intervention helped improve for your target group?
Answers	Often	Often	Often	Some of the time	Often	Often	Often	Often	Behaviour, Mental Health, SEND, Supporting our most vulnerable children

I also completed the [school wellbeing scorecard](#) again. Our score increased to 83%, showing an improvement of 31% from a good starting point.

I asked some of our children what they liked about the programme and they said:

- 'I like running around to help wake me up'
- 'When I do RISE Up activities it makes me feel happier'
- 'Being out in the woods helps me feel better'.
- 'I love being with our therapy dogs when they are in school.'

Overall, we have been delighted with the impact of the RISE Up programme for our children and our staff. The programme has helped us improve our children's behaviour, their mental wellbeing, and supporting our most vulnerable children with SEND.

What next:

'Moving forward, we will be training new staff up in September and exploring the new 'Trauma informed PE' teacher training course and training relevant staff in that.

We want to create poster versions of the self-care menu for the four happiness chemicals, so it is more overt for our children, and encourage our children to support each other through a coaching culture throughout the school.'

Appendix I - Case study- Harleston Sancroft Academy

Harleston Sancroft Academy is the only Church of England All Through School in Norfolk. Sitting at the very heart of the Harleston community, it provides an excellent education in a nurturing, family environment.

In this case study we will look at how they have done a brilliant job of implementing the RISE Up programme within their form time programme to boost the mental wellbeing of their young people.





Harleston Sancroft is one of over 60 schools we support in Norfolk as part of our partnership with Norfolk County Council.

Molly Harris spearheaded the programme by completing our online training, setting the vision for the Academy and adapting the RISE Up resources to meet the needs of Sancroft students for her team of form tutors. Tutors deliver fortnightly activities on a Monday afternoon covering a range of early intervention wellbeing topics such as mental fitness, healthy habits and accessing the happiness chemicals.



Lewis Disbury is a PE Teacher and form tutor who delivers the RISE Up activities to his vertical tutoring group. Lewis said '*I really enjoy delivering the activities with my form. It is a great opportunity to discuss all things well being with my tutees, it has prompted some brilliant conversations and it helps me show the young people in my form that I care about them.*

The RISE Up activities are useful for promoting conversations, breaking the stigma in discussing mental health and helping our young people realise that it is ok to not be ok.



Our young people particularly benefitted from understanding the link between physical activity and mental wellbeing, and how different activities help our young people manage their mental wellbeing. Our school is really proactive about our children's mental health.

We are now about to add the RISE Up programme to some of our PE lessons as well to incorporate physical activity to boost our children's wellbeing, and to ensure PE is meaningful for all our young people.'

The RISE Up programme is part of a range of methods the Academy uses to ensure the mental wellbeing of their young people. The Academy has a group of Student Mental Health Leaders in the Secondary Phase who raise awareness about mental wellbeing, fundraise, and present in assemblies.

Their next step involves buddying up with younger students who are part of the wellbeing council that works within the Primary Phase to support them and the initiatives they lead on.

Amelia is one such brilliant Mental Health leader, we met on a recent visit to the school, who elegantly explained the role she and her peers provide.





On Neil's visit to the school, it was fantastic to see Executive Headteacher, Rob Connelly, run a year 11 basketball club at lunchtime during wet weather to help his year 11 students regulate themselves and have a more productive afternoon.

As a former PE teacher, Mr Connelly embraces the way physical activity combined with outstanding relationships can be used to improve mental wellbeing, and the benefits the wider Academy gains from that. The result is healthier, happier young people who are thriving in the classroom and beyond.

'As a community we have benefitted greatly from the ongoing work and support offered by Future Action and the Rise Up programme. Neil has played a crucial role in developing our PE curriculum, aligned to our vision where all members of the community are supported to experience 'Life In All Its Fullness'.



We are acutely aware of the ongoing and ever-changing pressures and challenges faced by children and the wider community and we have a shared responsibility to provide support, both within, and beyond the classroom because people matter.'
