



Liverpool RISE Up Programme Impact Report 2023-24

Funded by Youth Sport Trust / Sport England Teacher Training Programme

Contents

Part A

1. Executive Summary.....	2
2. Introduction.....	4
3. Programme Impact.....	6
4. Methodology.....	9
5. Key Insights and Impact of the Liverpool RISE Up Programme.....	9
6. Summary of Phase 2 Schools.....	12
7. Liverpool RISE Up Celebration Event.....	17
8. Conclusion.....	18

Part B – Appendices..... 19

Appendix A: Summary of how Phase 1 Schools Developed the Programme from the 1st to the 2 nd Year.....	19
--	----

Appendix B: Belvedere Academy Case Study - RISE Up Whole School Enrichment Programme.....	21
---	----

Appendix C: Childwall Sports and Science Academy Case Study – Enhancing Girls Engagement at Key Stage 4.....	25
--	----

Appendix D: Bank View Special School Case Study – Sports Sanctuaries and RISE Up Clubs.....	28
---	----

Appendix E: Hope School Case Study – Transforming Behaviour, Attendance & Wellbeing.....	32
--	----

Appendix F: St Patrick’s Catholic Primary School Case Study – A Whole School Mental Wellbeing Approach.....	36
---	----

Appendix G: Our Lady Immaculate Catholic Primary School Case Study – Play Wrapped In Care.....	42
--	----

Appendix H: Our Lady Immaculate Catholic Primary School Case Study – Enhancing Relationships Through Movement.....	44
--	----

Appendix I: St. John Bosco Arts College Case Study – Creating Psychological Safety in the Changing Room.....	45
--	----





1. Executive Summary

The Liverpool RISE Up programme, funded by Sport England and Youth Sport Trust, aims to make Liverpool the leading city for transforming the mental wellbeing and life chances for young people. We wanted to focus on Trauma Informed Physical Education to improve relationships, wellbeing, engagement, behaviour, attendance, and academic progress.

This initiative is crucial in addressing post-pandemic challenges and aims to break the cycle of Adverse Childhood Experiences (ACEs) through emotionally supportive adults, outstanding relationships and movement for mental wellbeing.



OUR PROVISIONAL VISION FOR LIVERPOOL

'To make Liverpool the leading city in the country for transforming the mental wellbeing of our young people through Trauma Informed Physical Education, contributing to whole school improvement, & wider society outcomes.'

Background; Phase 1, initiated at the start of 2023, laid the groundwork with three secondary schools.

Phase 2 has expanded to include the three existing schools from Phase 1 as they move into the second year of the programme and six new schools, encompassing primary, secondary, and special schools. The funding from Sport England and YST covered both phase 1 and 2 of this programme.

The Phase 1 schools from the Liverpool RISE Up programme, have demonstrated marked improvements in student wellbeing, engagement, and academic performance over 2 years. Relationships between students and staff have strengthened, leading to better behaviour and increased

TEACHER QUOTES:

The Liverpool RISE Up programme has been a game-changer". James Porter, Head of PE, Childwall Sports & Science Academy

"We feel like we have taken a big step forward in improving our wellbeing provision to support our brilliant young people."

Dan Burns, Head of PE, Banks View School

"There was a dramatic shift in the mind set of pupil over the course, first of all during the sessions, then each Thursday as they looked forward to it, but progressively this started to form a habit and bred into an upturn in general wellbeing"

Matt Darkins, Head of PE, Hope School

"I have noticed that our children are beginning to have the tools and the confidence to select strategies to help them in different situations."

Katie O'Callaghan, PE Lead, St. Patrick's Catholic Primary School





attendance. Additionally, these schools have expanded their RISE Up programmes in innovative ways, adding layers of support to further enhance student outcomes.

These schools are on a continuous journey with numerous opportunities for further development, highlighting that this programme is far more than a short-term solution. Detailed summaries of the progress and specific achievements of the Phase 1 schools are provided in the appendices, showcasing the sustainable and transformative power of Trauma Informed Physical Education.

Summary of Findings

Student mental wellbeing: 39% improvement in student mental wellbeing using an adapted version of the Warwick-Edinburgh Mental Wellbeing Scale.

School wellbeing provision: There was a substantial improvement in wellbeing provision across all participating schools, as measured by the School Wellbeing Scorecard. The average percentage improvement in wellbeing provision across all schools was approximately 34.17%.

Consistency across schools: The positive changes were consistent across all schools, suggesting that the RISE Up programme's effectiveness is broadly applicable and not limited to specific environments.

This report highlights the outcomes, challenges, and successes of Phase 2 schools along with future expansions to a third phase.



www.futureaction.co.uk

LIVERPOOL RISE UP

IMPACT REPORT

This infographic summarises the key findings from the Liverpool RISE Up early intervention mental wellbeing programme (Phase 1&2) funded by Sport England (SSTTA) and delivered by Future Action.

Schools Involved
10

Students Supported
10,000+

Teachers Trained
28

Programme Aims

- 1. Early Identification and Support**
 - Direct students to specialist support.
- 2. Prioritising Relationships**
 - Transform educator-student relationships through Trauma Informed PE.
- 3. Building a Self-Care Toolbox**
 - Teach self-care strategies to young people.
- 4. Teach the Link Between Movement and Mental Wellbeing**
 - Emphasise the connection between physical activity and mental health.

34% Increase in School Wellbeing Provision

Mean Pre and Post Intervention Scores in Wellbeing Provision

Teachers reported an average increase of 39% in their students' wellbeing scores

Overall Effectiveness of RISE Up Programme (Pre vs. Post Intervention)

Impact report contains detailed case studies from Primary, Secondary and Special Schools involved.

Project Partners

To receive a copy of the full impact report, visit here:
<https://bit.ly/RISEIMPACT>

Get in touch for more info at info@futureaction.co.uk

(C) Future Action 2024



2. Introduction

The Liverpool RISE Up programme aims to provide crucial training to front line PE teachers and other school staff which is accessible in bitesize learning at times to suit them and with key areas to meet their needs.

This training positions different physical activities against needs Repeaters, Inclusive games, Stress Busters, Energisers – hence the name RISE.

The training then helps them identify young people they needed to work with and possible solutions in school based projects they could deliver in school.

A celebration event was then helped in conjunction with our local partners (LSSP) with the progress of the young people celebrated. As part of this, staff within LSSP were also trained so they also have knowledge of what trauma informed practice looks like. The topics covered in the training cover the 4 key aims of the Liverpool RISE Up programme.

The programme has four key aims:

1. **Transforming Relationships:** Guide educators to transform their relationships with students, boosting their wellbeing, engagement, behaviour, attendance, and progress.
2. **Early Identification:** Identify young people struggling with mental health and direct them to specialist support as early as possible.
3. **Movement and Mental Wellbeing:** Teach the link between movement and mental wellbeing, helping students understand how physical activity can enhance their mental health, their sense of belonging and how they can self-regulate.
4. **Self-Care Strategies:** Provide young people with a toolbox of self-care strategies to protect and build their mental wellbeing now and long after they have left school.

Successful outcomes for the programme will be:

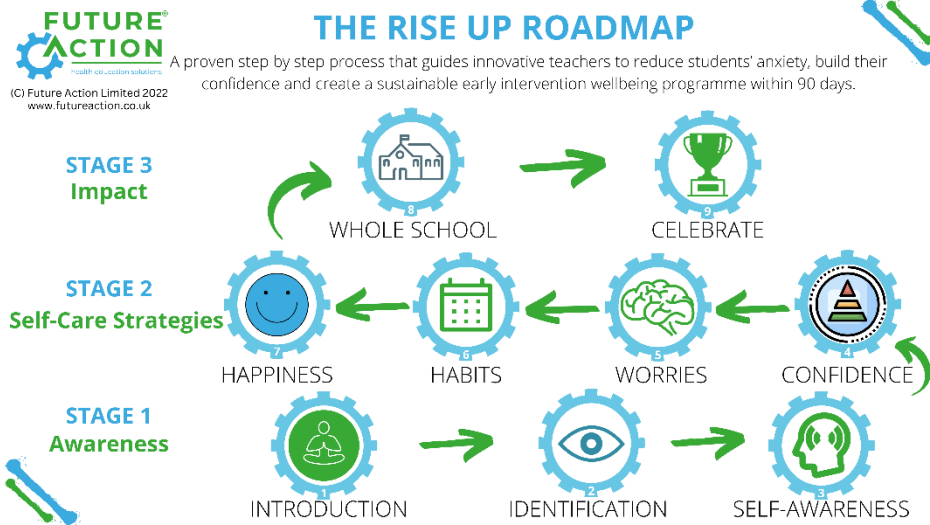
- Happier, healthier young people and staff, with improved relationships, leading to improved behaviour, attendance, engagement and less exclusions from schools.
- Less referrals to CAMHS and specialist mental health support services saving valuable funding.
- Reduction in suicides and self harm.
- More productive young people with increased aspirations for the future.
- Improved staff wellbeing, recruitment & retention.
- A wider range of young people developing a passion to be physically active for life.



These are all ambitions we have for all of our young people and the good news is that staff can be trained to develop the 4 key aims.

How:

- All adults in the partner schools had the opportunity to have a unique login to be able to access the 'RISE Up' early intervention mental wellbeing & the 'Trauma Informed PE' online teacher training courses.



- Teachers then adapt the content to create a programme to best suit their school needs. There are over 10 different ways schools can do this.



- The programme is appropriate for all students ranging from Key Stage 2 to 5.
- The course comes with a wide range of editable resources that teachers can adapt to meet their needs and save precious time.
- As the course is pre-recorded and online, teachers can access anytime it suits their busy lives and saves schools cover costs.
- School leads could book an appointment to discuss plans for adapting the programme to suit their individual setting. We created a 6 step planning process to help staff overcome overwhelm.



3. Programme Impact

- **Teacher Training:** 28 Front line educators completed the online training courses.
- 3 of our schools have conducted wider school training to empower their wider workforce using the resources.

Phase 2 Overview

- **New Schools Involved:**
 - **Primary Schools:**

Our Lady Immaculate Catholic Primary School is a mixed catholic voluntarily aided school for 3-11 years old based in Everton.

St. Patrick's Catholic Primary School is a mixed catholic voluntarily aided school for 3-11 years old based in Toxteth.
 - **Secondary Schools:**

Childwall Sports & Science Academy, is a mixed secondary comprehensive Academy for 11-18 year olds.



St John Bosco Arts College is a girls' Roman Catholic secondary comprehensive school in Croxteth.

○ **Special Schools:**

Bank View Special School, serves students with complex learning difficulties, from age 4 to 19.

Hope School, is a maintained special school that provides an attachment and trauma responsive environment for 68 students aged 5-11 with Social, Emotional and Mental Health (SEMH) conditions and those who are neurodivergent.

Additional Impact

- **Additional Funding:** As a result of funding secured from for phase 2 through YST, we were able to secure additional resources from Liverpool City Council Virtual School who funded 6 new secondary schools across the city from April 2024. We were able to target these 6 new schools easily as more schools across the Liverpool had heard about the programme in phase 2 and wanted to be involved.
- Initial feedback from phase 3 schools has been incredibly positive with schools using the programme to support outcomes for transition, student leadership and supporting children at risk of exclusion.
- **Training The Wider Workforce:** Trauma Informed PE Training was delivered in person for 8 Liverpool School Sports Partnership staff including Apprentices and 22 Liverpool Hope University Secondary PE PGCE trainee teachers to empower the wider workforce in the city.

Key Principles to this approach in Liverpool

1. With, not to

The Liverpool RISE Up programme was driven by local voices and based on local needs. The programme began by listening to local teachers, leaders, and valued colleagues such as; Liverpool City Council Head of Education Partnerships, School Improvement Liverpool ACES Officer, representatives from Liverpool School Sports Partnership (LSSP) and the Liverpool HEARTS project.

In 2023, The Liverpool HEARTS Project Team earned the prestigious gold Pearson National Teaching Award for their efforts centered on introducing trauma- and attachment-informed practices across Liverpool's educational institutions.

2. Empower and Upskilled the Workforce

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



St John Bosco
ARTS COLLEGE



ST. PATRICK'S
CATHOLIC PRIMARY SCHOOL



Finding the formula

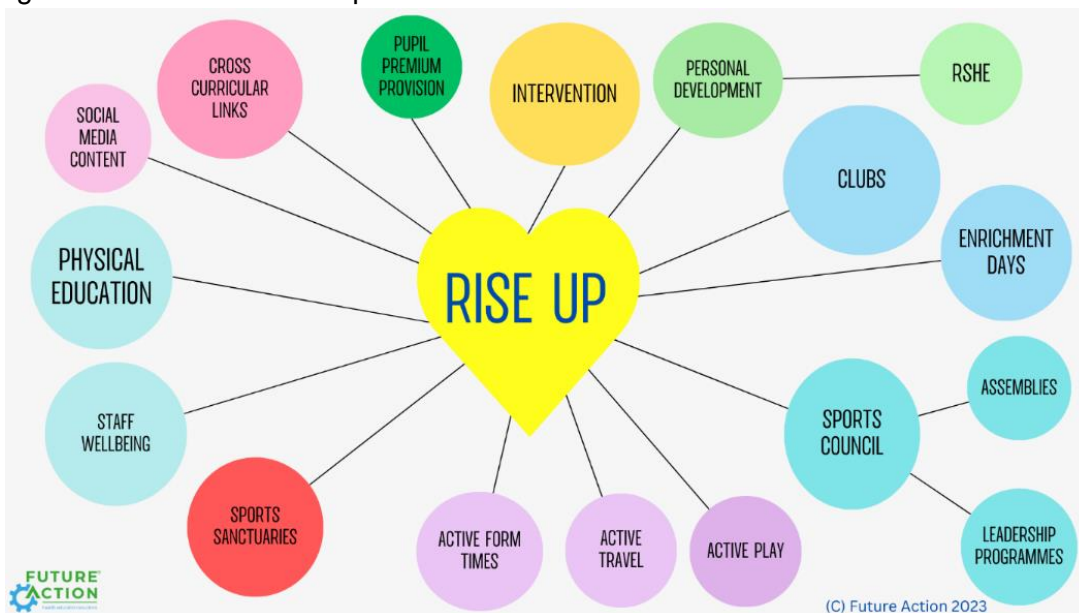
Outstanding Relationships +
Physical Activity and Play Wrapped in Care +
Early Intervention Mental Wellbeing Programmes =
A Transformational Teacher in a Post Lockdown Education World



YOUTH SPORT TRUST CONFERENCE 2024

3. Teacher Agency

Teachers were 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, could 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 the Youth Sport Trust, LSSP, Liverpool City Council Virtual Schools, Liverpool Hope University and other local organisations aim to create long-term positive outcomes for Liverpool's young people.



4. Methodology

- **Data Collection:** We used our School Wellbeing Scorecard and an adapted version of the Warwick-Edinburgh Mental Wellbeing Surveys pre and post interventions, interviews with staff and students, teacher observations, as well as any internal data schools wanted to share.
- **Evaluation Criteria:** Teachers perceptions of student wellbeing, wellbeing provision, behavioural changes, attendance records, engagement levels, qualitative feedback from teachers and students
- **Case Study Approach:** Detailed case studies for each participating school to highlight specific activities and outcomes were created by each school

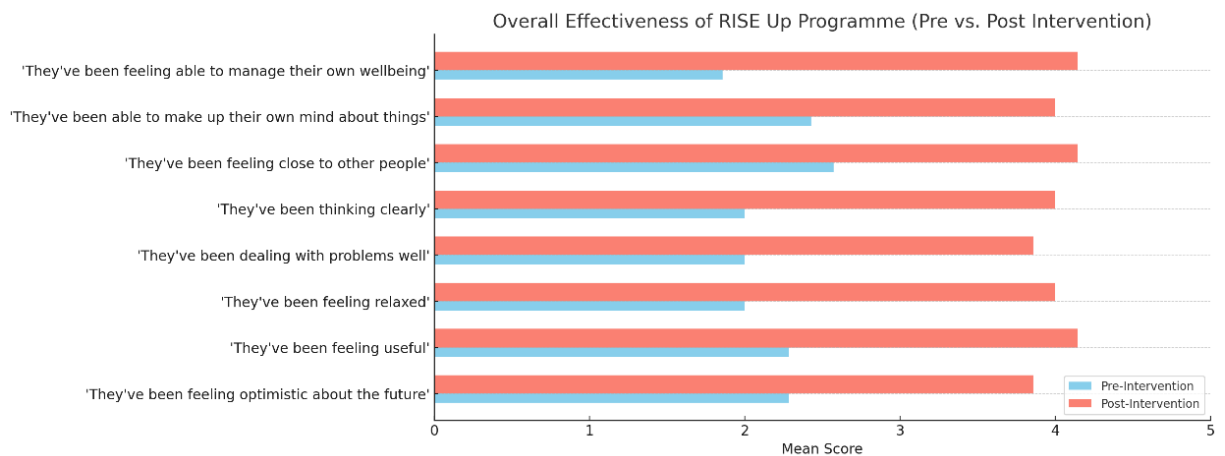
5. Key Insights and Impact of the Liverpool RISE Up Programme

Adapted Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS)

Survey Administration: Lead teachers completed an adapted version of the shortened SWEMWBS form pre- and post-intervention for a target group they wanted to focus the RISE Up programme on.

Scope: Data was collected from 7 schools across the programme, providing a comprehensive overview of the programme's impact.

Overall



Effectiveness Chart

Here is the overall effectiveness chart comparing pre and post intervention scores for the RISE Up programme:

1. Overall Improvement in Mental Wellbeing





General Findings: The data indicates a significant overall improvement in students' mental wellbeing across multiple schools after the RISE Up intervention.

Mean Score Increase: The mean scores for all items on the SWEMWBS show notable increases from pre- to post-intervention, highlighting the positive impact of the programme. Mean pre intervention score was 2.16 (43.2%). Mean post intervention score was 4.09 (81.8%). 5.0 was the highest score. This works out as a mean improvement of 1.93 (38.6%).

2. Specific Areas of Improvement

Feeling Optimistic about the Future: This item saw one of the most significant improvements, with mean scores increasing from 2.29 to 3.86. This suggests that students feel more hopeful and positive about their future after the intervention.

Feeling Useful: Scores improved from 2.29 to 4.14, indicating that students feel more valued and useful.

Managing Their Own Wellbeing: The mean score for this item increased from 1.86 to 4.14, demonstrating that students feel significantly more capable of managing their wellbeing post-intervention.

3. Consistency Across Schools

Uniform Impact: The positive changes were consistent across different schools, suggesting that the RISE Up programme's effectiveness is not limited to specific environments but has a broad and uniform impact.

Statistical Significance: The improvements in mean scores across various items and schools suggest that the programme's impact is statistically significant.

School Wellbeing Scorecard Provision

Survey Administration

Lead teachers from six schools completed our School Wellbeing Scorecard pre- and post-intervention to measure the change in their wellbeing provision.

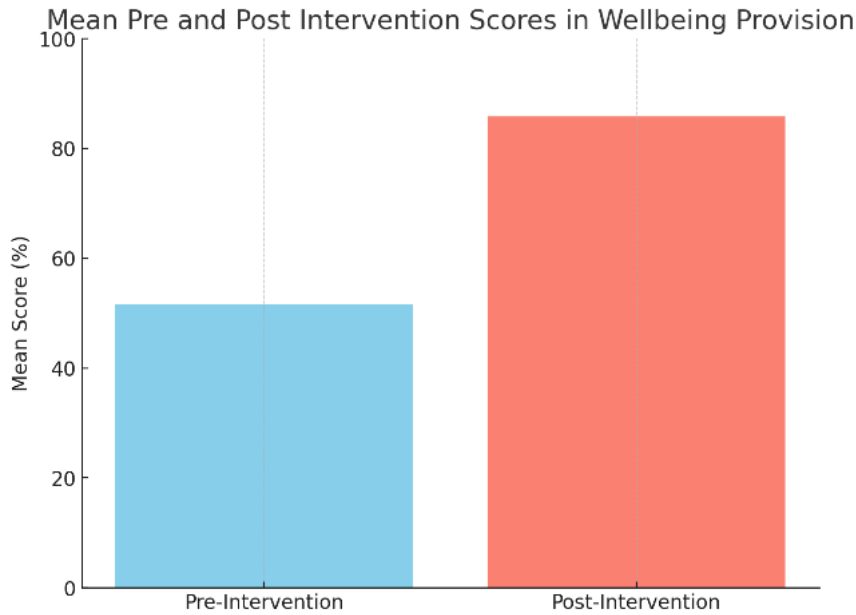
Scope

Data was collected from six schools across the programme, providing a comprehensive overview of the programme's impact. The average percentage improvement in wellbeing provision was approximately 34.17%, with significant improvements observed across all schools, reflecting the positive impact of the RISE Up programme.

Mean Pre and Post Intervention Scores in Wellbeing Provision

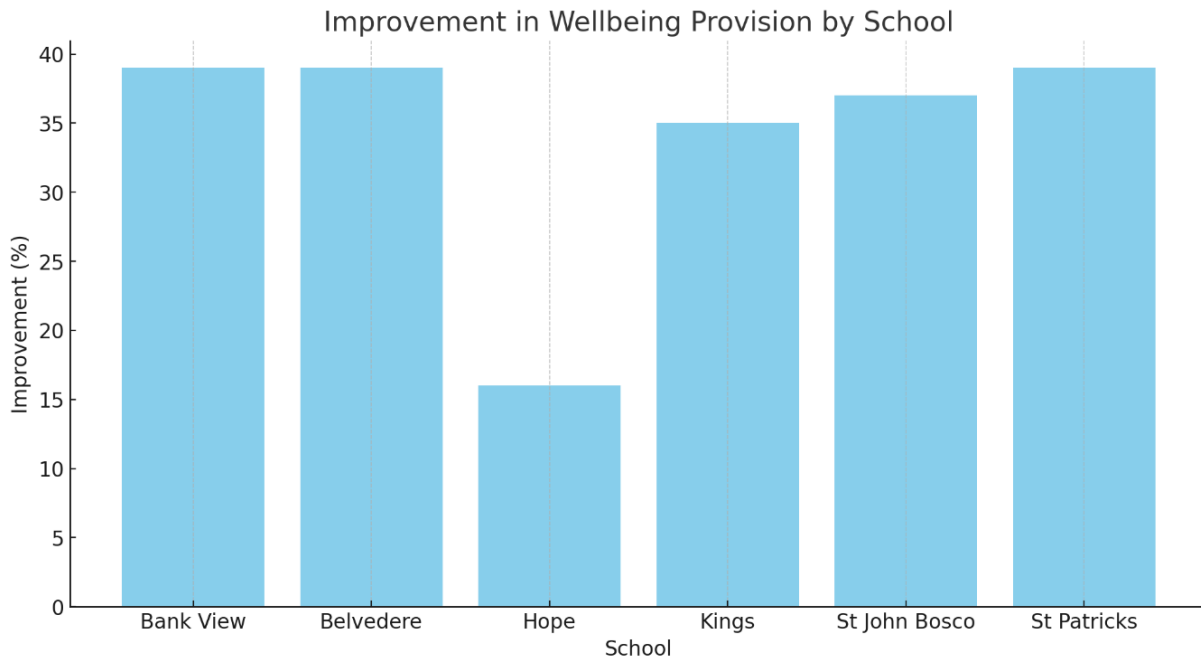
The bar chart below illustrates the mean pre- and post-intervention scores in wellbeing provision across all participating schools as a result of the Liverpool RISE Up programme:





The chart demonstrates a significant increase in the mean scores from pre- to post-intervention, highlighting the overall positive impact of the programme on school wellbeing provision.

The bar chart below illustrates the percentage improvement in wellbeing provision for each school as a result of the Liverpool RISE Up programme:



The data and visual representation highlight the significant positive impact of the programme across all participating schools.



St John Bosco
ARTS COLLEGE





1. Significant Overall Improvement

- **General Findings:** There was a substantial improvement in wellbeing provision across all participating schools, as measured by the School Wellbeing Scorecard.
- **Average Improvement:** The average percentage improvement in wellbeing provision across all schools was approximately 34.17%.

2. High Impact in Several Schools

- **Bank View, Belvedere, and St Patricks:** These schools saw the highest improvements, each showing a 39% increase in wellbeing provision.
- **St John Bosco:** Demonstrated a significant 37% improvement.

3. Uniform Positive Impact

- **Consistency Across Schools:** The positive changes were consistent across all schools, suggesting that the RISE Up programme's effectiveness is broadly applicable and not limited to specific environments.

6. Summary of Phase 2 Schools

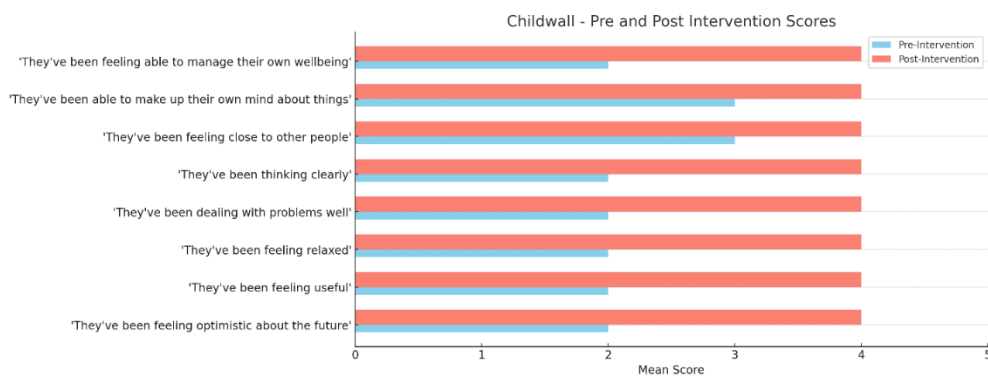
Phase 2 Schools Overview and Impact

Childwall Sports & Science Academy

Activities:

- Focused on Key Stage 4 girls to develop engagement by emphasising movement for mental wellbeing for disengaged girls.
- Implemented option choice and developed psychological safety to enhance outcomes.

Impact:





- Significant improvements across all items, particularly in feeling optimistic about the future, feeling useful, and managing own wellbeing, demonstrating the effectiveness of the programme.
- Enhanced psychological safety and movement-focused strategies led to better student mental wellbeing.

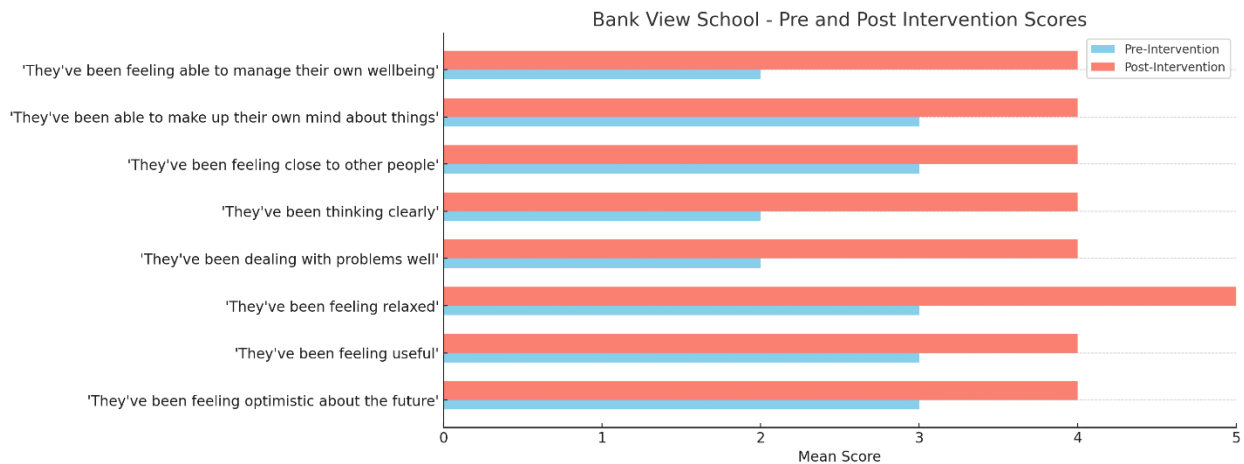
A full case study for Childwall Sports & Science Academy can be found in Appendix B.

Bank View Special School

Activities:

- The target group includes pupils from a range of year groups who often travel up to an hour across the city by bus. The school aims to use sports sanctuaries to either help calm or energise these students, depending on their individual needs after the bus journey.
- They also created RISE Up enrichment clubs to help children regulate through movement throughout the day.

Impact:



- Significant improvements in all areas of the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) and the school wellbeing scorecard. Enhanced regulation through movement led to better overall student wellbeing.

A case study for Bank View can be found in Appendix C.

Hope School





Activities:

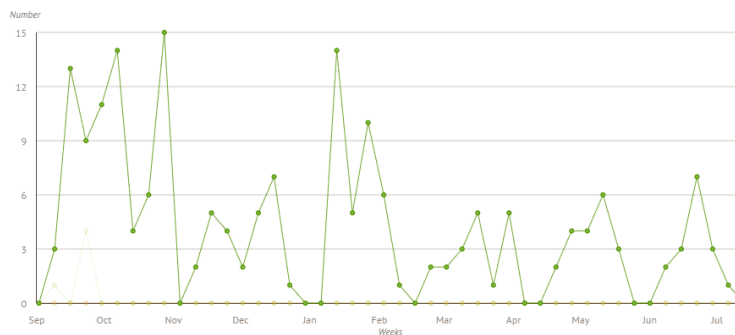
- The target group is Year 5 pupils. The school initially faced the problem of pupils having a limited understanding of positive mental wellbeing, resulting in restrictive mindsets and resistance to new concepts. The RISE UP programme was introduced to address this issue by increasing pupils' understanding of positive mental wellbeing and promoting a more open and flexible mindset.
- Taught a self-care toolkit combined with movement in lessons to improve mental wellbeing and engagement.

Impact:

- Huge change in pupil mindset, with non-participants re-engaging with school.

	AVR PRE	AVR POST
I understand the terms positive and negative mental wellbeing.	2.7	4.0
I am confident in recognising symptoms of poor mental wellbeing.	2.2	3.9
I know where to go for support if I have concerns over my own mental wellbeing.	3.5	4.2
I know different proactive strategies I can use to improve my mental wellbeing.	1.8	3.6
I feel positive about my wellbeing.	2.2	4.0
I feel positive about the future.	2.6	3.3

- Improved attendance and a significant reduction in behaviour incidents.



St John Bosco
ARTS COLLEGE





Positive student voice comments highlighted the programme's success. "I like the stress busters, like tackling a rugby bag because when I ran to it I had lots of energy build up and when I hit the bag it all went away. It made me feel relieved and calm." Kieran

- Empowered their Head of PE, Matt Darkins, to create tailored programmes to support their students.

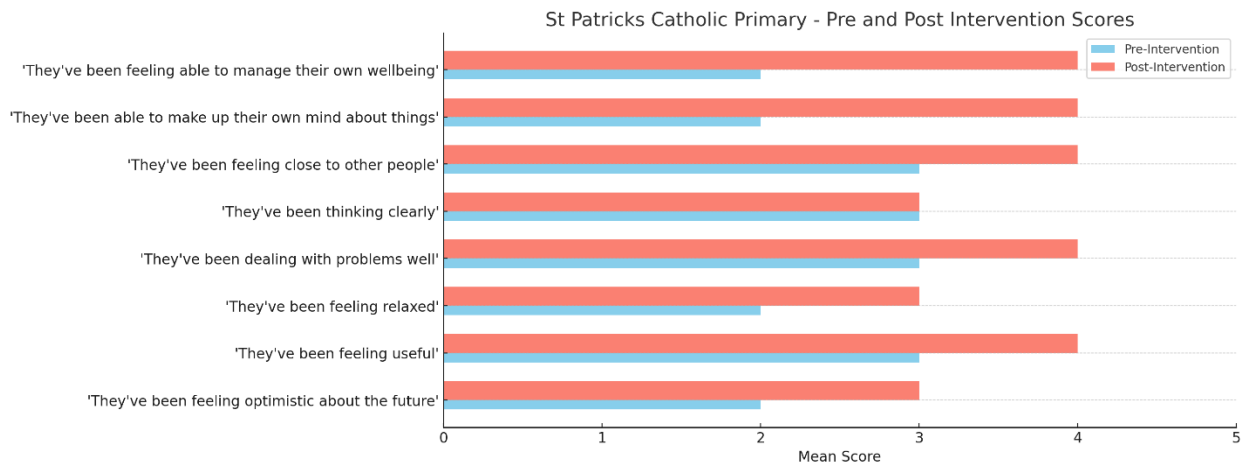
A full case study for Hope School can be found in Appendix D.

St. Patrick's Catholic Primary School

Activities:

- The target group includes all students, but particularly the Think Yourself Great Group from Years 3, 4, and 5. While the school has good engagement with PE, they aim to emphasise other aspects of Physical Literacy and provide these students with the vocabulary and understanding to recognise and discuss these elements.
- Developed a comprehensive range of approaches, including assemblies, active play, inclusive teams, enrichment clubs, and wellbeing vocabulary development.

Impact:



- Significant progress in school provision and student mental wellbeing, especially among more vulnerable children.
- Comprehensive and varied approaches led to a more inclusive and supportive school environment.

A full case study for St Patrick's Catholic Primary School can be found in Appendix E.





Our Lady Immaculate Catholic Primary

Activities:

- The target group is primary school children across Years 3 to 6. Since the lockdown, the school has noticed that children are sometimes struggling to build relationships with each other. The Liverpool RISE Up programme was focused on using movement to improve these relationships.
- Implemented an outstanding "Play wrapped in care" model and a whole school enrichment programme to develop friendships, belonging, and movement to regulate.

Impact:

- Inspired other schools across the country from Liverpool to Great Yarmouth with its innovative approach.
- Developed strong friendships and a sense of belonging within the school, enhancing student mental wellbeing.

Two case studies for Our Lady Immaculate Catholic Primary can be found in Appendix F and G.

St. John Bosco Arts College

Activities:

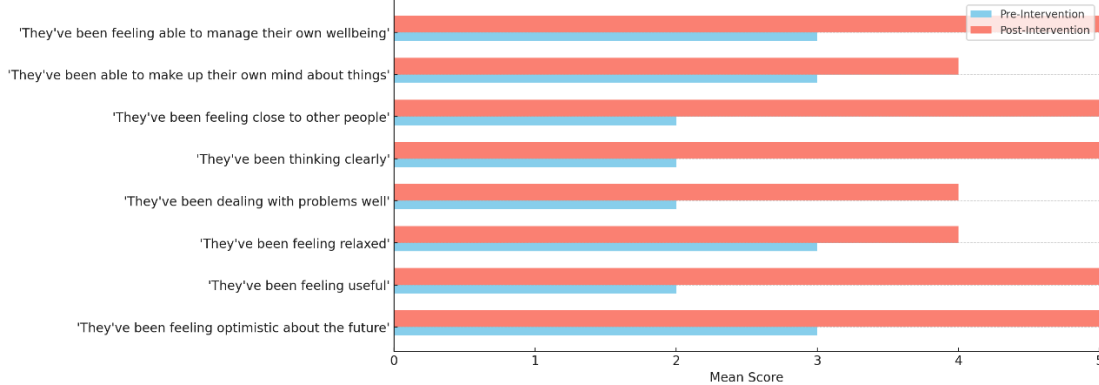
- The target group comprises two Year 9 classes who face a recurring issue every Monday morning with non-participation in Physical Education (PE) lessons. Teachers encounter a weekly struggle to get pupils into their PE kits and participating in the lesson, as students frequently give various excuses, ranging from believable to implausible. This consistent challenge indicates a lack of engagement and potential underlying issues with motivation, confidence, or wellbeing among the students.
- Focused on improving engagement in Year 9 PE through psychological safety measures, such as allowing students to come to school in PE kits.

Impact:





St John Boscos - Pre and Post Intervention Scores



Significant improvements in all areas, especially in feeling optimistic about the future, feeling useful, and managing own wellbeing, indicating a strong positive impact of the RISE Up programme.

A full case study for St John Bosco Arts College can be found in Appendix H.

These overviews highlight the diverse and impactful ways in which Phase 2 schools have utilised the Liverpool RISE Up programme to enhance student wellbeing, engagement, and academic progress. Each school has tailored the programme to meet their unique needs, resulting in positive outcomes across a range of metrics.

7. Liverpool RISE Up Celebration Event

In partnership with the Liverpool School Sports Partnership, we hosted the Liverpool RISE Up Celebration Event at St Margaret's School on Tuesday 16th July.

This memorable day brought together 50 students from four schools across the city to boost their mental wellbeing through engaging physical activities and meaningful interactions.

The day began with an inspiring keynote address from Mark Holloway MBE, titled "Beyond the Injury." Mark's story of resilience and triumph set the tone for a day filled with empowerment and positivity.



Activities:

- **Team-Building Challenges:** Mark Holloway led team-building challenges similar to those used in Sandhurst officer training, teaching valuable lessons in leadership, collaboration, and strong relationships.
- **Kinball:** An inclusive team game that ensured everyone was involved and working together, fostering a sense of belonging and teamwork.
- **Yoga:** A fantastic stress buster, getting everyone moving and breathing, regulating their amygdalas, widening windows of tolerance, and accessing their prefrontal cortexes for improved focus and mental clarity.
- **Colour Run Assault Course:** The event concluded with a vibrant Colour Run assault course, energising everyone and promoting fun through movement for mental wellbeing.



Impact:

As the day progressed, we saw children becoming more confident and engaging with new adults and children from other schools. Noijus said 'I loved the assault course, it's been great making new friends today, I feel great.'

8. Conclusion

Data shows that the Liverpool RISE Up programme has made significant strides in improving mental wellbeing and engagement in PE across various schools in Liverpool.

The programme's focus on trauma-informed practices, teacher agency, and sustainable partnerships has created fantastic outcomes for both students and educators.

As we continue to expand and adapt the programme, we remain committed to fostering a supportive and inclusive environment where every young person and educator can thrive.

Part B – Appendices

Appendix A: Summary of how Phase 1 Schools Developed the Programme from the 1st to the 2nd Year

Phase 1 Schools Overview and Impact

Belvedere Academy

Year 1:

- **Activities:** Kate Reynolds implemented an Inclusive Teams interhouse netball tournament to develop a sense of belonging for girls, the number of children taking part significantly increased. Enhanced psychological safety by using student voice to redesign PE kits and allowing Year 11 students to wear PE kits to school, which significantly boosted engagement in PE.
- **Impact:** Improved engagement in PE, particularly among Year 11 girls, fostering a stronger sense of community and belonging.



Year 2:

- **Activities:** Launched a comprehensive whole school enrichment programme aimed at developing relationships, belonging, movement for mental wellbeing, and increasing active minutes.
- **Impact:** Enhanced relationships and sense of belonging throughout the school, with a notable increase in active minutes and improved mental wellbeing among students and staff. Kate also inspired many colleagues through her PE Insights podcast and telling her journey alongside us at the YST National Conference.

A full case study for Belvedere Academy can be found in Appendix B.



Kings Leadership Academy

Year 1:

- Activities: Focused on improving behaviour and engagement in PE for Year 8 girls, reducing send outs from 13 per lesson to 2.
- Impact: Significant reduction in behavioural issues and increased engagement in PE.

Year 2:

- Activities: A similar approach has been extended to Year 9, 10, and 11 with similar positive outcomes.
- Impact: Continued improvements in behaviour and engagement, with the programme becoming a model for other schools in the trust.



Next Year:

- The RISE Up programme is going to be extended to support children at risk of exclusion. Lou Mansell, the PE Trust lead, is rolling out the programme across the Great School Trust, impacting five additional schools in the North West.

Academy of St Francis Assisi (ASFA)

Year 1:

- Activities: Created an extra-curricular RISE Up club to support students with mental health concerns, turning them into leaders for younger students.
- Impact: Empowered students to develop their mental wellbeing and take on leadership roles, positively influencing younger peers.

Year 2:

- Challenges: The programme faced challenges due to staffing issues and the additional responsibilities of Polly Johnson, the programme lead, who took on the role of designated safeguarding lead across the school.
- Impact: The challenges underscored the necessity of embedding the programme deeply and training more staff to ensure its sustainability.

You can read more detailed case studies from each school from the first year of this programme here: <https://www.futureaction.net/post/liverpool-rising-up-1>





Appendix B: Belvedere Academy Case Study - RISE Up Whole School Enrichment Programme

The Belvedere Academy is an all-ability state funded girls' Academy secondary school in Liverpool and is part of the Girls' Day School Trust. We are delighted to work in partnership with their team as part of our 'Liverpool RISE Up' programme. Their brilliant Subject Leader for Physical Education, Kate Reynolds, talks us through their approach:



Exploring the Problem

'During the academic year of 2022/2023 we had one hour for our lunch, which sadly, wasn't always the most productive time of the day for some of our students. There were increasing cases of misbehaviour and with little on site space to play, be active and burn off some energy, students found themselves without much to do after they had finished their lunch.

This was the start of the change in our school day, moving to a half hour lunch slot, and a half hour form time between 1:30-2pm.

As a PE teacher, I was worried about the impact this would have on the number of active minutes we could provide for active play and physical activity. Previously, we would have run numerous lunch time clubs where students could take part in a range of different activities, but the structure of the new school day seemed to threaten this.

This was when the RISE project was born. Having completed the Future Action Trauma Informed Teacher Training, I knew there was something I could do with the resources available and the idea of RISE Up.

I spent the summer term researching how this would look and created an active whole school curriculum which could be implemented during the form time slot each day.

Intent

To give pupils a self care toolkit of different strategies for themselves and their families to use in order to manage wellbeing now and in the future by taking part in regular physical activity with their friends in a semi-structured environment.

For those not yet familiar with the RISE acronym, this means taking part in Repeaters; walking in the park, skipping, badminton





Inclusive Team activities; benchball, kinball, bocchia, netball
 Stress Busters; boxing, MMA, fitness activities
 Energisers; dancing, body pump, HIIT

My plan was that students would work through a carousel of activities on a weekly basis for a year, working in their form groups, to increase their sense of belonging (one of our school priorities) and a sense of happiness and fulfilment.

When not taking part in practical activities, students would complete classroom tasks around the psychological benefits of being physically active so we could build their toolbox of self-care strategies.



Implementation

I met with SLT and Heads of Year in the summer term before the RISE project was due to start to explain to them the idea that I had and my vision for what would take place. I explained that these enrichment activities would not be “mini PE lessons” and that the idea was about finding the fun, and being physically active with friends, embedded in an understanding of the link between physical activity and mental wellbeing.

Once the year heads were on board, it was time to get the rest of the staff on board, as the activities would be delivered by form tutors with support of the PE staff. There are 6 forms in each year group which meant 12 forms would be taking part in the RISE timetable at any one time, therefore staff needed training on how to deliver the different activities and feel comfortable doing so.

During the INSET day in September 2023, I introduced the idea to all the staff in the school and said that the best way to fully understand the intent was to experience it themselves. All the staff





in the school (teachers, form tutors, SLT, support staff, catering team, the admin team etc) then spent the morning taking part in table tennis, spike ball, just dance, benchball, dodgeball and a walk around our beautiful park amongst other activities.

PE staff were on hand to talk through where equipment was kept, the basic rules of the activity, and how to structure the activity. When asked how they felt at the end, everyone was in agreement that physical activity is good for the soul. Experiencing the project through the eyes of the students was important to get staff on board with the intent behind the project. This was also backed up with a talk around the research behind the project from an academic point of view.

The whole school timetable looked like this from 1:30-2pm. Students would be in a RISE activity, an assembly, completing personal development or having form time. We have a two week rota, so this changed slightly between the two weeks.

For RISE, each year group had their own personal timetable based around a theme.

WEEK A	Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form
Monday	RISE Classroom	RISE Practical	Assembly -	Assembly	Revision	Form Time
Tuesday	Assembly -	Assembly -	RISE Classroom	RISE Practical	Revision	Be Life Ready
Wednesday	Form Time	Form Time	Form Time	Form Time	RISE Classroom	RISE Practical
Thursday	Personal Development	Personal Development	Personal Development	Personal Development	Revision	Assembly
WEEK B						
Monday	RISE Practical	RISE Classroom	Assembly	Assembly	Revision	Form Time
Tuesday	Assembly	Assembly	RISE Practical	RISE Classroom	Revision	Be Life Ready
Wednesday	Form Time	Form Time	Form Time	Form Time	RISE Practical	RISE Classroom
Thursday	Personal Development	Personal Development	Personal Development	Personal Development	Revision	Assembly

Year 7 and 8 - Finding the fun in movement: Understanding the links between movement and mental health.

Year 9 and 10 - Assessing Our Feelings: Understanding why and how movement can lift our mood and put us in a better head space.





Year 11 - Nutrition and Hydration: Understanding the importance of a healthy balanced diet and how it affects our wellbeing.

Sixth Form - Working as a team, being active together. Understanding the joy of moving with friends.

They would all take part in an activity that met the RISE acronym for their practical session experiencing a range of different activities throughout the year including, but not limited to, rounders, kinball, netball, tennis, table tennis, spike ball, boccia, new age curling, dodgeball, skipping, boxing, dance, body pump, badminton, and walking.

After the first term, I sent out a survey to see which activities students enjoyed and wanted to keep on doing and what activities they'd like to do in the next term. Using student voice to organise the activities increased the buy-in by students. This was then repeated for the summer term.

Alongside the practical activities were the classroom activities which included things such as;

- Body scanning
- Mindfulness activities
- Healthy smoothie making - students brought in ingredients and made their own smoothies.
- Deep Breathing and Meditation
- How to journal for wellbeing
- How to cope with anxiety, depression and OCD

plus others.

Resources were adapted from the RISE Up programme and given out to the form tutors to deliver for these sessions so that they didn't need to do any planning themselves.

Impact

Due to the amount of planning, use of staff voice and student voice, the project was a huge success. The buy-in from staff and students meant that everyone was getting a great offering.

Staff found that they were putting down the chrome books and joining in with the practical sessions which had a real cathartic effect. Students who didn't want to join in were not forced. Instead the time was used by tutors to have a conversation, to build relationships, to find out what was going on in that student's life.

As with everything I do, surveys were sent out at the halfway point and at the end of the year to review the impact of the project. Both staff and students were extremely complimentary about the project. This slide was delivered at a recent inset with pupil responses in red and staff responses in blue.





When asked “Have you enjoyed the RISE activities so far?” 93% of students replied YES.

When asked if they thought the RISE project had had a positive effect on their feelings of happiness, fun, and belonging, 79% of students replied YES.

Through this project we were able to ensure that all students were experiencing an extra 60 minutes of activity and movement a fortnight on top of their 240 minutes for PE and daily extra curricular offer.

Update - Belvedere RISEup.

Thanks for the feedback.

I actually look forward to it, it brightens up my day

It's been very good and the organisation with the timetable well in advance has been great. I think the sixth formers like it and the attendance to sessions has been very good.



Why can't we do it every day?

I think its been fantastic - great seeing them competitive, laughing and for some, out of their comfort zone.

It's actually been good.

The programme has been really enjoyable and pupils look forward to it.

Is there a kinball team? It was boss.

Love watching them interact in a non classroom setting

Many thanks to the PE department for giving up their time to do this.

I like doing it with my form coz we dont do PE together anymore.

Can we walk around the park every lunch? .

My form has really enjoyed it so far and look forward to Monday's session every week.

What's Next

The programme has been such a success that I have been tasked with coming up with a new RISE curriculum for the 2024/2025 year that can run in the morning before school and during our morning form time.

This will again aim to increase the amount of active minutes students get and continue to embed how movement has positive links to mental health and wellbeing.'

Want to Know More About Kate's RISE Up Journey

This is Kate's 3rd case study with us as she embeds more aspects of the RISE Up programme to transform the life chances of the children she serves. You can listen to her super [PE Insights podcast here](#), and watch her [video case study here](#).

Appendix C: Childwall Sports and Science Academy Case Study – Enhancing Girls Engagement at Key Stage 4

by James Porter, Head of PE at Childwall Sports and Science Academy

'As the Head of Physical Education at Childwall Sports and Science Academy, I've seen first hand the impact the Liverpool RISE Up programme has had, especially on our Key Stage 4 female students. This past year, we've faced our share of challenges, particularly with staffing in the PE department. Despite these issues, the Liverpool RISE Up programme has been a real positive, especially for the girls who were previously disengaged in PE.





The Enjoyment Gap in PE

There's a noticeable gap in how much boys and girls enjoy PE. The Youth Sport Trust's Girls Active survey showed that only 64% of girls enjoy PE, compared to 86% of boys. In secondary schools, this drops even further, with only 59% of girls finding PE enjoyable. This gap has been growing, which is worrying, especially considering the decline in girls' mental health during the pandemic.



Implementing the Programme in Year 10 and 11 Core PE

We implemented the RISE Up programme specifically in our Year 10 and 11 core PE classes. This was a strategic decision to target the age group where disengagement was most pronounced. By incorporating the programme into the curriculum, we aimed to create a more inclusive and supportive environment that would encourage all students, particularly girls, to participate more actively and find enjoyment in PE.

Mental Wellbeing and Self-Care

A big part of the Liverpool RISE Up programme is teaching students how movement can improve their mental wellbeing. Given the recent decline in girls' mental health, this has been particularly important. The programme provides a range of self-care strategies, helping students manage their mental wellbeing more effectively.

Building Confidence and Inclusivity

Confidence is a major barrier to girls' participation in PE. The RISE Up programme includes activities designed to build self-confidence and self-kindness. It's inclusive, making sure every girl feels valued and capable. This approach has significantly improved their engagement levels. By letting students have a say in the activities, the programme has fostered a sense of empowerment and ownership over their physical education experience.

Addressing Barriers and Breaking Stigmas

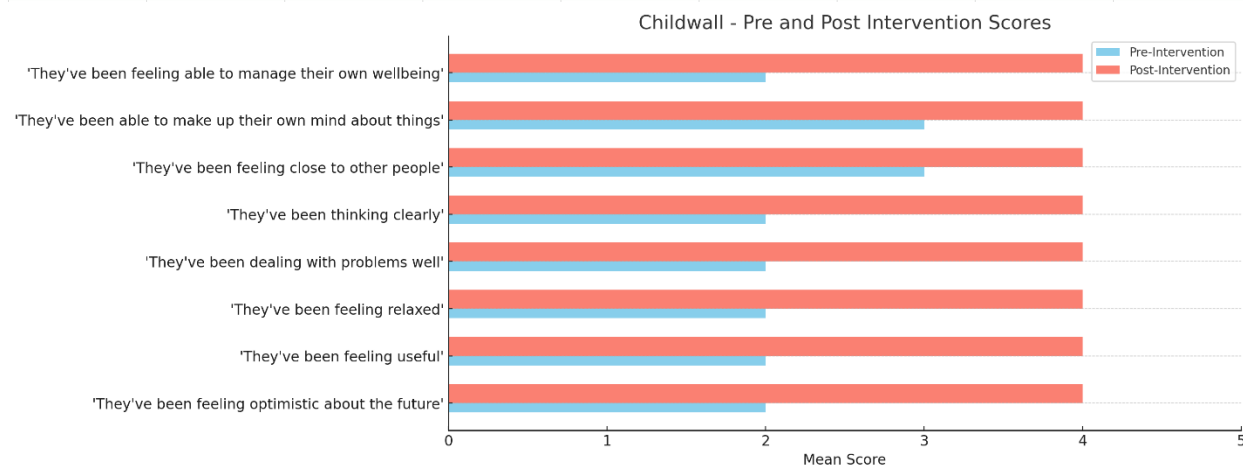
The programme has also opened up a safe space for discussing sensitive issues like menstruation and body image. By normalising these conversations, we've seen a reduction in the anxieties that previously kept girls from participating in PE. The supportive environment provided in our lessons helps break down societal stigmas, encouraging more open and honest dialogue.

I completed the adapted WEMWBS form before and after the programme started for our Year 10 girls. These were the results:





Childwall	'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	Rarely	Rarely	Rarely	Rarely	Rarely	Some of the time	Some of the time	Rarely
Post	Often	Often	Often	Often	Often	Often	Often	Often



As you can see we have made significant improvements across all items, particularly in feeling optimistic about the future, feeling useful, and managing own wellbeing, demonstrating the effectiveness of the programme.

The RISE Up programme has been vital in addressing the above issues at Childwall. It focuses on more than just physical fitness; it also covers mental and emotional health, which has been key in re-engaging our female students in PE.

We have seen our girls flourish in PE, engagement has increased, behaviour incidents have reduced considerably and our girls are developing a better relationship with physical activity and us teachers.

Celebrating Success

In September, we hosted the Liverpool RISE Up celebration event for Phase 1 schools. It was great to see so many girls from different schools come together, share their experiences, and celebrate their achievements in their schools with the Liverpool RISE Up programme.



St John Bosco
ARTS COLLEGE





Looking Ahead

While we've made significant strides, there is still work to be done. The staffing challenges in our PE department have highlighted the need for ongoing support and professional development. The Liverpool RISE Up programme has provided a strong foundation, and we are committed to building on this momentum. By continuing to prioritise the mental and physical wellbeing of our students, we aim to create an environment where every one of our students can thrive in PE.



Conclusion

The Liverpool RISE Up programme has been a game-changer at Childwall Sports and Science Academy. It has helped bridge the enjoyment gap in PE, empowered our female students, and provided them with the tools to manage their mental wellbeing. Despite the challenges we faced this year, the programme's impact has been clear. As we look to the future, we remain dedicated to fostering a positive and inclusive PE environment that supports the overall development of all our students.'



Appendix D: Bank View Special School Case Study – Sports Sanctuaries and RISE Up Clubs

This case study focuses on brilliant Bank View School. Based in Liverpool, the school serves students with complex learning difficulties, from age 4 to 19.

Their fantastic PE Co-ordinator, Dan Burns, explains how they have implemented the programme to best suit their children's needs:

Intent

'We wanted to use the programme to help our pupils regulate themselves through physical activity.'



St John Bosco
ARTS COLLEGE





Dysregulated nervous systems need movement to help young people regulate themselves just like asthmatic children would need an inhaler. You'd never refuse a child an inhaler so we shouldn't refuse children the movement breaks so they can thrive.

Our pupils are often bussed in and could be travelling for up to an hour across the city so we wanted to use sports sanctuaries to either help calm them or energise them and wake them up after the bus journey depending on each young person's needs.



Implementation

Children come down at the start of the day. Ideally students realise themselves using the zones of regulation that they need to go to the sports sanctuary, if not staff nudge them towards going. We make it really clear that it is not a punishment, the sanctuary is there to help and support young people. Therefore, our relationships and the cues of safety are vital.

Children use the sports sanctuary when they need it. So if they've had an argument or something has upset them they can use it even if they don't typically. Typically about 10% of our students use it per day.

We also have our sensory trails outside that children can use. We can be really flexible giving our children sensory breaks and opportunities for movement. Relationships and knowing our kids is key to making these breaks effective.

In addition, we have introduced a lunchtime RISE Up club to give everyone a safe space to access movement in a structured way.

On Mondays children have Movement using Virtual Reality headsets, Tuesdays are Judo, Wednesdays are dance, on Thursdays children have dodgeball, and it is climbing on Fridays.

Impact

We frequently see children come in dysregulated but once they have followed the circuit, they are calmer and able to complete a full day's learning.

We see a big difference when children don't access the Sports Sanctuary if they need it. We have one student who is really anxious, but the Sanctuary is fantastic to give him a successful start to the day and you can see his motivation build and the anxiety slip away after achieving a great start to the day.

A number of our LAC Children have benefitted massively from this approach and we have an EAL student who often turns up in a heightened state, we use the sports sanctuary to lower his bundle of energy and return him to the green zone of regulation.





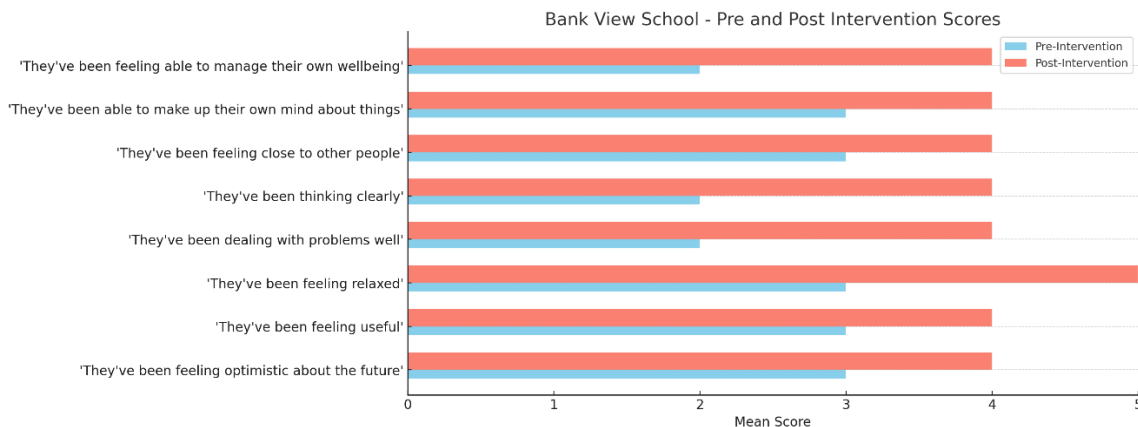
In his case, we use Proprioceptive stress buster strategies such as pulling a sandbag towards him, picking it up and taking it back.

Take up for our RISE Up Club by our young people has been brilliant with children from right across the school attending. It is so nice to see some of our older pupils take on leadership roles by helping beeline the younger students and caring for them in a really nice way.

I completed an adapted version of the Warwick-Edinburgh Mental Wellbeing Survey to evaluate my perceptions of student wellbeing for our priority group pre and post setting up the sports sanctuary and RISE Up lunchtime clubs.

As you can see, outcomes have improved in every aspect.

'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'
Some of the time	Some of the time	Some of the time	Rarely	Rarely	Some of the time	Some of the time	Rarely
Often	Often	All of the time	Often	Often	Often	Often	Often



The RISE Up programme has helped us improve outcomes for Attendance, Behaviour, Engagement, Mental Health, Personal development, SEND, Supporting our most vulnerable children and pupils who are dysregulated across a range of year groups.

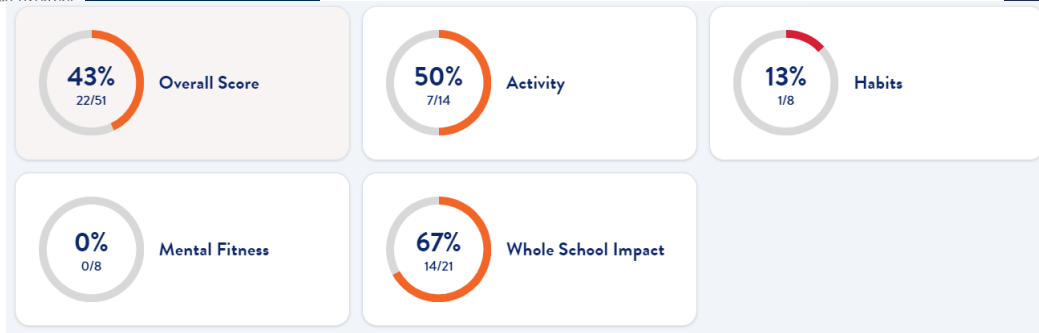
I also completed the School Wellbeing Scorecard pre and post intervention. These are our results.

Pre:

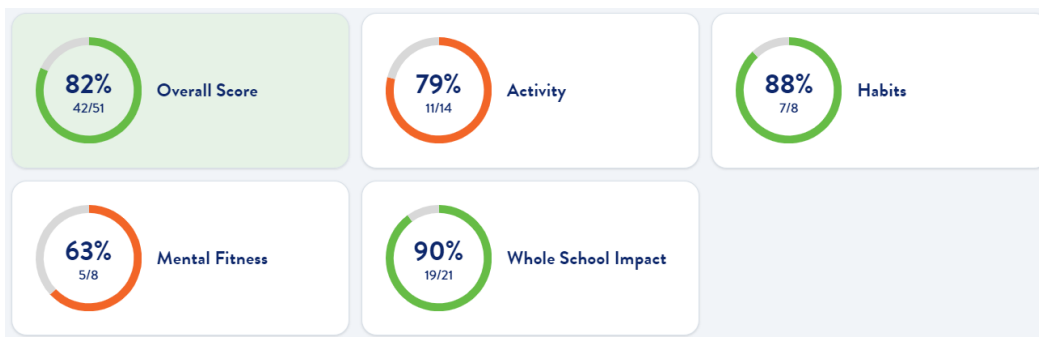


St John Bosco
ARTS COLLEGE





Post:



We are delighted to improve in all areas and increase our overall score by 39% in less than 6 months.

The programme has been great for helping us review what we do, and being explicit with children about why they are doing movement breaks. We feel like we have taken a big step forward in improving our wellbeing provision to support our brilliant young people.

Top Tips for Setting Up Sports Sanctuaries

I have two top tips for setting up a sports sanctuary. The first one is to make sure it is accessible to every pupil who wants to use it, and secondly, if you see students who would benefit from it, build the relationship with that young person so you can nudge them towards using it.

What's next?

We've got our Sports Day coming up which is a celebration of everything they have achieved this year and we will really focus on developing their pride in what they have achieved, building their self-confidence and helping develop that feeling of belonging and safety in our school.

We'll do this through our flag parade, our children get opportunities to represent their form in sport and they love it as they rarely get opportunities to take part in sport outside of our school.'





Appendix E: Hope School Case Study – Transforming Behaviour, Attendance & Wellbeing

Hope School is a maintained special school that provides an attachment and trauma responsive environment for 68 students aged 5-11 with Social, Emotional and Mental Health (SEMH) conditions and those who are neurodivergent. Matthew Dawkins, PE lead, explains their approach to the programme here.



'Hope School, as a recognised beacon of best practice in Attachment and Trauma, and alongside the HEARTs project which is committed to supporting children with complex trauma histories and attachment disruptions and improve and spread this provision across the local area, the RISE UP PE programme was seen as going hand in hand with the aims and ethos of the school. The aim of participating in the RISE UP programme was to increase pupils' understanding of positive mental wellbeing with the aim that this could improve pupils' general wellbeing by shifting their mindset into one that was less restrictive and open to new concepts.

This would be achieved by;

- Recognising symptoms of poor mental wellbeing
- Reducing the stigma around poor mental wellbeing and needing help
- Being signposted to where to go for help
- Having a tool bag of proactive strategies
- Linking specific strategies to their outcomes
- Promoting a positive proactive approach to wellbeing including being physically active.

Application

Following the programme designed by Future Action adaptations were made to ensure that the teaching and learning was suitable both for academic needs and with dealing with uncomfortable topics and the associated feelings.

The main concept that was taken was “head, hands, heart” so in each session pupils are engage in a starter activity where they reflect on positive aspects of their day/ week/ half term and then have the opportunities to share these, often in a collaborative learning style whereby pupils are tasked to “find someone who...” where pupils put up their hand, receive a high five and then share their thinking, the challenge being to find someone you agree with and someone who you respectfully have a difference of opinion with.





Pupils would then move on to core learning, the hands part of the session where we got stuck in to the topics, often an area of poor mental wellbeing or proactive strategies. This would entail them exploring the symptoms of poor wellbeing to aid them in being able to recognise this in themselves and others. The message was made explicit each week that experiencing one or more of these symptoms didn't mean somebody necessarily could be diagnosed with a condition, and that this would, occur when the behaviours impacted on the living of their day to day lives.

Pupils were signposted to local charities for CYP mental wellbeing and advised to speak to a GP should they have any concerns. Pupils continued to work collaboratively completing graffiti walls to share their learning and support each other through peer support and peer assessment.

After these parts of the session had been completed pupils broke for lunch and had some time to digest their dinner, as well as the topics that we had just covered; this break allowed for natural conversations to persist and pupils frequently sat suggesting how we could reinforce our learning in the classroom through physical activities.

And so the 'hearts' part of the sessions would commence, engaging pupils in physical activity, placing them in scenarios where they worked collaboratively towards a common goal and engaging them in ways they had been beforehand. Although there was always a plan with progressive steps to further challenge pupils, from time to time pupils would create their own tasks and lead their on activities.

It should be noted that at the same time three pupils who were non participants in physical activity were targeted and a personalised programme was designed to engage them in short physical interventions that aimed to develop their fundamental movement skills, with the aim to improve their ability to take part in a wide range of activities and raise their confidence and motivation in doing so.



Impact

There was a dramatic shift in the mind set of pupil over the course, first of all during the sessions, then each Thursday as they looked forward to it, but progressively this started to form a habit and bred into an upturn in general wellbeing across the class and a down turn in incidents, again, firstly on Thursdays but then across the rest of the week.

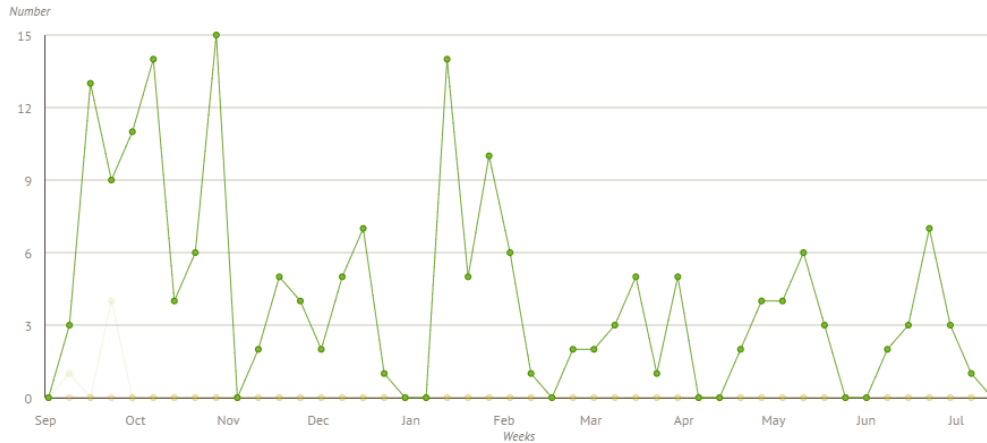
This was backed up by data which showed a reduction of negative incidents comparing pre RISE UP PE (11.4.24) and post; the incidents dropped from an average for the class of 16.3



St John Bosco
ARTS COLLEGE

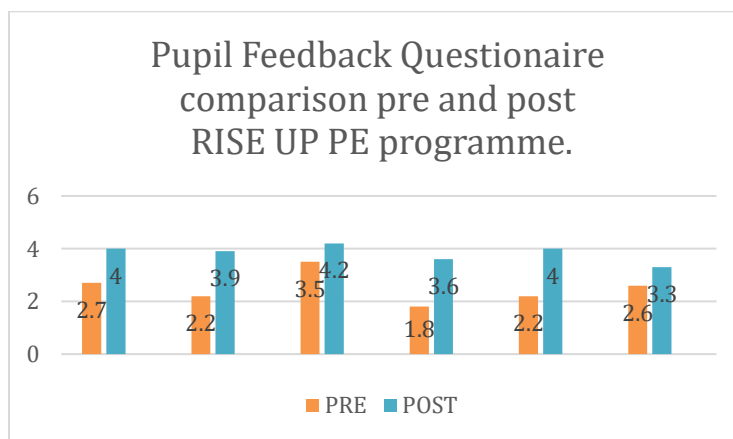


incidents a week to 3.2 incidents a week. This can be seen in the image below, which shows behaviour consistently improving from the commencement of the programme.



Moreover, pupils were asked to complete a short questionnaire pre and post programme around wellbeing, with their responses showing a positive trend in their understanding and perception of their own wellbeing. (Rating a statement from 1-5, data taken from 10 pupils).

	AVR PRE	AVR POST
I understand the terms positive and negative mental wellbeing.	2.7	4.0
I am confident in recognising symptoms of poor mental wellbeing.	2.2	3.9
I know where to go for support if I have concerns over my own mental wellbeing.	3.5	4.2
I know different proactive strategies I can use to improve my mental wellbeing.	1.8	3.6
I feel positive about my wellbeing.	2.2	4.0
I feel positive about the future.	2.6	3.3



Furthermore pupils were quick to give their feedback in each session, picking up on common themes and saying how the physical aspect of learning felt, and outlining the benefits of these. Pupils' voices have been showcased in an assembly, and remain on display in the gym, where PE lessons and forums (pupil voice) take place.

Pupil Voice



“Playing in a team is good because you have to work together with people you may not like but when you win together you make new friends.” Student A

“When I am feeling silly or wound up I like to do the repeaters because they slow me down and make my mind calm. We now have a (exercise) bike in the room next to our class and I like to use it because it helps me manage my anger and emotions.” Student B

“I like the team challenge because I like helping people and when we do this I can show people what to do and help them and that makes me feel good” Student C (EAL)



“The training I have been doing with Sir is fun and it makes me stronger in my muscles and means I can do more things like rock climbing, aerial ninjas and tennis” Student D



“I like the stress busters, like tackling a rugby bag because when I ran to it I had lots of energy build up and when I hit the bag it all went away. It made me feel relieved and calm.” Student E

Moving forward

In order to ensure that more pupils are able to access the RISE UP PE programme it will be rolled out to all upper key stage 2 pupils in Hope School, and incorporated in the curriculum alongside PE, PSHE and Life skills, with time being dedicated



specifically for RISE UP PE. With smaller, manageable activities and tasks adapted to the needs of younger pupils to cover as part of their curriculum.

In addition to targeted groups, some of the themes and opportunities will be brought over into the school community and offered to all pupils by creating more opportunity to be physically active each day, from new and a wider range of playground equipment to an outdoor speaker so pupils can express themselves by dancing break times away.

Pupils will have access to a sensory circuit room, where through use of the Zones of Regulation pupils will be able to be guided through a sensory intervention tailored to their needs by a member of staff from their class.

The PE curriculum has been planned to be progressive and reflect on pupils' mental wellbeing throughout as well as offering a broad range of activities to cater for everybody's needs, including a wider offer of sports at CAP (curriculum Around the Pupil – enrichment clubs) to give a greater choice to pupils to choose something that they will enjoy. Additionally, the non-sporting CAP clubs have been selected based on pupil voice with the overarching aim to be around pupil's wellbeing.

As a school we recognise the importance of offering pupils opportunities to explore their own thoughts and feelings, and develop their core values, and through the RISE UP PE programme pupils have honed in on these concepts and explored them strategically, the next step will be to weave this into the wider day and curriculum to the benefit of all.'

Appendix F: St Patrick's Catholic Primary School Case Study – A Whole School Mental Wellbeing Approach

St. Patrick's Catholic Primary School is based in Toxteth, Liverpool. In this case study, their brilliant PE lead, Katie O'Callaghan, talks us through their RISE Up programme and the difference it has made for their young people.

Intent

'The aim of our RISE UP programme was to create a whole-school approach to mental wellbeing building on the positive relationships we already have with the children. We want our children to have the strategies, understanding and vocabulary to be able to self-regulate and to improve their mental health and wellbeing.





We wanted to focus on this aspect as one thing our school and staff excel in already is having positive relationships with pupils and families and really getting to know the children as individuals.

We are an Attachment and Trauma Informed School, being part of the Liverpool Hearts Project.

We were graded Good by Ofsted back in December 2023, but the opening paragraph of our report showed that they understood the value and the essence of our school. When asked “What is it like to attend this school?” they said:

“This school provides exceptional levels of care to its pupils. Pupils are treated with warmth and kindness. They are greeted each morning by friendly smiles from their teachers. Pupils love their school and are proud to be a member of the ‘St Patrick’s family’. Pupils are happy and safe and thrive in this nurturing environment.”

Implementation

We want our children to be good citizens and although we have a good level of engagement with PE, we wanted to highlight the other parts of Physical Literacy and give our children the tools to look at and at least have the vocabulary for all the different aspects.



So we created an Active Champion certificate for our whole school assemblies, in which we have the strands of Physical Literacy that are highlighted, e.g. motivation, confidence, physical competence and knowledge and understanding - so they actually can talk about what it means to be healthy and the positive impacts of this on our wellbeing.

Assemblies

Each Monday morning assembly also includes an aspect of the lessons from RISE UP, which initially started as myself introducing the terms, Repeaters, Stress Busters, Energisers and Team Sports.

It then lead on to a little discussion around each of the lessons that I would paraphrase or adapt to make it suitable for both KS1 and KS2 in a whole-school setting. We have practised body scanning, I have spoken to them about positive self-talk and trying to override negative thoughts with positive ones.

The children may have lots to offer, but even in those where it is quieter, I can see that lots of our children are having their own internal reflection and this is having a positive impact.





Building Self Confidence and Self Kindness

One of our amazing pastoral staff has a 'Think Yourself Great' after-school club, which has a big focus on developing self-confidence for our students who are quite vulnerable and have very poor mental health and self-worth.

Miss McKenna has incorporated some of the RISE UP lessons, particularly the Mental Fitness Pyramid as a repeated focus and showing the children how a strong sense of confidence can lay the foundation for so much.

There are a few children in this club who are slowly starting to come out of their shell and I think the understanding they have of the why and how these things affect us, is deepening their understanding.

Movement for Mental Wellbeing

Particularly in Key Stage 1, we try to implement movement throughout the school day as brain breaks to help children regulate before work. These can be fun games, like Mario Run, but now the exercises are being labelled as repeaters and energisers to the children and little by little we're seeing their understanding of this.



We also model choosing a specific move for a specific reason, e.g. "I'm feeling a little low and left out, I know a Team Sport will help me feel loved!" or, "I'm finding it really hard to focus, let's do some Repeaters!". This is also having a great impact on our SEND pupils who are thriving from this movement to help regulate.

Kindness Cards

We have also introduced the Kindness Cards as something the children can do independently for each other and teachers model using this and giving cards to the students.

Our current Y6s have been having some conflict throughout this school year, so setting aside some time for each student to write out a Kindness Card has relieved some tension in the classroom too.

Developing a Wellbeing Vocabulary

As we are part of the Liverpool Hearts Project, our initial training revolved around staff understanding Zones of Regulation. We have displays in each class and teachers spend lots of time referring to these zones and modelling our own tactics for Self-Regulation.





We have again incorporated the language around Repeaters, Energisers as tools to self-regulate and get us back into 'the green zone' ready for learning - but also modelling this going beyond the classroom.

Active Play + Mindfulness

As a whole school strategy, we have also implemented a 30-20-10 structure for lunchtimes, where the children get 30 minutes in the hall to eat, 20 minutes of free play time and then the last 10 minutes are for the children to come back into class, calm down and do some mindfulness activities, such as colouring or just quiet reading, to get themselves back into the Green Zone and ready to learn.

Inclusive Teams to Develop Psychological Safety and Belonging

We are trying to make our play times more inclusive, offering team sports for those children who may not always engage in physical activity.

Cricket has been a hugely popular choice amongst our pupils, so now we have cricket equipment for play times and the children are really enjoying this. Staff get involved with their games and it is a great time.

The relationships that we build with pupils and families in our school community are so important and because of this, we have had many pupils feel safe and secure in our school.



This approach has particularly benefitted one of our EAL students. We had a little boy join our Y2 class in October 2023. We were told by family and his previous school that he just could not settle there, he was always distressed and no one could see a solution. He then spent 1 week in another primary school with the same effect and then was accepted at St. Patrick's.

It would often take him a good hour or so to settle when he came into school and would cry hysterically at home time when he wasn't picked up straight away. But a few weeks later, little by little, he felt safe and loved by his teachers.

He is now like a completely different child who runs into school every morning. He is confident enough to take part in team games on the yard and has made wonderful friendships.

Building on our strengths





With being in a disadvantaged area, we have a lot of children who have experienced or are still experiencing ACEs. Many have had social workers and when this happens our families and school work closely together to support the children involved.

We have mental-health intervention programmes, such as DESTY and 'Think Bricks' that focus on children's emotional literacy. We have seen really positive impacts from combining our various approaches with the RISE Up programme so that all our children feel safe confiding in their teachers.

Impact

I have noticed that our children are beginning to have the tools and the confidence to select strategies to help them in different situations, e.g. they are aware that to help concentration, repeaters are useful, etc. They are beginning to reflect internally on how they feel, what they may be worried about and how to approach the situation to change it.

Our children with low self-esteem are slowly beginning to have the understanding of the impacts of positive self-talk and how this confidence is a huge foundation for great mental health.

I completed an adapted version of the Warwick Edinburgh Mental Wellbeing Scale to measure my perceptions of students' wellbeing for our Think Yourself Great group pre and post completing the RISE Up programme.

As you can see from the image, all areas improved apart from 1 category which stayed the same.

'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'
Rarely	Some of the time	Rarely	Some of the time	Some of the time	Some of the time	Rarely	Rarely
Some of the time	Often	Some of the time	Often	Some of the time	Often	Often	Often

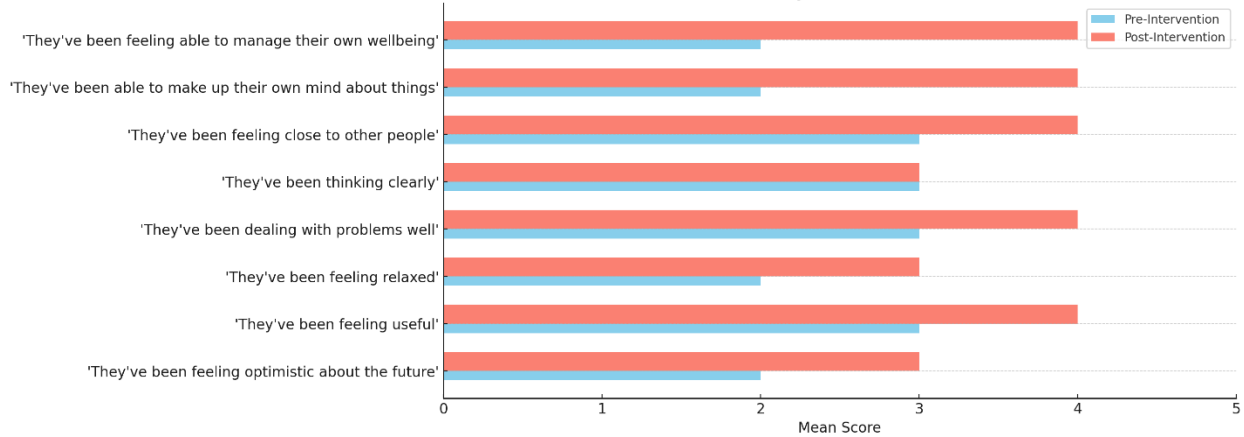


St John Bosco
ARTS COLLEGE





St Patricks Catholic Primary - Pre and Post Intervention Scores

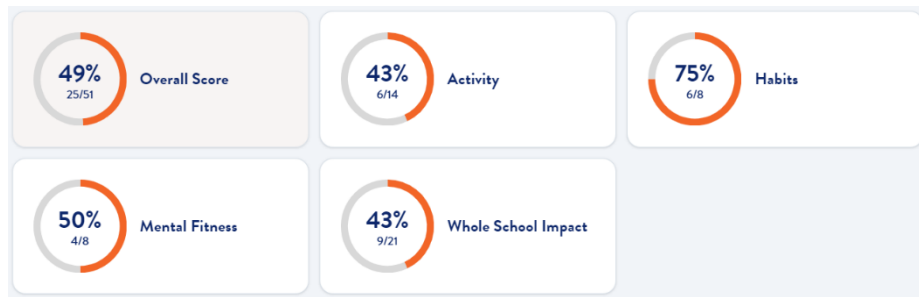


The RISE Up programme has helped us develop our children's engagement, mental health and personal development. It has also enabled us to support our most vulnerable children more effectively.

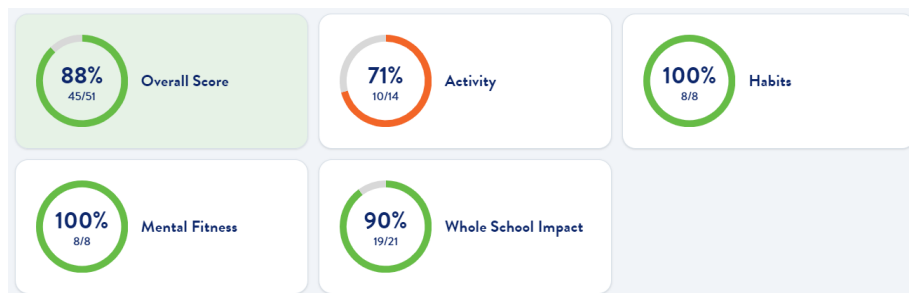
I also completed the School Wellbeing Scorecard pre and post implementation to measure the impact on our provision.

Our provision has increased from 49% to 88% within 5 months of starting the programme. We have improved in each aspect.

Pre



Post



St John Bosco ARTS COLLEGE





Next Steps –

We will continue to embed the RISE Up tools and knowledge for our children more consistently from the start of the year so that our children are using this vocabulary independently and are confident to do so.

As a school we are also looking at making play times more meaningful and implementing something similar to a [‘play wrapped in care’ approach, inspired by Our Lady Immaculate](#) who are also part of the Liverpool RISE Up programme.’

Appendix G: Our Lady Immaculate Catholic Primary School Case Study – Play Wrapped In Care

At Future Action, we believe in the importance of play wrapped in care to transform children's mental wellbeing and nurture holistic development.

This belief is based on our experiences in post-lockdown classrooms where we saw many children trapped in blocked rage, fear, or panic/grief.

We are delighted to partner with Our Lady Immaculate Primary School as part of our 'Liverpool RISE Up' programme. The school exemplifies excellence in creating active play wrapped in care opportunities for their young people during playtimes.

At Our Lady Immaculate Primary School, the playground is a space for holistic development and inclusive play. Meg Davies, the dedicated PE lead, offers an exclusive glimpse into the thoughtfully curated range of activities and the rationale behind their inclusion.

Insights from Meg Davies:

Why did you decide to focus on ‘Play wrapped in care’ at Our Lady Immaculate Primary School?

“Our school development plan had a particular focus on children getting the most out of play. We looked into research noting that children communicate better and live happier, healthier lifestyles when play is rich in collaboration, mutual respect, and a care-centred approach.”

What activities are included, and what are their purposes?

Football and Basketball: These inclusive team sports involve high levels of physical activity, including running, jumping, and quick movements. They promote collaboration, communication,





and healthy competition while developing essential skills such as teamwork, coordination, and sportsmanship.

Jump Rope: Jumping rope is an active energiser exercise that requires agility, coordination, and endurance. It promotes cardiovascular fitness while also allowing for creativity through different jumping patterns and routines.

Skipping: Similar to jump rope, skipping is a physical activity that enhances cardiovascular fitness, rhythm, and coordination. It's accessible to students of all ages and abilities and fosters a sense of achievement and self-confidence as they master new techniques.

Target Throwing: While not as physically demanding as the previous activities, target throwing still involves physical movement and hand-eye coordination. It provides opportunities for friendly competition and resilience-building as students aim to hit their targets.

Balancing on Tyres: Balancing activities on tyres require physical exertion and challenge students' proprioception and balance skills. While not as intense as team sports or jumping rope, it promotes physical confidence and spatial awareness.

Adult Supervisors Playing: While not directly involving physical activity for the students, the presence of adult supervisors actively participating in play fosters a supportive environment and encourages engagement. It helps boost students' self-esteem and creates a sense of belonging through the power of relationships.



Buddy Bench: The buddy bench promotes inclusivity and empathy but does not involve physical activity. It serves as a supportive space for students to connect emotionally and socially.



Outdoor Creativity: Engaging in outdoor creativity such as making bird feeders and creating natural art provides children with opportunities to connect with nature while fostering their creativity and imagination.

Handball: Playing handball promotes teamwork, coordination, and strategic thinking while providing an excellent cardiovascular workout.





Den Building: Building dens encourages collaboration, problem-solving, and imaginative play. It allows children to create their own spaces for imaginative adventures.

Obstacle Course Building: Constructing obstacle courses using open-ended resources like bread crates and tyres encourages creativity, physical activity, and risk-taking in a safe environment.

Lego: Building with Lego blocks stimulates spatial reasoning, fine motor skills, and creativity. It also offers opportunities for collaboration and storytelling as children work together to create intricate structures and scenes.

What has the impact been on your young people?

“On a practical level, children have broadened their friendship groups and participated in a range of physical and SEMH (Social, Emotional, and Mental Health) related activities that broaden their opportunities to play, take risks, and collaborate actively with their peers.”

Appendix H: Our Lady Immaculate Catholic Primary School Case Study – Enhancing Relationships Through Movement

Introduction

We are delighted to partner with Our Lady Immaculate Primary School as part of our 'Liverpool RISE Up' programme. Meg Davies, their dedicated PE lead, explains how they have developed their Liverpool RISE Up programme to foster better relationships among students.



Intent

Since the lockdown, we have noticed that sometimes children are struggling to build relationships with each other. Therefore, we focused our Liverpool RISE Up programme on how we could use movement to improve these relationships.

Implementation

To achieve our goals, we introduced the Daily Mile as a repeater. This activity helps children calm their amygdalas, widen their window of tolerance, and access their pre-frontal cortex through deep breathing. Additionally, we created a whole-school enrichment programme on





Fridays centred around movement for mental wellbeing. Children participate in activities such as 'Just Dance' and dodgeball. Year 3 and Year 4 started first, followed by Year 5 and Year 6 after they finished swimming and SATs.

Impact

“We’ve noticed a big difference in their friendships and relationships. The activities have been brilliant for helping our young people feel like they belong in their teams and within our school. Dodgeball, in particular, was brilliant for getting children to work together, often with new people, and develop their friendships, which then carried over into the classroom.”

Conclusion

The Liverpool RISE Up programme at Our Lady Immaculate Primary School has successfully enhanced student relationships and mental wellbeing through structured movement activities. Meg Davies and the dedicated team have created an environment where students feel more connected and supported.

Appendix I: St. John Bosco Arts College Case Study – Creating Psychological Safety in the Changing Room

St John Bosco Arts College is a girls’ Roman Catholic secondary comprehensive school in Croxteth, which has a very distinctive Salesian ethos. PE teacher and RISE Up Co-ordinator, Jess Stuttard, talks us through their approach to the programme.

Approach

'Every Monday morning, we have 2 year 9 classes. We have the weekly battle with the usual crowd of getting pupils into PE kit and participating in their PE lesson. We know that this battle is coming, and pupils are likely to give various excuses, some that are believable and some that are not.

We follow our PE policy of having every pupil in their PE kit unless they have a medical note or cannot physically change due to injury. Pupils are given freshly washed PE kit to put on so they can take part in the lesson. This is where the struggle begins.





Pupils find it difficult to get a positive out of the situation, turning this refusal into negative behaviour impacting the learning of others.

This is when we decided to use the RISE Up and Trauma Informed PE programmes as a tool to guide students back in PE kit and participating in lessons.



Intent

To get girls to engage fully in PE including wearing PE kit to ensure PE becomes enjoyable again.

Creating safety

The following year 9 lessons that week presented further behaviour situations. Pupils in these lessons were given time to communicate with staff on their thoughts and feelings of the issues with changing in PE free from judgement.

After some discussion, a lot of pupils' dislike carrying a bag into school with their kit on. There was others who suggested they had lost their locker keys and would store kits in friends' lockers, to find them missing the next time they needed them.

Pupils were told about the safety of wearing kit in PE lesson and that they could wear warmer layers if needed if it was in line with the policy- plain black with no logos on.

That is when the solution of wearing PE kit on PE days came about. I created a KOBOCA questionnaire which was given to pupils to get their feelings about this and measure the impact this solution will have.

How are you feeling in PE lessons?				
I am unsure: 6	I feel uncomfortable: 5	I feel happy: 3	I feel comfortable: 2	I feel relaxed: 1
How are your participation levels in PE?				
I sometimes try my best: 5	I don't try hard in PE: 5	I try my best in every lesson: 3	I think I could try harder: 0	
How do you feel about our School PE kit?				
I like the school PE kit but hate getting changed: 9	I don't like the PE kit and don't like getting changed: 2	I like the school PE kit and don't mind getting changed: 1	I don't like the school PE kit and would feel more comfortable in something else: 1	
How would you feel if you could come into school in your PE kit?				
I would like this and I would try harder in PE: 6	This would make no difference on my effort levels in PE: 5	I would like this but my effort levels wouldn't change: 2		
Would you feel comfortable being in PE kit around school on PE days?				
I wouldn't mind wearing my PE kit around school: 7			I would hate being in other lessons in my PE kit: 6	
If you were to come into school in kit, you would have to wear our SJB kit or plain black (no logos), how would you feel about this?				
I would be fine with this: 9	I would wear my SJB PE kit: 4	I only have clothing items that have logos on: 3	I would wear plain black: 3	





Implementation

The findings of the discussion were taken to our line manager who agreed that our year 9 students could now wear their kit to school on PE days taking away the need to change into kit or borrow school kit if forgotten.

This wasn't new to our year 9 students as they had done this previously during Covid. The solution meant that students felt safety and belonging at the start of the lesson allowing any issues to be addressed, creating a positive environment.

Impact

From the first implementation pupils have had much improved participation levels. Students were given rules about the kit- only wearing St John Bosco PE kit or plain black leggings, shorts, t-shirts and jumpers with no logo on.

Pupils were also told they must wear their school blazer over the top of this. This was especially important when presenting around school and when travelling to and from school.



A few weeks into pupils wearing PE kit to school on PE days pupils were then surveyed again. Most pupils supported the change with only a few not enjoying being in the kit around school after/ before PE lessons.

Pupils had more lesson time, meaning they were active for longer, impacting their mental and physical wellbeing. This approach has helped several children in care and those with English as an additional language.

I noticed a massive impact in a pupil in my class who has had a number of ACEs. She would regularly come to lessons with no kit and would refuse to borrow the school PE kit, which was against school policy. She would then be issued detention and then would not complete this due to her needing to get home or use the time at break and lunch to socialise. This child now seems happier and comfortable in lessons, actively taking part in all lessons week in week out.

I completed an adapted version of the Warwick Edinburgh Mental Wellbeing Scale to measure my perceptions of students' wellbeing for our Year 9 groups pre and post completing the RISE Up programme.

As you can see from the image, all areas improved.

47



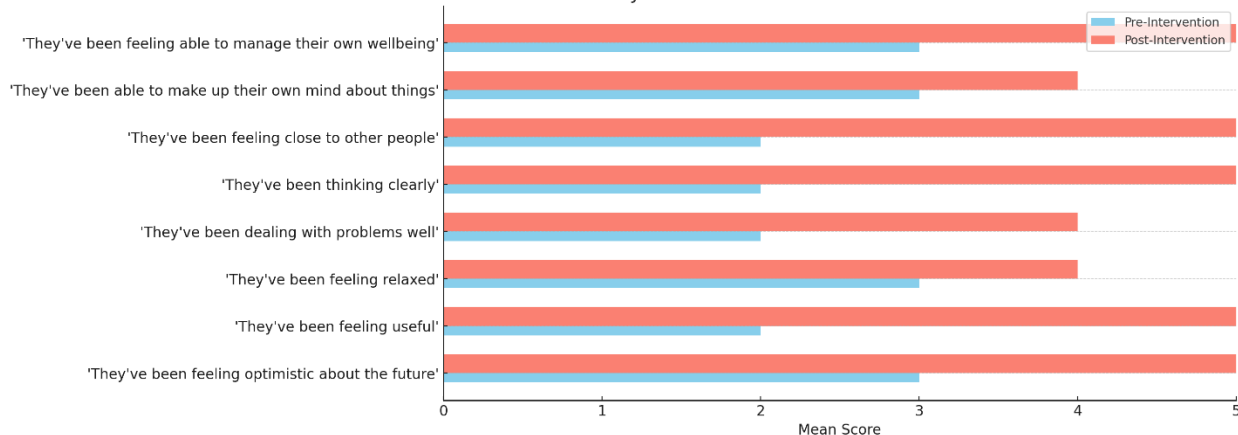
Neil Moggan – www.futureaction.co.uk

© Future Action 2024



'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'
Some of the time	Rarely	Some of the time	Rarely	Rarely	Rarely	Some of the time	Some of the time
All of the time	All of the time	Often	Often	All of the time	All of the time	Often	All of the time

St John Boscos - Pre and Post Intervention Scores

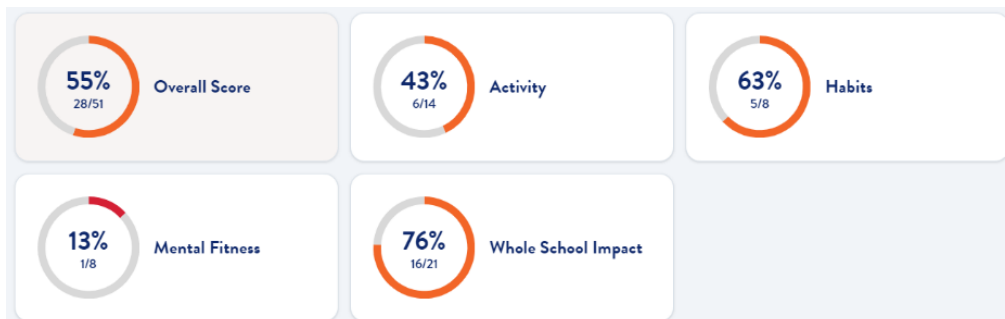


The RISE Up programme has helped us develop our children's Behaviour, Engagement, Mental Health, Personal development. It has also enabled us to support our most vulnerable children more effectively.

I also completed the School Wellbeing Scorecard pre and post implementation to measure the impact on our provision.

Our provision has increased from 55% to 92% within 5 months of starting the programme. We have improved in each aspect.

Pre

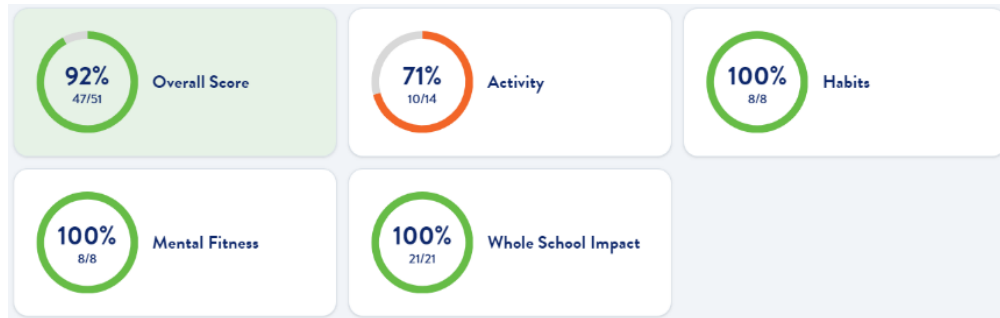


Post



St John Bosco
ARTS COLLEGE





We completed another student voice KOBACA questionnaire at the end of the school year to understand how successful they think the change was. These are the results:

How are you feeling in PE lessons?			
I feel happy: 22	I feel uncomfortable: 14	I am unsure: 12	I feel relaxed: 8
How are your participation levels in PE?			
I try my best in every lesson: 17	I sometimes try my best: 16	I think I could try harder: 8	I don't try hard in PE: 6
How do you feel about coming into school on PE days in your kit?			
I like the school PE kit and I like coming into school in my kit on PE days: 23	I don't like the school PE kit and I don't like coming into school in it on PE days: 10	I don't like the school PE kit but I am happy coming into school in my plain black clothing on PE days: 8	
Does coming into school on PE days make you more motivated in PE lessons?			
I feel motivated in PE now that we can come in in kit: 18	It hasn't changed my effort on motivation: 18	I feel the same as I did when we had to get changed for PE lessons: 11	

There was more uptake for the second survey as the first one was completed outside of lesson time to ensure we were getting as much practical as possible after missing time before the kit rule was put into place.

The main takeaways for us were that students are mainly happy with coming in in their kit on PE days, they like the option of wearing all black for PE, and they have a positive start to lessons ensuring as many active minutes as possible.

Moving forward

Our year 9 students are hopefully setting the trend for the kit rule to be rolled out throughout the whole school. Other year groups have questioned why year 9 can wear their kits on PE days but have not.





It has meant that the year 9 cohort can act as role models for the rest of the school. As a school, we are looking to roll this out with other years for the next academic year.

It has also meant the department can set high expectations and routines at the start of every lesson, ensuring better relationships with pupils. We can tell as a department that the feelings and thoughts of pupils are much better about PE.

The only issue that as raised was pupils wearing kits with logos on PE kits which seem to have settled down. We have also now had some St John Bosco jackets approved so pupils don't have to be wearing any other jumpers.

We want to ensure pupils are looking smart around the building as well as representing St John Bosco in a positive way outside of school.



St John Bosco
ARTS COLLEGE

