



Norfolk Virtual School for
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Norfolk RISE Up Transition Pilot Impact Report

Executive Summary

The Norfolk RISE Up Transition Pilot is a multi-agency initiative designed to support the mental wellbeing of children transitioning from primary to secondary school.

By fostering resilience, reducing anxiety, and building confidence, the programme aimed to smooth this critical transition phase for young people.

Delivered in collaboration with **Norfolk Virtual School**, **Future Action**, and **stormbreak CIO**, the pilot programme worked across four schools and focused on Year 5 and 6 students.

Key achievements include:

- Training **16 teachers** in the RISE Up Early Intervention Mental Wellbeing and Trauma-Informed PE courses.
- Training **4 teachers** for stormbreak Shine's digital pathways and providing **targeted 1-to-1 support** for vulnerable children.
- Achieving **68.42% improvement** in wellbeing perceptions at Charles Darwin Primary School and **41.67% improvement** at Woodland View Junior School.
- **87 stormbreak Shine pathways** were assigned with **222 completed stages**, equating to **92.5 hours** of directed mentally healthy movement and conversation time for children.
- At the start of the Shine programme 31.1% reported low wellbeing and 25% with moderate wellbeing. By the end of the programme 93.8% reported high wellbeing and 6.3% reported moderate wellbeing. **No child reported low wellbeing.**
- There was an **93.8% improved wellbeing** change at the end of the Shine programme.
- Indirectly benefiting **1,000 students** across participating schools.
- Generating an estimated **£441,293 in social value**, equating to **£120.90 for every £1 invested**.

The programme's success was rooted in its alignment with **Norfolk County Council's Evidence-Based Transition Principles**, which emphasized readiness for school, tailoring support to individual needs, creating safe environments, and fostering strong relationships. However, challenges such as capacity constraints in some primary schools and patchy engagement from secondary schools highlight areas for improvement in future iterations.

With continued funding and stronger collaboration between primary and secondary schools, the Norfolk RISE Up Transition Pilot has the potential to serve as a model for enhancing school transitions across the region, transforming outcomes for young people and their communities.

Programme Overview

The Norfolk RISE Up Transition Pilot was a groundbreaking initiative designed to support the mental wellbeing of children transitioning from primary to secondary school. Delivered through a multi-agency approach, the programme involved **Norfolk Virtual School**, **Future Action**, and **Stormbreak**, working collaboratively to provide holistic support for young people:

- **Norfolk Virtual School:** Funded the pilot and coordinated efforts across participating schools.
- **Future Action:** Trained **16 frontline teachers** through the **RISE Up Early Intervention Mental Wellbeing Teacher Training Course** and the **Trauma Informed PE course**, equipping them with practical strategies to foster resilience and create safe environments.
- **Stormbreak CIO:** Trained 4 school mental health and PE leads to deliver 1-to-1 support to vulnerable children, ensuring personalised care for those with additional needs.

The programme was implemented in four schools, focusing on Year 5 and 6 students to provide early intervention and a smoother transition to secondary education.

Aligning with Norfolk County Council’s Evidence-Based Transition Principles

The RISE Up programme was designed to support Norfolk County Council’s evidence-based transition principles in the following impactful ways:

Supporting Students to Be ‘Ready’ for School

The RISE Up programme provided students with structured routines and movement practices that helped them feel secure and grounded each day. These activities instilled a sense of confidence and stability, enabling students to navigate school life successfully, regardless of external challenges.





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Unlimited access to the Trauma-Informed PE and RISE Up Early Intervention Mental Wellbeing teacher training courses empowered educators to reduce students' anxiety, build their confidence, and foster a readiness for learning through movement-based interventions.



Tailoring Support for Individual Needs

Stormbreak's tailored 1-to-1 sessions ensured that schools could meet the unique needs of each child. Vulnerable children benefited from personalised support provided by trusted adults, both at school and at home. These sessions helped children build emotional regulation skills in a meaningful way, ensuring they felt supported and listened to.



Creating a Welcoming, Safe, and Engaging Environment

The RISE Up programme aligned seamlessly with school values such as "Ready, Respectful, Safe," enhancing the overall inclusivity and wellbeing of the school environment. Schools introduced resources for active play, restructured physical spaces to promote self-regulation, and incorporated psychologically safe practices from the Trauma-Informed PE course.

Educators were trained to use safety cues, such as face-voice-body alignment, while demonstrating curiosity and empathy through active listening, creating an environment where all students felt valued and understood.

Developing Safe and Trusting Relationships

Strong relationships between staff and students were a cornerstone of the programme, particularly for the most vulnerable children. Schools created student profiles, which were shared with secondary colleagues to ensure that transitions were seamless.



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These profiles provided secondary teachers with essential insights into students' interests and needs, enabling them to establish trust and repair any relationship ruptures.

The programme also encouraged primary and secondary schools to collaborate more closely, inviting secondary teachers to deliver taster PE sessions in primary schools. This helped students build connections with trusted adults before transitioning, fostering a sense of belonging from the outset.

Reflecting on Transitions

Reflecting on and improving the transition process was a key aspect of the programme. Schools were encouraged to engage with parents, developing open communication channels to ease parental anxiety about the transition.

Collaborative activities, such as Kinball sessions, further strengthened relationships between students and secondary school staff.

By addressing the needs of parents, teachers, and students alike, the programme ensured that the transition process was not only smooth but transformative.

Impact of the Programme

1. Teacher Training:

- **16 teachers** across four schools were trained in early intervention strategies, trauma-informed approaches, and resilience-building techniques.

2. Social Value Generated:

Using the **WELLBY methodology**, the programme generated an estimated **£441,293** in social value, equating to **£120.90 of social value for every £1 invested** by Norfolk Virtual School.

3. Positive Outcomes:

- Teachers observed measurable improvements in students' confidence, ability to manage wellbeing, and peer relationships.
- The strategies introduced extended beyond Year 5 and 6, positively influencing the wider school culture.

4. Case Studies:

- **Charles Darwin Primary School:** Demonstrated a **68.42% improvement** in teachers' perceptions of student wellbeing.
- **Woodland View Junior School:** Achieved a **41.67% improvement**, showcasing the programme's transformative potential.

Lessons Learned

- **Commitment Drives Success:** Schools that dedicated time, leadership buy-in, and capacity saw the best outcomes. When leadership prioritised the programme and allocated sufficient resources, the impact on students and staff was transformative.
- **Ripple Effect:** The programme's strategies positively impacted not only the target Year 5 and 6 groups but also the broader school community. The movement-based activities and resilience strategies introduced through the programme filtered into other year groups, creating a more inclusive and supportive school environment.
- **Challenges:**
 - One primary school faced significant capacity constraints, limiting its ability to fully engage with the programme.
 - Another school was unable to start due to staffing shortages, highlighting the critical role of stable leadership and sufficient resources for implementation.
 - Engagement from **secondary schools was patchy**, with some schools embracing the programme and collaborating effectively, while others struggled to commit due to competing priorities. This underscores the need for clear communication and stronger secondary school buy-in to ensure seamless transitions for students.

We are continuing to support schools and monitor the longer term impact of the programme.

Please See Appendix For Full Case Studies

Case Study 1: Charles Darwin Primary School

- Achieved a **68.42% improvement** in wellbeing perceptions.
- Focused on tailored support and collaboration with secondary schools to ease transitions.

Case Study 2: Woodland View Junior School

- Demonstrated a **41.67% improvement** in wellbeing.
 - Included specific examples of how RISE Up and Trauma-Informed PE created a safer, more supportive school environment.
 - Identifying individual and **child level impact** of Stormbreak Shine on children's anxiety and preparation for secondary school.
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Conclusion

The Norfolk RISE Up Transition Pilot demonstrates how a collaborative, multi-agency approach can transform the wellbeing of children during critical school transitions. Its success underscores the importance of continued funding, commitment, and collaboration to ensure young people are supported every step of the way.

Charles Darwin Primary Case Study – Transitioning with RISE Up: Building Emotional Resilience through Movement

Charles Darwin Primary School, located in the vibrant heart of Norwich and part of the Inspiration Trust, is one of the schools we partnered with on the Norfolk RISE Up Transition Pilot.

Led by James Tuthill, the school's inspiring PE Lead, Charles Darwin Primary has embraced the RISE Up programme to support children through key transitions, such as moving between year groups and into secondary school, and to build emotional resilience through movement and wellbeing practices.

Intent: Meeting Students Where They Are

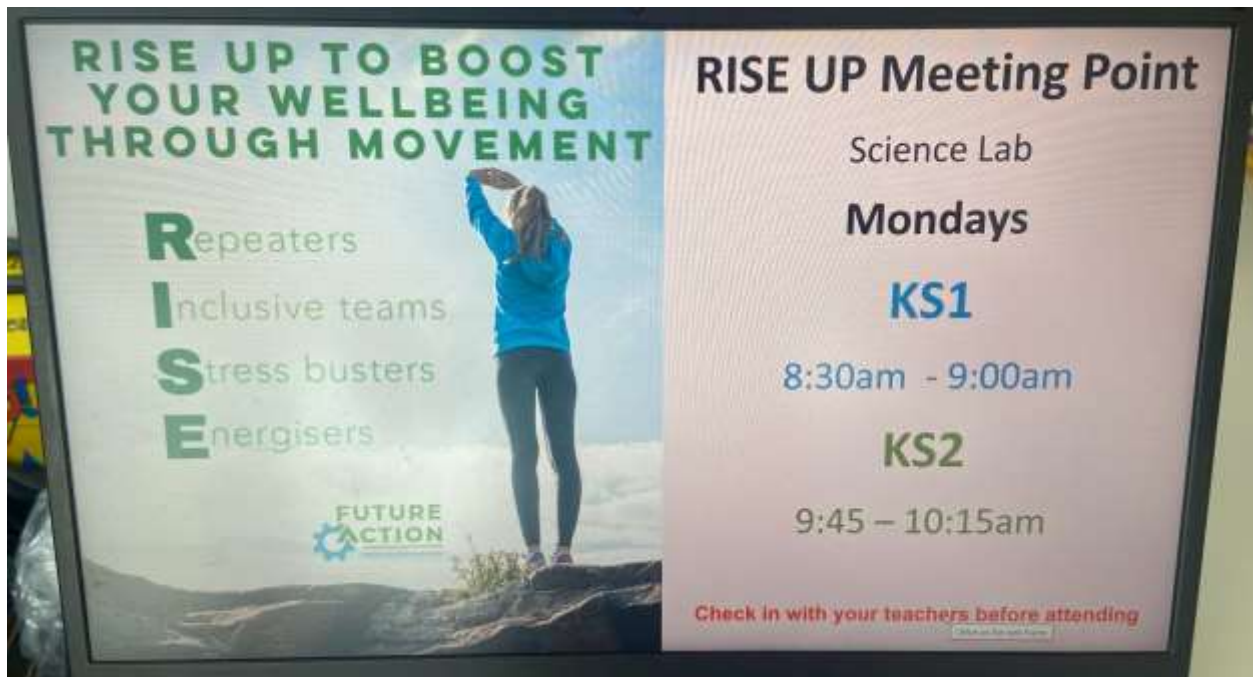
What were your initial goals for implementing the Norfolk RISE Up transition programme in your school?

James Tuthill explains, "Initially, our main focus was on supporting Year 6 students as they transitioned into secondary school.

With our Year 6 cohort still relatively new, we saw the RISE Up programme as a great way to build stronger relationships with Jane Austen College and ensure our most vulnerable students had the support they needed.



However, as we rolled the programme out, it became clear that even our youngest students were showing signs of emotional challenges, particularly after lockdown.”



The school soon expanded the RISE Up programme to include a Year 1 and 2 group, starting every Monday morning with calming, purposeful activities. “We’ve now created a small group of seven children who begin their week with gratitude practices, gentle breathing exercises, and a Stormbreak video tailored to their emotional needs from the previous week. We have edited the RISE Up resources to include characters from Inside Out and our children have loved it.” says James.

How did you identify the specific needs of your students in relation to mental wellbeing, trauma, and vulnerability before the programme started?

“Through discussions with our SENCo, we noticed some of our Key Stage 1 children weren't receiving support for their emotional needs. They often struggled with mornings and found it hard to settle,” James shares. “One young boy who would cry every morning now walks in happily on RISE Up days, excited to start his week.”

For older students, the school focused on those struggling with anxiety or class engagement. “We combined Year 3-6 students into one group during assembly time, and activities like boxercise stress-busters and skipping challenges have really helped them. A Key Stage 2 child who suffers with anxiety has found great comfort and an avenue to speak with trusted adults in the sessions. On RISE Up mornings, he lights up.”



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Implementation: Embedding Wellbeing into School Life

How did you integrate the RISE Up early intervention mental wellbeing strategies into your school?

“We started by identifying those who would benefit most, particularly our most vulnerable students,” James explains. “In Year 1 and 2, it’s about setting up a calm, structured start to the week with simple activities that help the children feel secure and engaged. The combination of gratitude reflections, breathing exercises, yoga, and Stormbreak videos has been really effective in helping them regulate their emotions.”

For the older children, James introduced more dynamic activities, like skipping and boxing. “Every child now has access to a skipping rope at social times, and we use the Skip2bfit two-minute challenge to help them manage their energy and emotions. It’s a great way to engage them physically while calming their minds.”

The school also introduced “Monday’s Court Sport,” a space during break times where staff lead or encourage students to try different movement challenges. “It’s become a highlight for many children, giving them an opportunity to explore new activities in a supportive setting.”



How has the 1-2-1 Stormbreak intervention been implemented to support vulnerable students?

“We’ve used the 1-2-1 Stormbreak intervention for four of our most vulnerable students, and it’s been an essential tool for giving them the support they need,” James says. “These sessions are led by our behaviour lead and provide a safe space for these children to focus on their emotional and mental wellbeing. We have also used their video’s in our RISE Up intervention sessions.”

Impact: Positive Outcomes for Students and Staff

The RISE Up programme has delivered measurable improvements across Charles Darwin Primary. After two terms of intervention, class teachers have reported that students are more engaged in class following their RISE Up sessions. “There’s a noticeable difference in how they manage their emotions and interact with staff,” says James. “Our trusted adult questionnaire revealed that many students now see their RISE Up lead teacher as someone they trust and can talk to, which is a huge step forward for them emotionally.”

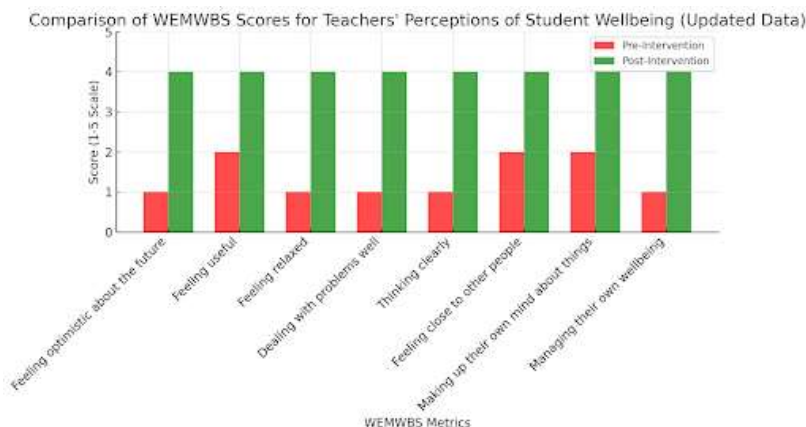


Data from the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) reflects these changes. Teachers completed an adapted WEMWBS survey pre- and post-intervention to

measure their perception of student mental wellbeing for their specific RISE Up focus group. Before the intervention, many students were perceived as rarely feeling optimistic, relaxed, or able to manage their wellbeing. Following the programme, these same students were reported as feeling “more of the time” in every wellbeing category, from feeling optimistic about the future to managing their own wellbeing.

Charles Darwin Primary	'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	never	often/not often	never	never	never	never/not often	never/not often	never
Post-intervention	More of the time	More of the time	Most of the time	More of the time	More of the time	More of the time	More of the time	More of the time

"Seeing such a significant change in our pupils' wellbeing has been incredibly rewarding. This **68.42% improvement** in our perception of their mental health reflects the positive impact of the strategies we've implemented. It's clear that prioritising their resilience and emotional development is making a real difference in their lives."





In addition to the WEMWBS data, the school has made huge strides on their **School Wellbeing Scorecard**. "We initially scored 48% when we started the programme in October 2022," James notes. "Now, we are at 92%. That's an incredible reflection of how far we've come in improving the provision for the wellbeing of our students."

Pre Intervention



Post Intervention



Parents have also noticed the difference. One father of a Year 4 boy shared how his son, who previously shied away from physical activity, now loves coming to school for RISE Up sessions. "He's glowing," the father said. "He's never been this excited about school."

The impact of the programme goes beyond the classroom, as students are encouraged to bring their experiences from school into their daily lives. "We have a notice board where children bring in pictures of themselves doing RISE activities outside of school,"

James shares. “It’s part of our effort to celebrate their activities and what drives them, building motivation for healthy, active lifestyles. Our #maxyourdays mural, inspired by Joey Feith, showcases these moments and reminds the children that they are capable of greatness every day.”

How did the Norfolk RISE Up Pilot Transition Programme support your school?

The **Norfolk RISE Up Pilot Transition Programme** has been instrumental in supporting us during student transitions, particularly for our most vulnerable children. Through the pilot, we were able to:



- **Support children and young people to be ‘ready’ for school** – This programme gave us the structure and tools to ensure that students felt more prepared and confident when starting their school day or transitioning to a new school.



- **Support individual needs** – The pilot allowed us to focus on students who required additional support, especially those with SEND, trauma backgrounds, or specific vulnerabilities, offering them personalised interventions through RISE Up and the Stormbreak intervention.
- **Create a welcoming, safe, and engaging environment** – By integrating RISE Up into our daily routines and using safe spaces like our RISE Up club, we fostered an environment where children felt secure and ready to learn.
- **Develop safe and trusting relationships** – The programme has played a major role in building trust between staff and students, with many students now identifying their RISE Up lead as a trusted adult they can turn to. We have also created pupil profiles to share with staff at Jane Austen College to help their staff build relationships with our young people.
- **Reflect on our transition programme** – The Norfolk RISE Up pilot helped us reflect on and improve our transition strategies. It encouraged us to focus on student feedback and ensure that key information is passed to secondary school staff to build deeper connections. The programme has also helped build our relationship with the brilliant PE team at Jane Austen College, and we are excited to develop this further.



"The RISE Up intervention has helped improve challenges across our target group and beyond, including transition, attendance, attainment, behaviour, engagement, mental health, personal development, support for SEND students, and our most vulnerable children."





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Looking Forward: Growing the Impact

Looking ahead, Charles Darwin Primary is committed to continuing the RISE Up programme and further embedding its principles into daily school life. “We plan to weave RISE Up activities into our PE curriculum,” James says, “and we’ll continue the Monday morning intervention group to measure and track its impact on attendance. So far, we’ve seen great improvements in attendance on RISE Up days.”



The school is also strengthening its relationship with Jane Austen College, particularly with their PE department and Year 7 transition staff, to ensure that every student feels confident and supported as they move into secondary school. “This programme has really transformed the way our students think about school, movement, and their own emotional wellbeing,” James concludes. “We’re excited to keep building on that.”

A Heartfelt Thank You

A huge thank you to Mr. Tuthill and the entire team at Charles Darwin Primary School for their exceptional commitment to transforming children's mental wellbeing and life chances.

Their dedication to their young people and families is truly inspiring and highlights the profound impact educators have every single day across the country. Charles Darwin Primary’s journey with RISE Up demonstrates the incredible progress that can be achieved when schools place resilience, wellbeing, and a supportive environment at the heart of everything they do.



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Woodland View Junior School Case Study – A Holistic Approach to Student Wellbeing and Transition Support

Nestled in the village of Spixworth, near Norwich, Woodland View Junior School is part of the CARE Federation and is known for its warm, inclusive, and student-centred approach.

The school values academic achievement alongside emotional and physical wellbeing, emphasising a learning environment where children feel safe, understood, and encouraged to explore their unique talents.



In response to the emotional challenges brought by recent lockdowns, Woodland View saw a strong need to help students transition with confidence and resilience, particularly as they prepare for the leap from primary to secondary school.

Introducing Sam White, PE Lead at Woodland View Junior School

Sam White, Woodland View's dedicated PE Lead, brings a deep understanding of the role that physical education and movement play in building mental wellbeing and resilience. Passionate about using movement as a medium for growth beyond physical skills.

Sam has championed the integration of the Norfolk RISE Up Transition Programme at Woodland View. His insights and hands-on approach have been pivotal in tailoring the programme to meet the specific needs of Woodland View's students, making the school a nurturing space where emotional and academic growth go hand in hand.

Below, Sam White shares Woodland View's journey with RISE Up, highlighting the intent, implementation, impact, and alignment with Norfolk County Council's evidence-based principles for effective school transitions.





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Woodland View Junior School: Norfolk RISE Up Transition Programme – In Sam White’s Words

Intent: Supporting Transitions and Building Resilience Post-Lockdown

“Our main goal with the RISE Up programme was to make the transition from primary to secondary school smoother for our Year 6 students, equipping them with the resilience and confidence they need for this big step.

We’ve always known our students enjoy PE, but we saw an opportunity to link this enthusiasm for movement with mental wellbeing, which became even more important after the lockdown period.

“We identified specific students who might benefit most – those who struggled emotionally or exhibited certain behaviours that indicated a need for more support. RISE Up gave us a way to develop their emotional intelligence, teaching them the vocabulary to describe what they’re feeling and practical strategies for self-regulation. Ultimately, we wanted all of our Year 6 students to feel ready for secondary school and to bring these benefits to younger students, embedding it within our whole-school approach.”

Implementation: Embedding RISE Up Strategies in Daily Practice

“We approached RISE Up as a chance to weave wellbeing into our everyday routines, and it’s been rewarding to see how it’s naturally fitted into our school culture:

1. **Weekly PSHE and Movement Lessons:** We structured our Year 6 PSHE lessons around RISE Up topics, dedicating 30-minute sessions each week with quick 10-minute follow-ups. Each session includes some form of movement, whether it’s yoga, a group game, or even a game the students created themselves. We wanted movement to become second nature for self-regulation and stress relief, and it’s made a big difference, especially during the lead-up to KS2 SATs.
2. **RISE Up Lunchtime Club and Parental Engagement:** We opened up a RISE Up club at lunchtime for students needing more focused support. We also sent letters to parents explaining the programme and inviting feedback. The response has been incredibly positive, with many parents reaching out to involve their children based on what they’d heard. It’s been great to have that extra support from home.
3. **Daily Mile Reflection:** For our Daily Mile, we added reflective questions, encouraging students to think about how they’re feeling as they walk or run. This helps them process their thoughts and teaches them the value of reflection through movement.
4. **Stormbreak One-to-One Interventions Led by Miss O’Connor:** Our Pastoral Lead, Miss O’Connor, has been integral in implementing Stormbreak, providing tailored one-to-one support for vulnerable students. Her dedication to the programme is evident in the level of engagement achieved: 69 pathways have been assigned, 43 of these pathways



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were shared with families for home support, and 202 stages have been completed, with 30 pathways brought to full completion. This level of engagement has been nothing short of remarkable and has truly helped students build resilience, regulation, and confidence.

5. **Staff Training and Resource Accessibility:** Four staff members completed full RISE Up and Trauma-Informed PE training, with several more starting as we continue. This has allowed us to sustain the programme, and teachers appreciate having access to resources they can revisit when planning.”

Tailoring Support for Individual Needs

“RISE Up and Trauma-Informed PE allowed us to meet students where they were and personalise support for unique needs. Miss O’Connor’s involvement with Stormbreak exemplifies this personalised approach. Her remarkable engagement with the programme has provided one-to-one emotional regulation and support to our most vulnerable students:

- **69 pathways** were assigned to pupils requiring extra support.
- **43 pathways** were shared with families for added reinforcement at home, extending support beyond the school day.
- **202 stages** were completed within the pathways, showing active engagement and progression. [to note there are 6 stages in each pathway. Each stage gives children 20 - 30 minutes of focused movement and conversation time with a trusted adult. This means in total children at Woodland View received a combined total of **5050 minutes of mentally healthy movement** in six months].
- **30 pathways** have been fully completed, which has had a powerful effect on pupils’ ability to recognise, respond and self-regulate to support their emotional wellbeing.



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“This depth of tailored support has been a game-changer for our students, helping each one develop emotional intelligence and the strategies needed to manage their wellbeing effectively. Miss O’Connor’s leadership with Stormbreak has added significant value to our RISE Up efforts.”

Miss O’Connor said:

“The Stormbreak ‘Be Strengthened’ pathway [to support transition to secondary school] gave our Year 6 children time to think about their worries and time to address them with me and each other, so their worries wouldn’t grow.

Before starting the Shine pathway, I had one child who would often start the school day crying and shaking. After starting the pathway, we were quickly able to identify that his worry had stemmed from hearing stories from older children talking about the ‘bad things’ that happen when you start secondary school.

We were able to speak to the parents, and explain to the child that these stories were not true. Through the pathway we were also able to provide the child with strategies to manage his worry. Almost immediately the crying and shaking stopped.

By the end of the summer term we noticed he was completely relaxed and was able to talk to his mum more openly and honestly. When this child left our school in the summer, he gave me a painted pebble as a gift that simply said ‘calm’. We had used pebbles in one of our stormbreak activities.

For this first year in a long time, I have not heard about any issues from the local secondary school relating to any of our children who have started in Year 7. They all did the stormbreak Be Strengthened pathway with me. This programme has meant children have felt listened to and felt like we were taking their worries seriously”.

Impact: Growing Confidence, Self-Awareness, and Emotional Vocabulary

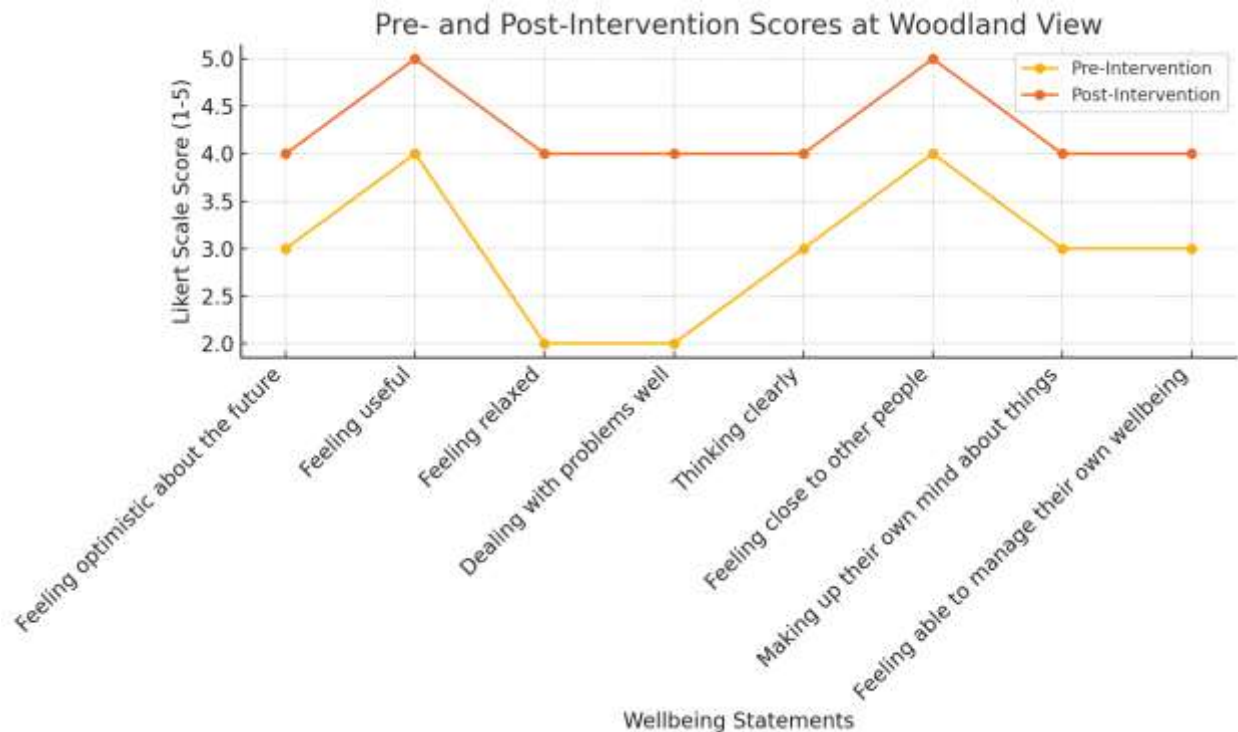
Sam explained “To measure the programme’s impact, we adapted the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) to suit our younger age group, using it to establish a baseline for our focus groups. I’m pleased to say that, after participating in the RISE Up programme, our children showed improvement in every single area assessed. We saw gains in areas like self-confidence, emotional vocabulary, and the ability to handle stress. The ability to discuss and articulate feelings has been a game-changer for many of our students.

Seeing a **41.67% improvement** in how our teachers perceive student wellbeing is incredible—it shows just how much of a difference this intervention has made for our children at Woodland View.





Woodland View Junior	'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	Often	Rarely	Rarely	Some of the time	Often	Some of the time	Some of the time
Post Intervention	Often	All of the time	Often	Often	Often	All of the time	Often	Often



- Increased Confidence and Self-Awareness:** Our Year 6 students have shown a marked increase in self-confidence and emotional vocabulary. They're now better able to name and manage their emotions. Each student has a personalised strategy sheet on their desk to support self-regulation, which gives them a sense of agency over their emotions.
- Improved Communication and Parental Involvement:** We've noticed improved communication between students and teachers, as well as a decrease in parent calls about emotional concerns. Parents are noticing the changes at home, which is a testament to the programme's reach and impact.



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- **School Wellbeing Scorecard Improvement:** We've seen an 8% improvement in our School Wellbeing Scorecard, moving from a high starting point of 82% in March to an impressive 90% by October. This increase reflects not only the programme's positive impact but also the dedication of our staff and students to making Woodland View a supportive and resilient environment.

Pre



Post



- **Positive Feedback from Parents and Staff:** Many parents have observed new levels of confidence in their children, and our staff is fully on board. Teachers see the value in having structured emotional support as part of their curriculum, especially during times when students feel more stress.”

Aligning with Norfolk County Council’s Evidence-Based Transition Principles

The RISE Up programme supports Norfolk County Council’s transition principles in ways that have had a lasting impact on our school culture:

1. **Supporting Students to Be ‘Ready’ for School:** RISE Up prepares our students to feel secure and grounded each day. The routines and movement practices we’ve built into

the school day give students the confidence and stability they need, no matter what their morning might have looked like at home.

2. **Tailoring Support for Individual Needs:** Our approach with RISE Up and Trauma-Informed PE has always been to meet students where they are, personalising support to their unique needs. Whether it's one-to-one Stormbreak sessions or tailored movement breaks, we're able to reach students in meaningful ways that help them build resilience.
3. **Creating a Welcoming, Safe, and Engaging Environment:** Our school values of CARE – Community, Adventure, Respect and Excellent along with our three core rule 'Ready, Respectful, Safe'—are deeply reinforced by the principles of RISE Up. We've made our environment more inclusive and engaging, adding resources for active play and even restructuring our physical spaces to support self-regulation.
4. **Developing Safe and Trusting Relationships:** RISE Up has strengthened the bonds between staff and students, particularly among our most vulnerable students. We created student profiles, which students share with their future teachers at Sprowston Community Academy. This allows students to start secondary school with established connections, easing their transition.
5. **Reflecting on Transitions:** Working closely with Sprowston, we set up sessions where students and future teachers could connect over activities like Kinball. This proactive relationship-building has created a more seamless pathway for students and strengthened our relationship with Sprowston, which will only grow in future years.



Looking Ahead: Sustaining a Culture of Wellbeing

“Moving forward, we're excited to embed these RISE Up practices across year groups, starting earlier in the year so that we can see even greater impact. Our partnership with Sprowston Community Academy continues to grow, and we're planning more shared activities to support the transition from Year 6 to Year 7.

Ultimately, we're working towards a culture where resilience, self-awareness, and emotional safety are as much a part of Woodland View as our academic goals.”

Heallen Payne, Head of School said:

‘Our journey with Rise Up! began after signposting by the Virtual School; it has been a really interesting journey for pupils and staff alike.



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The resource has been very flexible with pupils being able to use the Stormbreak modules assigned to them.

Pupil engagement has been fantastic – they have loved the interactive nature of the programme and the chance to earn certificates whilst learning strategies to support themselves.

I was concerned about how implementing the resource may impact on workload but after initial training I can share that workload reduced as pupils were able to use the resource to develop their skills, increase their resilience and became less dependent on our staff.

Staff have fully embraced the programme and have been great advocates for its use. Our school values spell CARE and I am very privileged to be working with such a great team who really do care about the whole child.'

A Heartfelt Thank You

A huge thank you to Heallen Payne, Sam White, Karen O'Connor, and the entire team at Woodland View Junior School for their exceptional commitment to transforming children's mental wellbeing and life chances.

Their dedication to their young people and families is truly inspiring and showcases the profound impact educators have every single day across the country. Woodland View's journey with RISE Up stands as a testament to what's possible when schools prioritise resilience, wellbeing, and a nurturing environment for all students.