



RISE Up Ravenscote Junior School

***A Trauma Informed to
Trauma Invested Story***

A Partnership Approach

Active Surrey, in partnership with Future Action and Ravenscote Junior School in Frimley, have been piloting the first Primary School RISE Up programme in Surrey. This is to support 44% of children and young people who are not meeting the recommended 60 active minutes of physical activity (Active Lives Survey 24/25), and the 1 in 6 young people in Surrey who have a probable mental health disorder.

www.surrey.gov.uk

Active Surrey

It is a not-for-profit organisation focused on reducing inactivity and health inequalities by promoting physical activity to improve lives, with a particular focus on supporting schools and vulnerable groups.

We work in a targeted way to decrease inactivity levels, challenge health inequalities and to create a happier, healthier and more active Surrey.

We achieve this by co-creating programmes to target the people and places who need it most and by re-wiring physical activity back into everyone's lives.

We want to create *Movement for Change* in Surrey so that everyone, but with a particular focus on those who need it most, can benefit from the individual advantages of being active, and contribute to the building of safer, more connected and more resilient communities by:

- Connecting communities through physical activity
- Creating positive experiences of being active in schools
- Linking physical activity with health and wellbeing
- Creating active environments

Future Action

RISE Up, the home of Trauma-Informed PE, is a movement based, evidence informed, training programme. Designed to transform children's wellbeing, by focusing on early intervention and equipping educators with tools that build confidence, regulation, resilience and belonging.

The Surrey RISE Up programme is built around four key aims:

1. Identifying young people struggling with their mental health early and direct them to specialist support before illness escalates.
2. Equip them with practical self care tools to build confidence and resilience.
3. Use movement to support emotional regulation, safety and belonging.
4. Develop a trauma informed frontline of educators.

This joined up, preventative approach reduces pressure on services and builds a culture of care from the ground up.

Ravenscote Junior School

Ravenscote Junior School in Frimley, Surrey is part of the Engage, Enrich, Excel Academies Trust and has 621 pupils on roll. It is, by any measure, a strong school: a committed staff body, a clear sense of values and a leadership team that had already embedded a trauma-informed culture long before Future Action arrived.

This case study covers: Trauma-Informed to Trauma-Invested | Whole School Training | RISE Up Sport Sanctuary | Inclusive Teams and Belonging | Parent Workshop | Movement Breaks | Student Voice

The Starting Point

“RISE Up has refreshed our trauma-informed approach and moved us towards what we are now calling a trauma-invested approach, because it is not just about having something in place.

It is about the importance of movement and the importance of continuing to invest in it. It reminded us that this matters, and it will not drift.”

Amy Wells, Headteacher, Ravenscote Junior School



That word, invested, is doing a lot of work. It is the difference between a policy on a shelf and a culture that lives in the building every day. Between something a school has done and something a school has become.

This is the story of how Ravenscote Junior School became one.

When the school completed the Future Action School Wellbeing Scorecard at the start of the programme, the overall score was 46%.

Mental Fitness, the domain that captures whether children have the tools, language and understanding to manage their own wellbeing, scored **0%**.

Not because the school was failing in this area, the framework was simply new. There was no shared vocabulary yet, no structured approach to help children understand and regulate their own emotional states.

Amy knew her school well. She knew which children arrived each morning already overwhelmed. She knew the ones whose low-level behaviour in class was not defiance but dysregulation. She knew a school day felt like too much for some of her children.

She had the care and the instinct. What she was looking for was a framework that could give her staff a shared language and a practical tool to go further and RISE Up gave her that.

The Decision

In July 2025, Future Action delivered whole-school RISE Up training, 32 colleagues completed the full online Trauma Informed PE course, giving Ravenscote one of the highest concentrations of trained practitioners Future Action has seen in any partner school nationally.



The training landed on ground that was already well prepared. Amy and Grant Simmons, PE Lead, took the RISE Up framework and made it their own.

The question they kept returning to was not *"what are we doing?"* but *"how do they feel?"*

It is a small shift in language and an enormous shift in practice. It became the lens through which they built everything that followed.

Ravenscote was not starting from scratch. The trauma-informed culture was already there. What RISE Up gave them was a way to deepen and sustain it.

The RISE Up Sports Sanctuary

The **RISE Up Sport Sanctuary is the centrepiece** and Gary Pearson, Sport Sanctuary lead has a group of 24 identified children across years 3 to 6 in front of him, grouped by stage rather than age so the right children can be together regardless of their year groups and a simple goal: **make sure every single one of them belongs here**. Not just in the session, at Ravenscote.



Gary Pearson, Sport Sanctuary Lead (L)
Grant Simmons, PE Lead (R)

He runs inclusive team activities where every child has a role, every child is needed, and nobody is on the outside looking in. He is deliberate about this.

The games mix year groups, require co-operation, and create the kind of easy low-pressure connections that are hard to find in a busy classroom. Week by week, something starts to shift.

Children who struggled to settle begin to regulate. Not just with Gary, but with each other.

Connection comes first. Once children feel safe, feel seen, and feel that they belong, Gary introduces the self-care toolkit: the stress busters and repeaters, the movement breaks, the **RISE Rewards Passport**.

Not as a programme handed down to them. As something they are ready to receive, because someone took the time to make sure they felt they were worth investing in.



The RISE Up Sports Sanctuary

The sessions were built around choice-based movement and the RISE Up self-care toolkit. Children learned to identify what their body needed. They learned the difference between a stress buster, something big and physical that discharges cortisol, and a repeater: the kind of familiar, predictable movement that soothes and settles.

They learned that movement was not a treat. It was a tool. Their tool. And then Gary and Grant did something different.

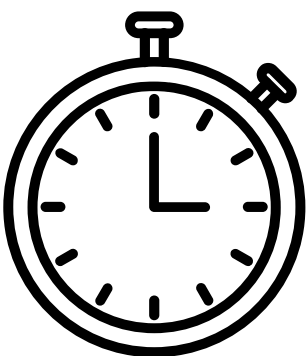
They gave each child a stopwatch.

The Stopwatch System

When a child felt they needed to regulate, in class, mid-lesson, at any point in the day, they set their timer for five or ten minutes, went out to the Sport Sanctuary area, did their RISE Up movements, found a member of staff to collect a token, returned to class, handed the token to their teacher and received a stamp in their RISE Rewards Passport.

No adult had to notice. No lesson had to stop. The child identified their own need, managed their own time and earned their own reward.

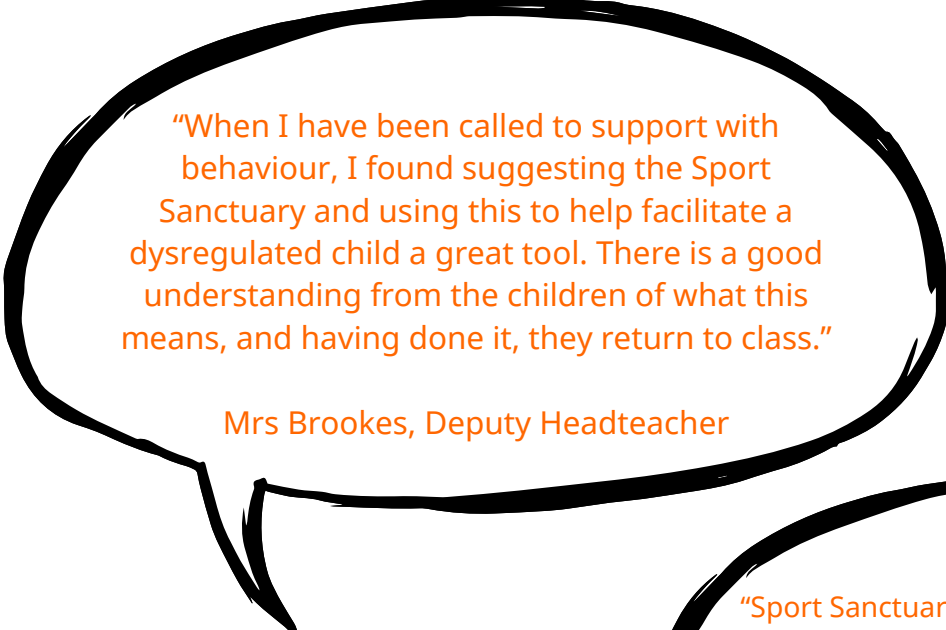
Independence built deliberately, one session at a time, by a team of adults who trusted children to know themselves.



Movement across whole school

The RISE Up Sport Sanctuary was never meant to stay in one corner of the school. From the start, Amy and Grant embedded RISE Up movement breaks across every classroom.

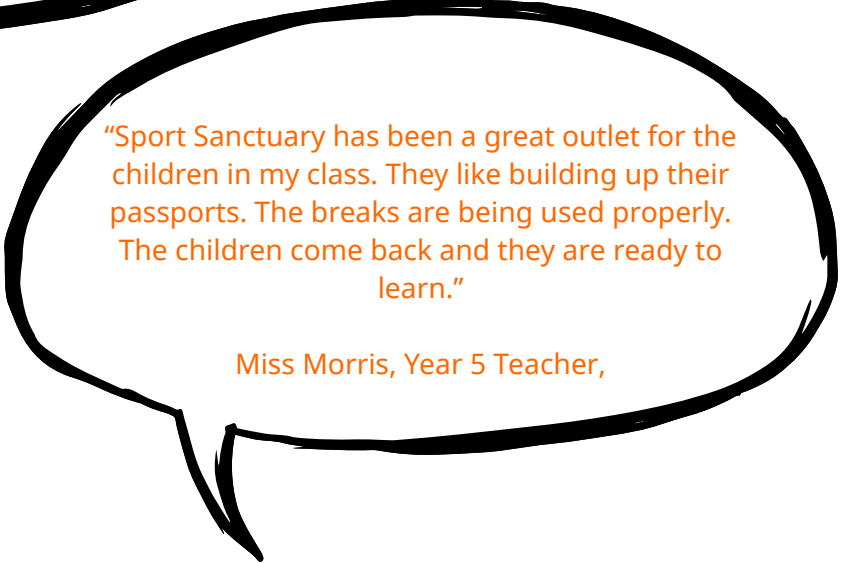
Teachers used repeaters and energisers as regulation tools throughout the day. The language of regulation, calm, focus, ready to learn, became part of how every adult in the building spoke to children.

A large, hand-drawn speech bubble with a thick black outline. It contains a quote in orange text.

"When I have been called to support with behaviour, I found suggesting the Sport Sanctuary and using this to help facilitate a dysregulated child a great tool. There is a good understanding from the children of what this means, and having done it, they return to class."

Mrs Brookes, Deputy Headteacher

The classroom movement breaks were quieter but just as significant. For the children not in the Sport Sanctuary cohort, RISE Up was still present in the energisers that started lessons.

A large, hand-drawn speech bubble with a thick black outline. It contains a quote in orange text.

"Sport Sanctuary has been a great outlet for the children in my class. They like building up their passports. The breaks are being used properly. The children come back and they are ready to learn."

Miss Morris, Year 5 Teacher,

The repeaters helped children settle, in the shift in adult language that made regulation feel normal rather than shameful.

A school of 621 children was moving differently, and thinking about movement differently.

Parent Engagement

In early February 2026, Amy, Grant and Neil stood in front of a room full of Ravenscote parents and told them what their children had been learning. They explained the RISE Up Sport Sanctuary. They explained what it means for a child to self-regulate and what parents could do at home to support it.

One mother had been sceptical at the start of the year, worried about the time her son would spend outside class and uncertain what it was all for. By February, that same boy was walking into school smiling every morning. He has just happily completed the Year 6 residential without incident.

Turning Points

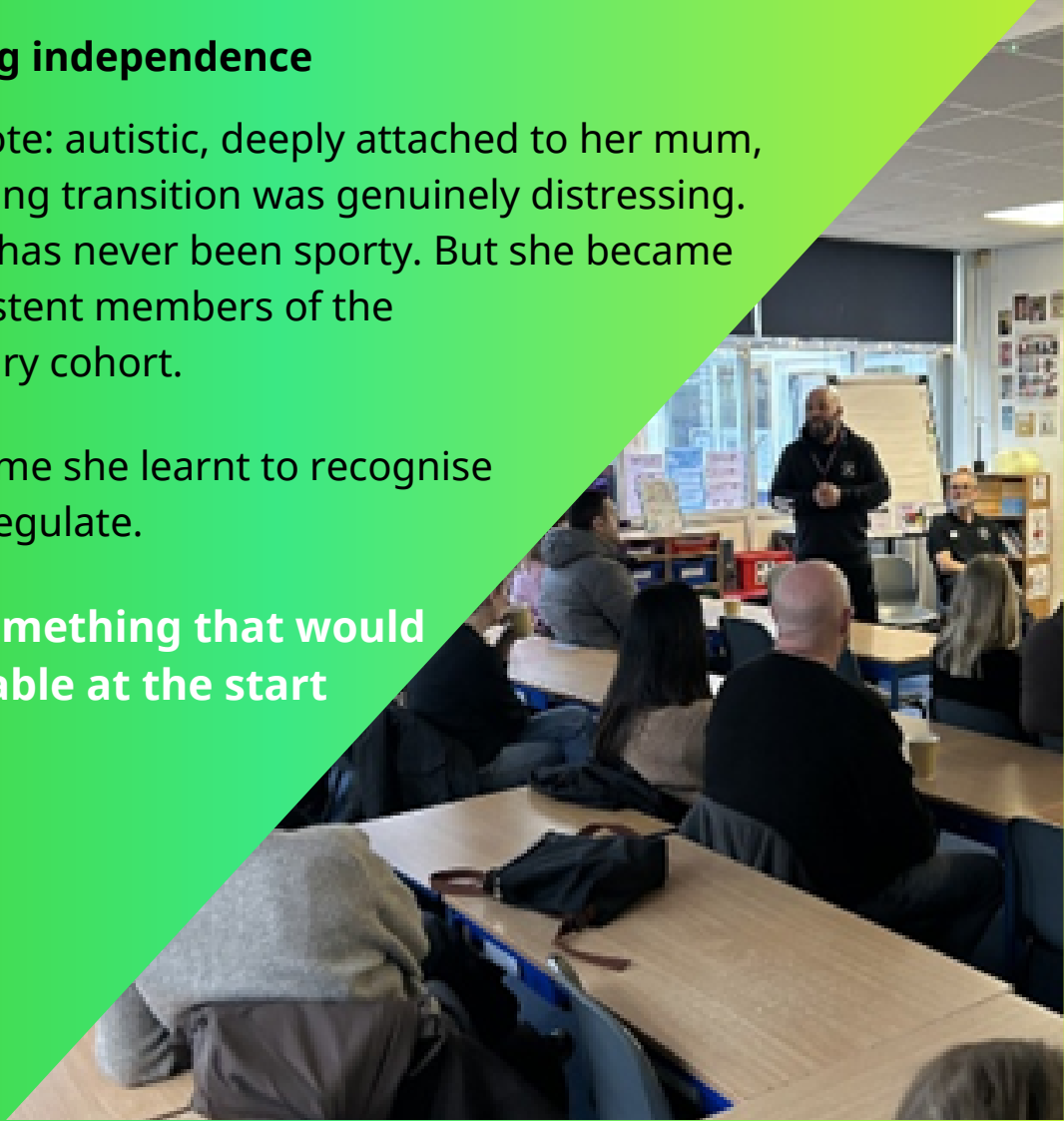
The data would come later. First came the moments that told the staff the approach was working.

A Year 5 pupil: finding independence

Year 5 girl at Ravenscote: autistic, deeply attached to her mum, for whom every morning transition was genuinely distressing. She is not sporty. She has never been sporty. But she became one of the most consistent members of the RISE Up Sport Sanctuary cohort.

Through the programme she learnt to recognise when she needed to regulate.

And then she did something that would have been unthinkable at the start of the year.

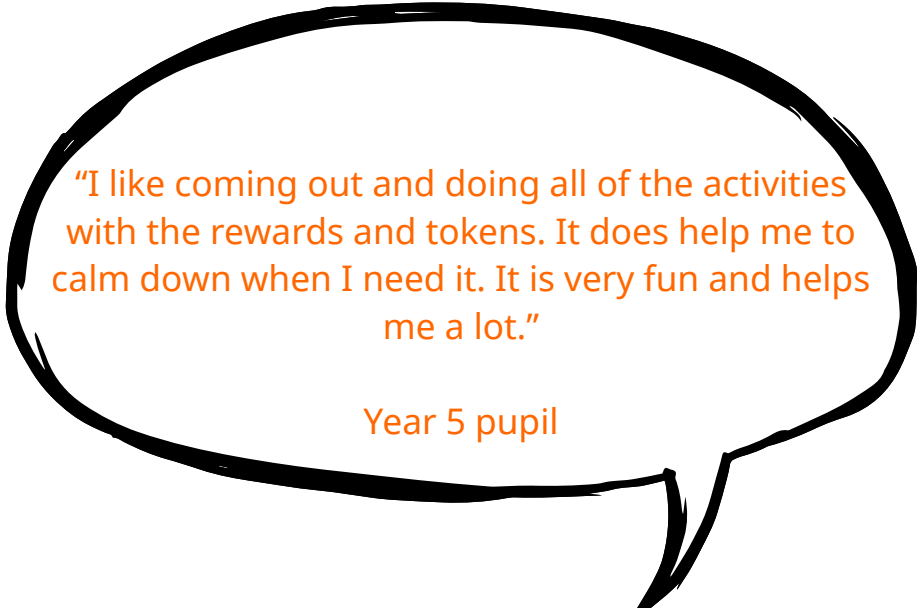


Turning Points

She began approaching Gary mid-lesson, walking across the classroom calmly, to collect her token, in front of everyone and then returning to her seat. Quietly. Ready.

"She has been able to use what she has learned to take those regulation breaks herself. And she is doing that independently now."

Amy Wells, Headteacher, Ravenscote Junior School



"I like coming out and doing all of the activities with the rewards and tokens. It does help me to calm down when I need it. It is very fun and helps me a lot."

Year 5 pupil

A Year 4 pupil: wanting more

Year 4 boy who arrived at Ravenscote having not secured a place at a specialist school. He is all energy, all presence, all noise. The classroom is genuinely hard for him.

When Gary gave him access to the Sport Sanctuary, something shifted. He goes out. He moves. He comes back. The window is short but in that window, he can work.

He filled in his feedback form like all the other children. He wrote that he did not like Sport Sanctuary because it was five minutes. His teacher read it and understood immediately. He did not mean he disliked it. He meant he wanted more.

For a child who would previously resist almost any structure, that is a profound statement.

Turning Points

"I like doing Sport Sanctuary because it is fun and it helps me regulate my body. I like doing the movements and it makes me focus again."

Year 4 pupil

When Gary gathered written feedback from the cohort, the words that came back were:

fun, regulate my body, improve focus, change mood, burn energy, better listener, less fidgety.

The Impact

621
pupils
benefitting

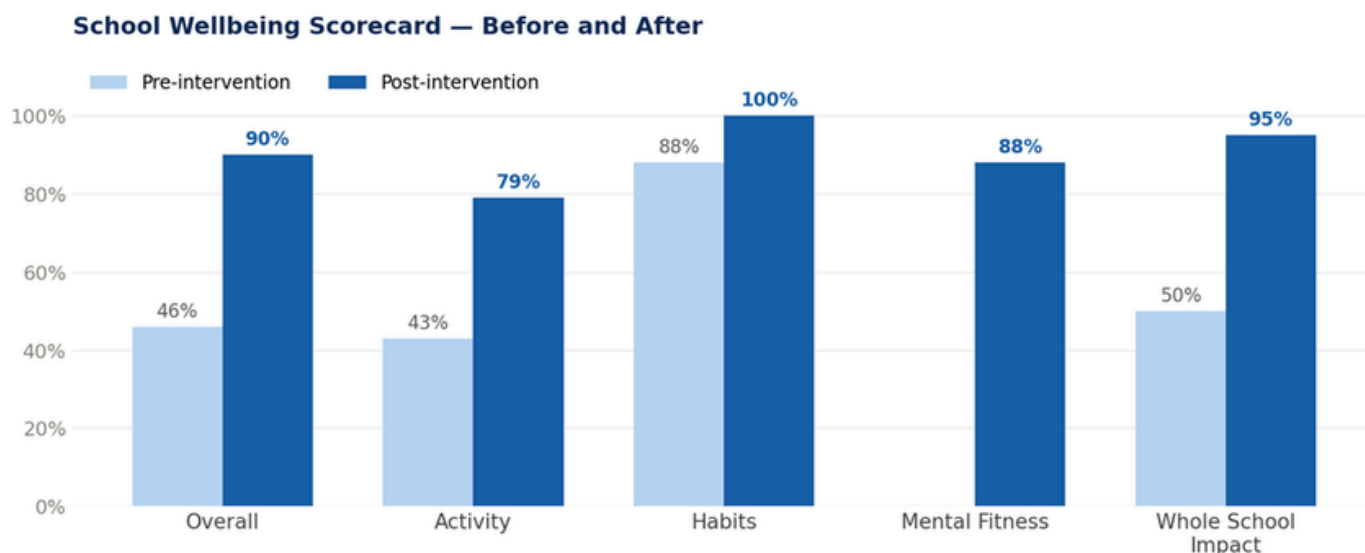
+44
scorecard %
points gained

55% student
wellbeing
improvement

90%
Wellbeing
Scorecard

By spring 2026, the data confirmed what Amy, Grant and Gary could already see and feel.

- The School Wellbeing Scorecard moved from 46% to 90% overall **(44% improvement)**.
- Mental Fitness, which had started at 0%, reached **88%**.
- Whole School Impact reached **95%**.

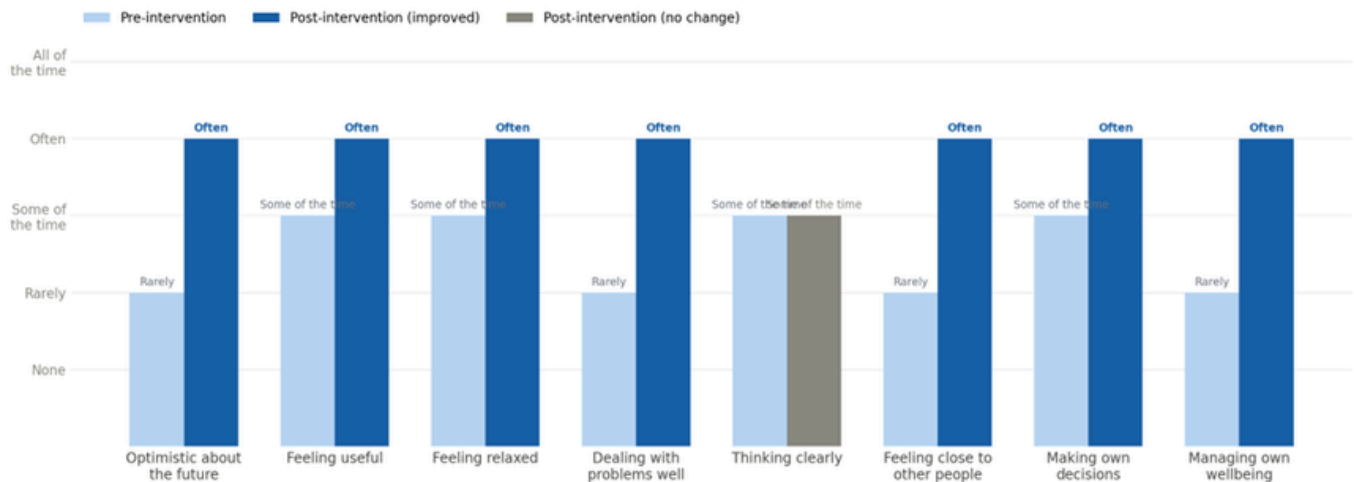


The SWEMWBS wellbeing assessment of the 24 Sport Sanctuary children told an equally powerful story.

Average wellbeing scores **improved by 55%**, rising from 50% to 77.5% of the maximum possible score.

Seven out of eight indicators improved. Four of them, optimism about the future, dealing with problems well, feeling close to other people and managing their own wellbeing, moved from Rarely to Often: **a two-point jump on the scale**.

SWEMWBS Student Wellbeing — 8 Indicators (Years 3-6)



It will not Drift

“RISE Up has refreshed our trauma-informed approach and moved us towards what we are now calling a trauma-invested approach, because it is not just about having something in place.

It is about the importance of movement and the importance of continuing to invest in it. It reminded us that this matters, and ***it will not drift.*** Amy Wells, Headteacher, Ravenscote Junior School

Every school that has ever put something in place and felt it fade will understand exactly what Amy means. The intention was always there. The investment was what made the difference.

Note from Future Action

What Amy, Grant and Gary built at Ravenscote is a model. Not because it is complicated: it is not.

It is a stopwatch, a passport and trusted adults who are always there supporting and guiding young people. It is the decision to ask a different question.

It is what happens when a school moves from doing the right thing to investing in it.

Thank you to every member of staff at Ravenscote.

You showed up, learned something new and gave these children the tools to know themselves. That is the work. You are the reason the data looks the way it does.

A big thank you to Sarah Williams from Active Surrey for the vision to create, champion and fund the Surrey RISE Up pilot programme.

Are you interested in being involved in the RISE Up Surrey programme?

For more information on the RISE Up programme please visit:

www.futureaction.net

Or contact: Neil Moggan info@futureaction.co.uk

If you are interested in supporting schools to access the RISE Up programme in Surrey and would like to learn more, please contact:

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