

MAINSTREAM RISE ACCREDITATION

ABOUT PHOENIX EDUCATION



There are thousands of children living in crisis; whether it's violence, attainment, mental health, poverty or addictions, we have failed a generation and they will in turn fail our society unless we create significant, sustainable interventions, today. Phoenix Education Consultancy operates to improve the lives of all children by supporting parents, teachers and policy makers in the delivery of their academic education, social development and mental maturity. We utilise decades of experience, latest technologies and industry insights to provide thought leadership, best practice and practical training to all those that influence a child's education. Phoenix Education Consultancy is led by alternative education expert, Sarah Dove. With over 18 years of experience working with vulnerable and challenging children in a variety of settings, Sarah has created Phoenix Education Consultancy to ensure all children are able to embrace education rather than simply be in receipt of a core curriculum. As a result of her experience and expertise within Pupil Referral Units, Alternative Provisions and the mental health and well-being of children and young people, Sarah is currently president of PRUsAP, Head of Behaviour and Inclusion for Redbridge Local Authority, Project Manager for DfE innovation fund for assessing efficacy of telepresence robots for young people with medical needs, Member of management board for youth offending service for Redbridge and Governor for Mersham Primary School. She is a well respected keynote speaker and contributor to industry policy, documentation and press.

Why RISE?



In creating an equal education, we aim to create an equal society where there are equal opportunities for all. Beyond that, our education system should not be designed to exclusively serve academics but should help every pupil explore their preferences, their potential and the careers and opportunities that may allow them to thrive and flourish in the future.

Our success as education professionals and educational institutions should not be based just on the examination results that are created but instead on the futures we are able to create for the children and young people we serve. Our opportunity programme is designed to prepare and upskill pupils for their future by facilitating a better understanding of self, the workplace and the futures available to those students that may not follow the path to further education.

Our opportunity programme is designed to:

- Raise ambition and aspiration of pupils
- Improve engagement and learning outcomes by providing pupils with a contextualised sense of purpose
- Improve self awareness and career insight to improve future job retention and career development
- Inspire self confidence, extracurricular interests and the development of transferable skills in all pupils.

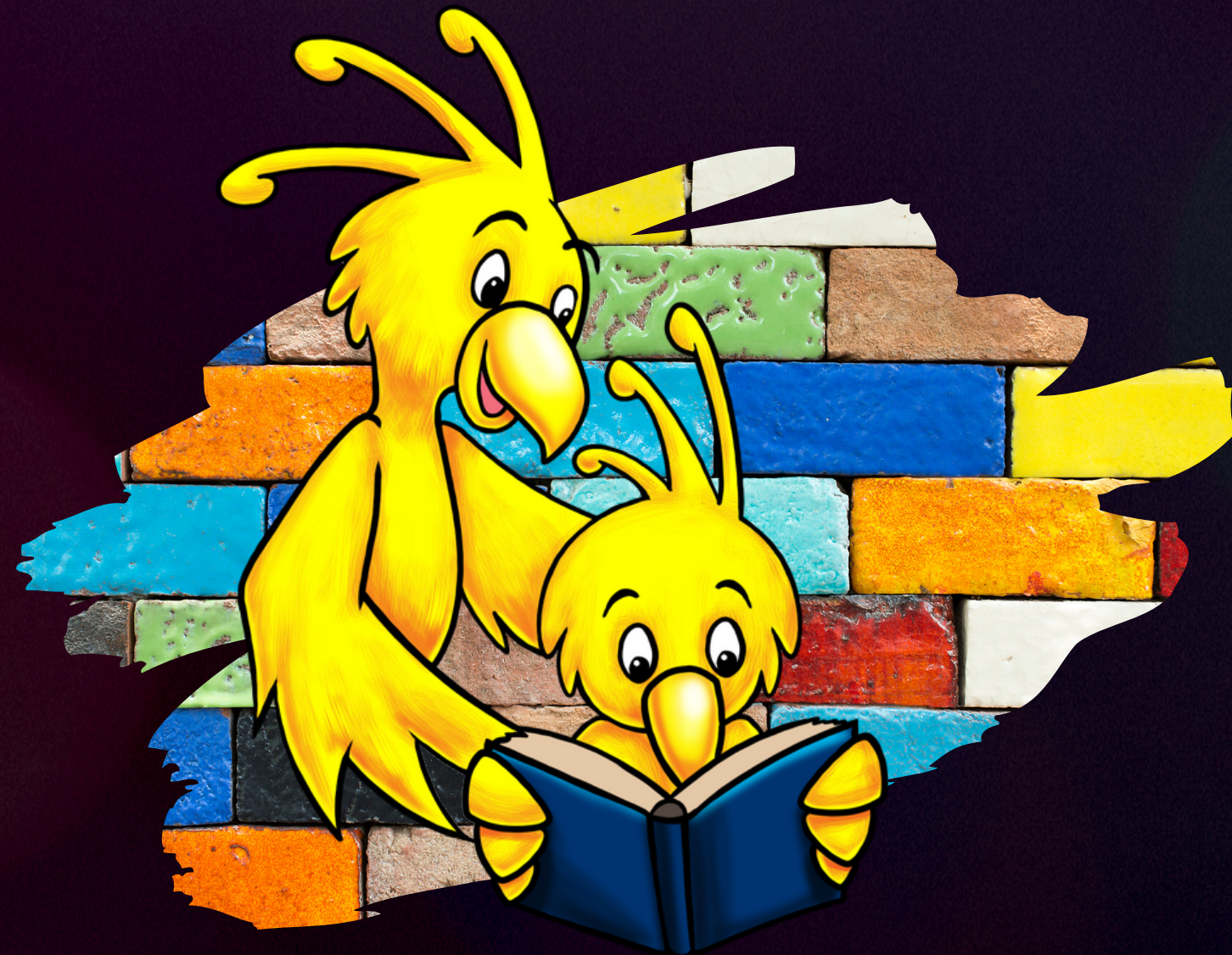
OBSERVE & UNDERSTAND STRATEGICALLY PLAN

The initial component of the RISE accreditation programme is an audit of your school's mental health. We observe and understand your pupils, their needs and how they are supported and encouraged within their learning environment. We look to understand not just how you respond to mental illness but the protective and proactive procedures, processes and policies you have in place to create, support and maintain good mental health amongst the children and young people you work with.

LISTEN TO LEARN

We have found that in the majority of institutions, education based and otherwise, it is often the people that have the experiences we can learn the most from that struggle to find their voice. At Phoenix Education, we make a commitment to hearing every story, giving every child a voice and learning what we can in order to ensure every child is supported in a way that allows them to reach their full potential and remain mentally well. Although we initially manage these conversations initially, in the longer term we ensure you are trained and equipped to facilitate these conversations in the future.

Once we have a thorough understanding of your current strengths, challenges and approach to supporting the mental well being of your students, we begin to detail what measures we can put in place or improve upon in order to improve the culture of your school and the well being of the pupils you serve. We develop a plan that suits your ability in terms of budget, time and knowledge so that it can be well executed and maintained whilst being effective and efficient for your organisations and both the pupil and staff within it. Our plan will ensure you are able to reach the RISE accredited standard and create a proactive, supportive and encouraging environment to teach and learn in.



THE PROCESS

SHARE WITH STAKEHOLDERS

Initially, we share our plans with key stakeholders and work through any questions, concerns or training needs. Our team can help you apply for or secure additional funds and create internal and external communication strategies so that you can share your programme with maximum effect.

EMBED INTO ORGANISATION

As part of the RISE programme, we help you implement and changes, introduce new initiatives and engage pupils, parents and staff. We ensure you create a culture that meets the RISE accreditation standards and supports attainment, achievement and fulfilment in your organisation.

CELEBRATE NEW STANDARD

After working with you to achieve your accredited RISE status we can willingly and happily help you maximise the benefits of this. Whether it is utilising internal marketing, pupil recruitment, parent relationships or local PR, our team of experts can help you share your story effectively and celebrate the new standard you have achieved.



THE PROCESS

The mainstream RISE accreditation focuses on measuring and instilling the 10 principles shared below. We help you and your staff embed these principles within the DNA of your organisation and ensure they are present in all pupil activities and interactions.

- Keeping mentally well is just as important as keeping physically well
- Our mental health is not static and experiencing periods of poor mental health does not mean that we are mentally unwell
- We recognise healthy and unhealthy ranges of mental well being and make a constant commitment to ensuring staff and pupils monitor and manage their mental health
- We focus on providing solutions rather than labels for the many unique individuals that contribute to our diverse learning environment
- We do not allow mental health problems to impact on individuals learning potential, opportunities or educational outcomes
- We do not believe that a period of bad mental health makes the individual that experiences it, a bad person.
- We always look beyond behaviours to understand what is being communicated, what is needed and how we can support that individuals in their needs
- We do not use mental health labels in our day to day language, we encourage a culture and communication that is based on the principles of diversity and individual differences
- We provide opportunities for questions about mental health and provide accessible two way communication channels
- We believe every individual has the right to live a life without limits and take the time to understand what that means to them and how we can facilitate achievement of this.



THE FRAMEWORK

Both primary and secondary schools can benefit from implementing the principles of the RISE programme.

Some of the outcomes schools can benefit from the rise accreditation include:

- reduced levels of stress and anxiety
- minimise the prevalence of diagnosed mental illness
- reduce the strain on pastoral services
- improve pupil engagement
- create better classroom culture
- improved learning outcomes
- improved levels of attendance
- improved behaviours and reduction in classroom disruption
- improved attitude to home learning
- improved parent relations
- improved levels of attainment and better examination results
- strengthen reputation and ofsted rating



THE OUTCOMES



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