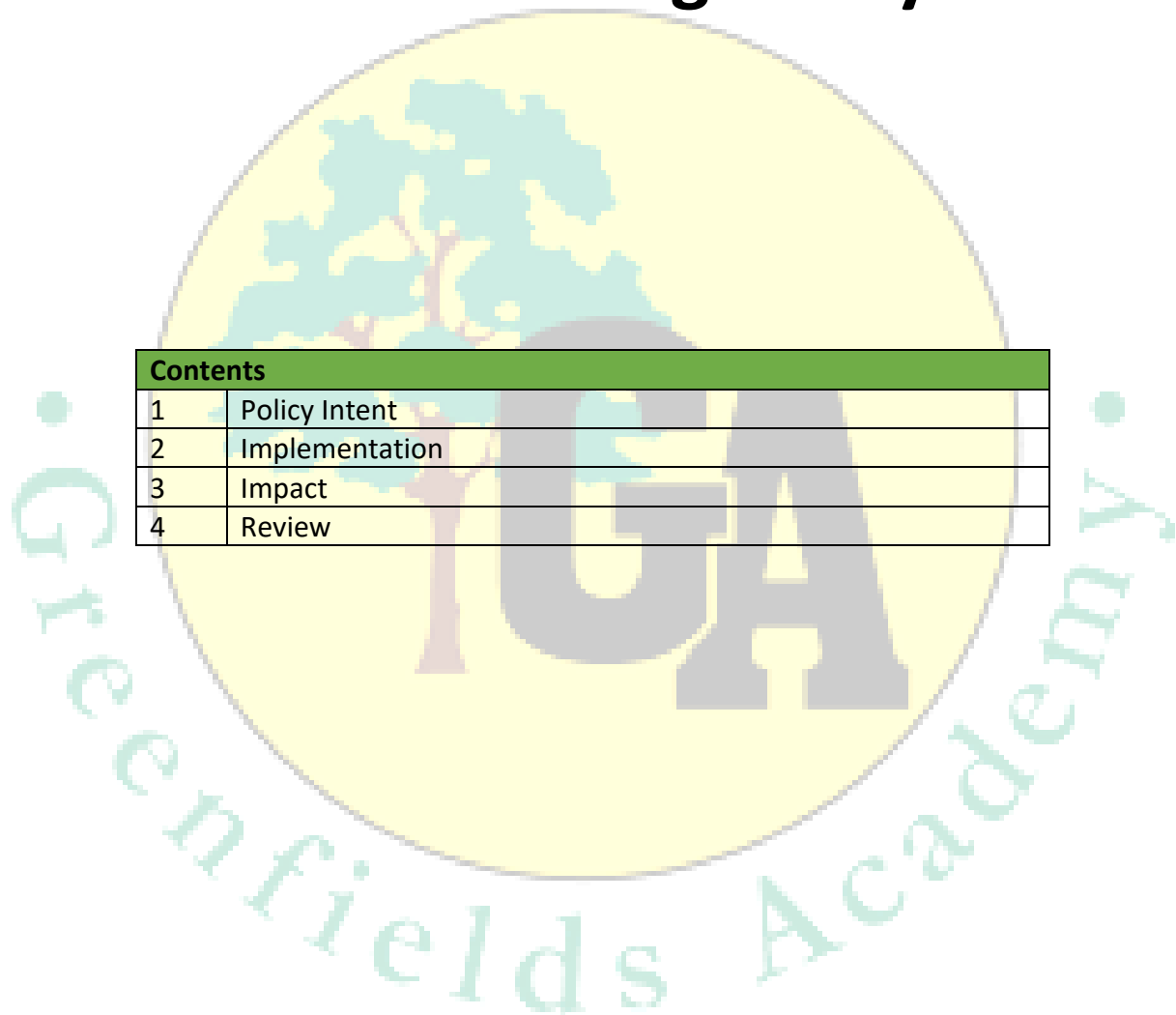


Personal Development

RISE Profiling Policy



Contents	
1	Policy Intent
2	Implementation
3	Impact
4	Review

1.0 Intent

At Greenfields Academy, many of our pupils present with a wide range of complex Social, Emotional and Mental Health (SEMH) needs. These frequently include diagnoses such as Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), Oppositional Defiant Disorder (ODD), dyslexia, chromosome disorders, and associated learning differences. A significant proportion of pupils have also experienced Adverse Childhood Experiences (ACEs), disrupted educational journeys, and multiple exclusions. These factors can create substantial barriers to learning, engagement, relationships, independence, and long-term life outcomes.

To meet these needs, Greenfields Academy has developed RISE — a bespoke SEMH profiling and provision framework that enables highly personalised academic and pastoral support.

A pupil's RISE Profile:

- identifies their current stage of personal development
- informs adaptive provision and intervention
- supports ambitious but realistic target setting
- enables staff to track progress over time
- ensures a consistent whole-school approach to SEMH development

RISE is structured around four key domains:

- Relationships – interaction, empathy, teamwork, and social understanding
- Independence – learning behaviours, self-regulation, self-care, and decision-making
- Social Influences – contextual factors affecting engagement, safety, and life chances
- Empowerment – confidence, pupil voice, leadership, and positive influence

These domains provide a holistic view of each pupil and reflect the school's commitment to:

- personal development
- preparation for adulthood
- British Values
- safeguarding and risk reduction
- anti-bullying and positive relationships

This policy ensures that RISE is:

- implemented with fidelity
- moderated for accuracy and consistency
- used to inform provision and strategic decision-making

2.0 Implementation

Baseline Assessment

All pupils receive a baseline RISE assessment within the first 10 weeks of joining Greenfields Academy.

This is:

- led by the Wellbeing Team
- informed by the EHCP, professional reports, and transition information
- based on observed presentation over time rather than single-point judgement
- moderated by SLT to ensure consistency and accuracy

Review Cycle

RISE profiles are formally reviewed every 10 weeks.

Reviews include:

- multi-disciplinary evidence
- progress against individual starting points
- strand-by-strand moderation
- identification of emerging needs or reduced risk

An early review may be triggered by:

- significant change in presentation
- safeguarding concerns
- reintegration from absence or alternative provision
- rapid progress

The RISE Profile

Each pupil is assigned a RISE Profile (Yellow → Green) which:

- reflects their current SEMH development
- informs provision and intervention
- supports curriculum pathway decisions
- guides behaviour support strategies
- shapes adaptive teaching and success criteria

Use in Teaching and Learning

RISE stages support staff to differentiate outcomes:

Yellow	(Engagement/Attendance)
Orange	All pupils will...
Blue	Most pupils will...
Purple	Some pupils will...
Green	Few pupils will...

This ensures:

- ambitious expectations for all
- personalised pathways
- recognition of small-step progress

RISE and EHCP Processes

RISE directly supports statutory processes by:

- providing clear evidence for Annual Reviews
- demonstrating progress in SEMH outcomes
- identifying when provision needs to change

A RISE profile may:

- trigger an Emergency Annual Review where needs significantly increase
- inform placement decisions where needs fall outside the school's designation
- ❖ RISE stages are used by staff only and are not shared with pupils to avoid labelling.
- ❖ Pupil voice is gathered through strengths-based target setting and review processes.
- ❖ There is no expectation to make progress against the RISE descriptors, they are for use as a profiling tool.

3.0 Impact

The RISE framework is designed to secure measurable improvements in personal development, engagement, and long-term outcomes.

Through consistent implementation it leads to:

For Pupils

- improved emotional regulation and wellbeing
- stronger, safer relationships
- increased independence and readiness for adulthood
- greater engagement in learning
- reduced risk and vulnerability
- development of confidence, agency, and leadership

For Staff

- a shared language for SEMH development
- precise identification of need
- targeted and effective intervention
- consistent expectations across the school
- improved quality of adaptive teaching

For the School

- robust tracking of SEMH progress over time
- clear links between provision and outcomes
- strengthened safeguarding and risk management
- evidence-informed decision making
- demonstrable impact for inspection and commissioning

Quality and Progress Measures

- Pupils make expected or better progress relative to their RISE starting point
- Personal development is consistently good or better
- Provision pathways are appropriately matched to need

4.0 Review

Date Written: June 2022

Last Reviewed: February 2026

Next Review Date: September 2026

END