

What does it look and feel like to be a pupil in our school in the context of PE and sport?

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1 minute mind map

Take a moment to think about what it must feel like to be a pupil in your school currently. What would their day involve? What do they experience in and between lessons?

Now consider this for a SEND pupil, a pupil accessing pupil premium, children from ethnically diverse communities, a looked after child, or gypsy,roma, traveller children.

Next- think about how do you know this is their experience?



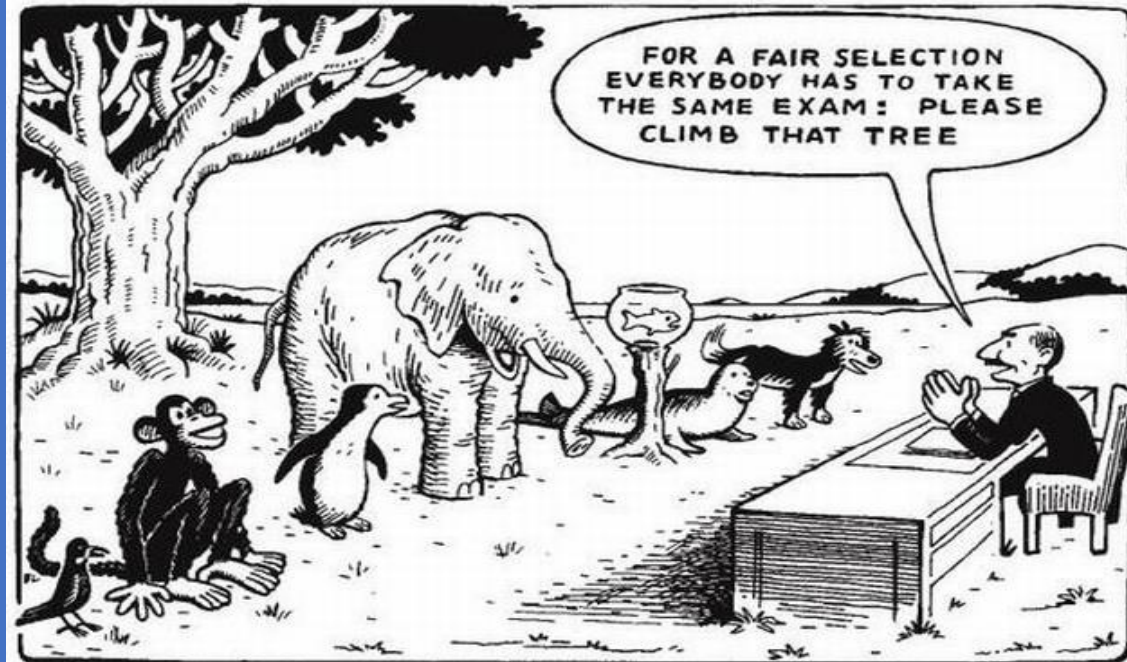
Our journey through this session will help us consider:

1. Why its important to reflect on the question 'what does it feel like to be a pupil in our school?'
2. The impact this has in the context of PE and school sport
3. Questions we can ask of ourselves and others
4. How other schools and practitioners work in their settings to achieve a fully inclusive culture.

Why is inclusion important?

- UN Rights of the Child- articles 38 and 31 (the right to an inclusive education and the right to play)
- Legal and statutory responsibilities
- Mission critical
 - Inspiring
 - Accessible
 - Meaningful

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”



Inclusion and a sense of belonging



Inclusion is a verb

UNKNOWN

Illustration I: 'I belong here'



Riley, Coates, Allen, 2020: The Art of Possibilities

How do we know our pupils feel included?



Every generation has their own experience of what it is to be young –
we must listen to our young people now, as only they have the lived experience of being young during this challenging time.

DR NIAMH MOURTON

Reflect:

1. We reflected at the start of this session on pupil experience and inclusion.
2. We need to understand how we came up with these reflections and how we can find out if we are correct in our thinking.
3. Let's ask!

Inclusive Youth Voice

1. Who are you actively listening to?
2. How can you find out pupils' thoughts and feelings?
3. What is the environment like in your school?
4. How can you engage young people not just in consultation, but co-design?



Chateez Cards - Chateez emoji cards can be utilised for ice breaker activities and to start conversations. This can encourage students who are nervous and can create a sense of individual ownership, within the session. Chateez cards can be used in a range of ways. Please separate handout for ideas.



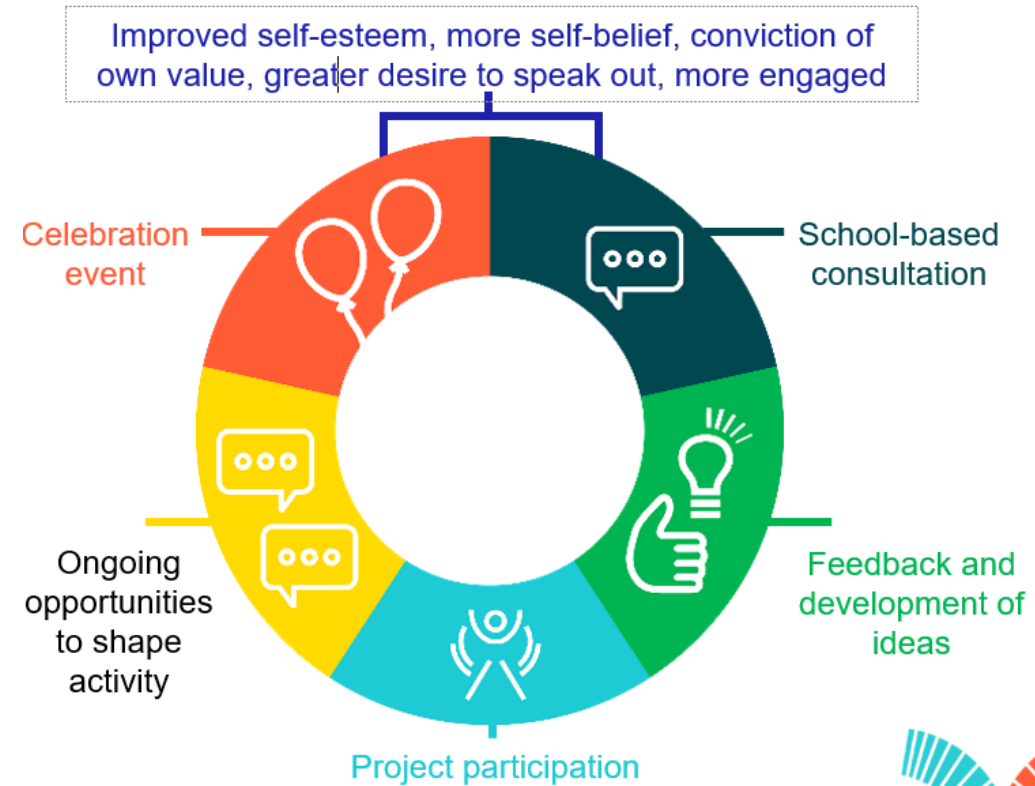
Ladder of Youth Participation (New Economics Foundation)



Figure 3. The New Economics Foundation's 'Ladder of Participation'
Ref. McMillan, 2019.

A worked example:

Engaging autistic girls



To engage our girls, we must ask them what works for them, how would they like to be supported at school" **FRISWELL 2019**

Resources

- Inclusive Health Check
- Whole School SEND Review Guides

Whole School SEND Review

Our review guides and reflection frameworks have been created and trialled by experienced school-based professionals and specialists to support school improvement for SEND. They guide the user through an evaluation process to identify areas of strength and areas for development. They can be used for self-reflection, in a peer – to – peer review model or by external reviewers. Professionals in all types of school can use these materials, including mainstream, special, AP or independent. All guides can be used in collaboration with families and pupils and we advise that these stakeholders are included in any structured review activity.

All guides are free to download and available in both PDF format and a white label editable word version.



Turning insight into action....

1. Physical environment

- Audit of current experiences in school- ie sensory needs?
- Consider the concept of Sport Sanctuaries for pupils in your school.

The intent of this mini-guide is to explore further the innovation of 'sport sanctuaries' following on from the Think Place ["Sport Sanctuaries: does your school have one?"](#) published in November 2020. The piece has inspired schools to come forward and share their thinking around the concept, and the impact they have for children and young people.

The guide showcases examples of outstanding practice when it comes to sport sanctuaries, and it is hoped they provide a useful starting point for other educators and interested parties.

Why Sport Sanctuaries?

Every child and young person will have had their own unique, personal, lived-in experiences during the Covid-19 pandemic. All will have experienced losses to their routines, structures, friendships, opportunities and freedoms. The result is that as pupils return to schools, they may arrive not feeling safe or secure. An anxious child 'is not in a place to learn effectively' (Carpenter 2020).

Cited [public health evidence](#) highlighted the 'mental distress' and erosion of mental health in our children and young people. We therefore have to find ways that enable children and young people themselves to self-regulate their mood and re-build their resilience. Physical activity, for all of its well-known benefits, offers this at all levels for all learners.

As pupils adjust to being back in school following the Covid-19 pandemic, educators may need to provide additional support for their pupils not least more opportunities to be active, outdoors, reconnecting and rebuilding their learning confidence.

Through the co-construction of a sanctuary within school between pupil and educator, effective strategies focusing on activities and sensory processing can be designed. This will result in happier, healthier young people who are engaged and ready to learn.



Physical activity is crucial to the way we think and feel... it can be the cue for the building blocks of learning in the brain, it affects mood, anxiety and attention, and guards against stress

JOHN J RATEY
HARVARD UNIVERSITY

What is a Sports Sanctuary?



The Oxford Dictionary provides the definition of a sanctuary as 'a safe space'. When we consider this against the biophilia hypothesis, and how biophilic experiences can reduce stress, improve cognitive function, and enhance mood and creativity, we can start to see how spaces of sanctuary, or indeed exploring this through the lens of sport and physical activity, we can increase our overall health and wellbeing, as well as productivity.

Overlay this with the outcomes that sport provides and the association between being physically active and academic attainment and attention, and there is something here for schools to consider.

Schools that have explored the concept of Sport Sanctuaries in their school shared theirs and their pupils' thoughts around the question 'what does the word sanctuary mean to you?' From the responses highlighted (below) these demonstrate the importance of adopting an individualised approach, whereby young people can identify what would make their sanctuary unique for them.

This may be in the form of a physical space, or indeed an actual activity that creates the sorts of feelings they need for their own wellbeing, engagement and readiness to learn.

It is vital that educators consider the school environment when rebuilding young people's confidence as learners.

Haven Safe Recovery

Routine Nurture

Calm Peaceful

Happy Safety

Simply defined, Sport Sanctuaries are places or activities that are intentionally designed to use physical movement as a way of calming, replenishing or retooling the senses, generating positive engagement and wellbeing. As educators you will be interested in the question 'how does this child learn?' and Sport Sanctuaries are a fantastic way of providing safe spaces, intentional movement activities and an approach to consider when stimulating or retaining pupil engagement in your lessons.



Turning insight into action....

2. Language and communications



Turning insight into action....

3. Inclusive Leadership



They are Leaders of Place: Their leadership is contextual and community orientated, finely tuned to the needs of the neighbourhood

RILEY, K (2013)
LEADERSHIP OF PLACE



Turning insight into action....

4. Engaging with families

- Think about different ways to communicate
- Initiate communication for positive reasons
- Engage families in culturally relevant activities



Resources list

- Inclusive Youth Voice Toolkit:
<https://www.youthsporttrust.org/resources/inclusion/youth-voice-toolkit>
- Supporting girls with autism:
<https://www.youthsporttrust.org/resources/inclusion/supporting-girls-with-autism>
- Supporting Ukrainian pupils through sport <https://www.youthsporttrust.org/non-hidden-pages/supporting-students-from-ukraine-in-school-sport-and-pe>
- Inclusive Health Check www.yourschoolgames.com (on your dashboard)
- Whole School SEND Reviews (governance, MAT, Early Years, Primary, Secondary)
<https://www.wholeschoolsend.org.uk/page/wss-review-guides>
- Move Like Me <https://www.youthsporttrust.org/news-insight/blogs/move-like-me>

A young girl with dark hair in a ponytail, wearing a white tank top with orange and green patterns and green shorts, is running barefoot on a green mat. The background is a blurred indoor setting with a white chair and a rug. The text 'Unstoppable energy' is overlaid on the right side. There are decorative elements: a cyan line at the top right, a fan of cyan and orange triangles on the left, and a cyan and orange checkered pattern at the bottom left.

Unstoppable energy