

# Black Country Virtual Education Programme

## 26<sup>th</sup> May 2021

### Sport Sanctuaries



# Housekeeping

- Please keep your video off and your microphone on mute throughout the session, unless you are asked otherwise by the host.
- This session will be recorded to enable people who couldn't attend to watch at a later date.
- The chat feature is turned on and will be monitored by the ABC team.
- If we don't get round to answering all your questions today, you will receive a response to your question via email following the event.

# Housekeeping

- The booking link is still open for the remaining sessions. If you would like to attend please book on so we can send you the joining instructions.
- We will be promoting the session on twitter, so if you would like to share your thoughts, please tag in **@bcbeactive** and use **#BCPEConf** with your posts.

## Remaining Sessions

### Session 6

Thursday 27th May

3:45pm – 4:45pm

**Using the power of Sport and Activity to support emotional and mental health**

### Session 7

Monday 7th June

3:30pm – 4:30pm

**School Games and National School Sport Week**

### Closing Keynote

Tuesday 8th June

3:30pm – 5:00pm

**Building Mental Well Being; from Reconnection to Recovery**

Booking Link:  
**[bit.ly/PEconf21](https://bit.ly/PEconf21)**

Booking Link:  
**[bit.ly/PEconf21](https://bit.ly/PEconf21)**



**YOUTH  
SPORT  
TRUST**

 [www.youthsporttrust.org](http://www.youthsporttrust.org) | [@YouthSportTrust](https://twitter.com/YouthSportTrust)



# Can sport sanctuaries in schools help young people recover from the impact of a pandemic?

Vicci Wells, National Lead for Targeted Interventions



# Close your eyes....

Imagine a classroom in a school that bombards you from every angle with new and changing sensory information that you couldn't process....

- the change in desk layout

**Imagine having to hold all this in having to concentrate, trying to focus, remain engaged, and attempt to follow instructions from your teacher.**

or ability to verbalise these thoughts; the worry of passing COVID onto your elderly grandparents, having to take on additional care responsibilities for younger siblings, or catching the virus yourself, or if home isn't a safe space for you, the thought that school may close once again and you find yourselves 'locked in' as opposed to locked down (as one pupil described it to me).





# Outcomes

1. To **raise** awareness of the concept 'Sport Sanctuaries'
2. To **challenge** our own thinking around what young people need
3. To **apply** practical strategies and reflect on possibilities

To consider the question 'where is the sport sanctuary in my school?'

# What do we know?

“Older children have lost stamina in their reading and writing, some have lost physical fitness, others show signs of mental distress, including an increase in eating disorders and self-harm”

- **Mental distress**
- **Fatigue**
- **Loss of physical stamina**

**Ofsted Annual  
Report 2019/20**

**National SENCO  
Workload Survey.**

Press release

**Ofsted: Children hardest hit by COVID-19 pandemic are regressing in basic skills and learning**

Ofsted has today published its second report on the effects of the COVID-19 (coronavirus) pandemic across the sectors it inspects and regulates.

# Angry that their world has been turned upside down\*

(Kennedy, R June 2020)

• The learning of children with anxiety and trauma is often: **frail, fragile and fragmented** (Carpenter 2020).

## • Losses-

- Friendship
- Freedom
- Structure
- Opportunity
- Routine

• Endorphins!



# Children who have thrived during this time- what will it look like for them?

David has autism and has been unhappy in his secondary school where he has felt friendless and bullied. He feels happiest when on his computer and he has thrived on online learning. He enjoys the routine and not feeling different. He is never embarrassed online and he can interact with his teachers in ways that he can control.

## 'The re-engaged'

Jaydon finds learning in large classes difficult and often acts the 'class clown' as a way of masking his difficulties. Prior to the lockdown he was at risk of permanent exclusion due to persistent disruptive behaviour. However, during the lockdown, Jaydon as one of only a handful of students in school has enjoyed the small group working and the one-to-one support he has received. His behaviour and relationships with his teachers have improved, and he has a much more positive view of education. He does not want school to return to normal.

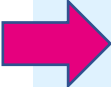


# What does this look like for your school?

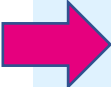
**Lever 1: Relationships** – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

**Lever 2: Community** – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

**Lever 3: Transparent Curriculum** – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.



**Lever 4: Metacognition** – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.



**Lever 5: Space** – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

# What does the word sanctuary mean to you?



# Let's spark a conversation...



# Sport Sanctuary....



A place or activity intentionally designed to use physical movement as a way of calming, replenishing or awakening the senses, generating positive engagement and wellbeing

VICTORIA WELLS 2021



# How could a Sport Sanctuary support pupils?

New neural pathways=  
Learning pathways!

New activity!

What are you planning to  
teach in coming terms?



# Examples in practice

**Riverside School, Co.Antrim, Northern Ireland** Their sports sanctuary has green space, trees and the relaxing sounds of nature and encompasses individual and group activities with opportunities to learn new skills.

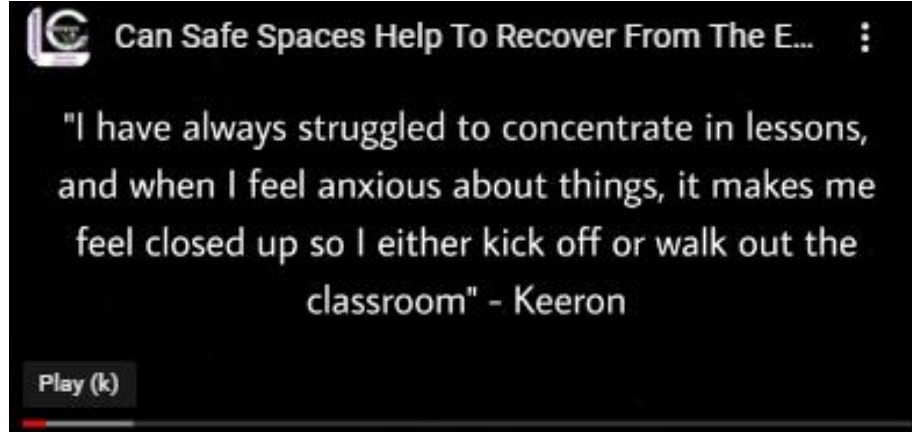
**Clare Mount Specialist Sports College, Wirral, Merseyside-** menu of activities designed in 5-minute bursts and chosen by pupils that stimulate vestibular or proprioceptive senses

**Lawnswood Campus (Alternative Provision), Wolverhampton-**dedicated sport sanctuaries drawing upon interests, such as boxing.

**Baxter College, Worcestershire (Secondary Mainstream)** Lunch 'astro time' creates the space for pupils to be physically active outdoors.



# Examples in practice



# The approach

**Make Aware** Help young people to identify what their sanctuary is- is it a place? Is it an activity? Is it a feeling?

**Practice** Give young people opportunities to practice, rehearse, discuss, plan and reflect

**Apply with Support** Give young people opportunities to apply skills with support from you (*scaffolding learning*)

**Encourage Independent Use** self pace and self regulate. Whose learning is it anyway?



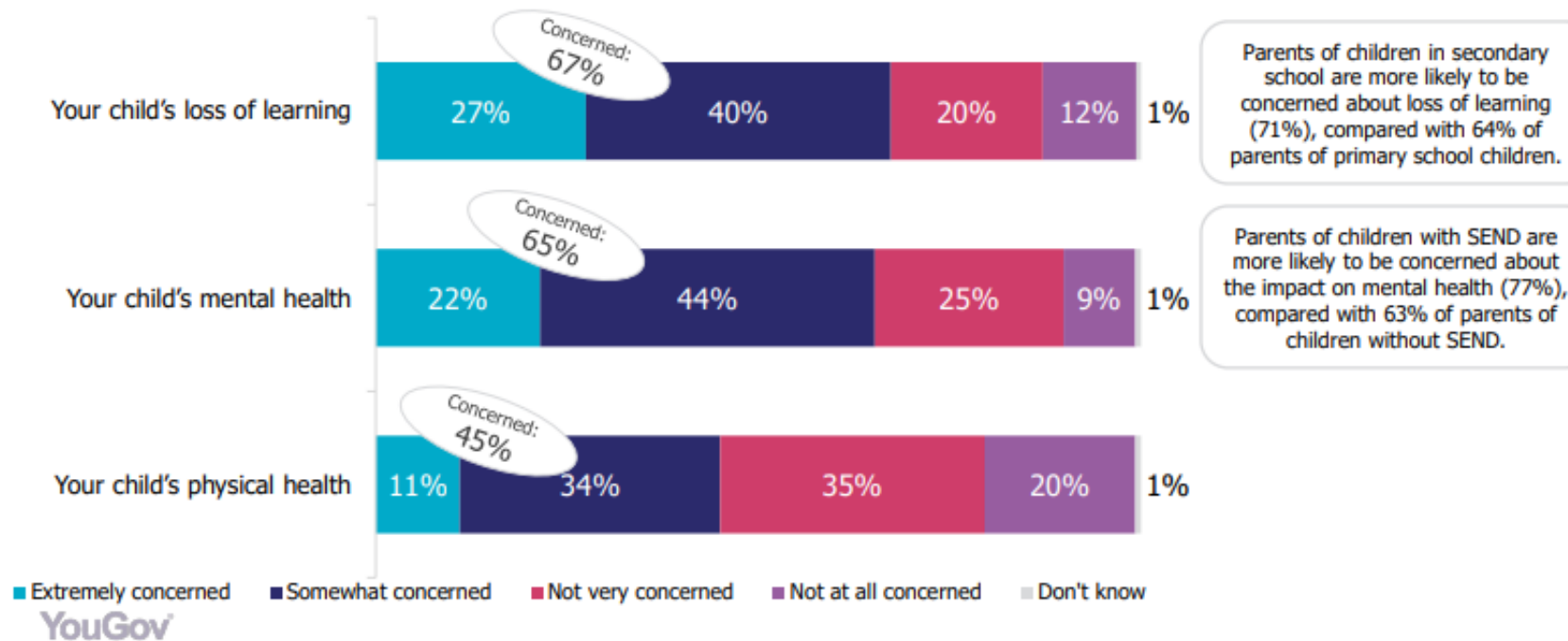
# Parent/Carer priorities

- The most important factor for parents when deciding on a secondary school was the **wellbeing of pupils** (65%).
- The most important factor for parents when choosing a primary school was location (68%) followed by **wellbeing** (63%)
- Two out of three parents agreed or strongly agreed they would like to see **more information** on what schools were doing to support wellbeing of pupils.
- 58% of parents agreed wellbeing was likely to be better in **schools which prioritised sport, Physical Education and physical activity.**



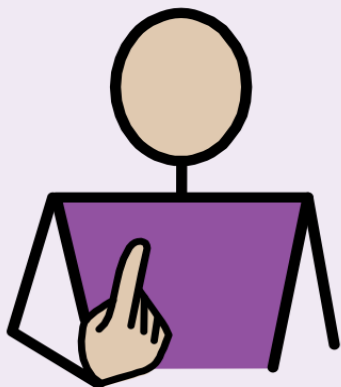
# Close to two thirds report concern over the impact of COVID-19 on their child's loss of learning and their mental health.

## Concern of COVID-19's impact



# What else can I access?

ALL ABOUT AUTISM,  
ALL ABOUT ME

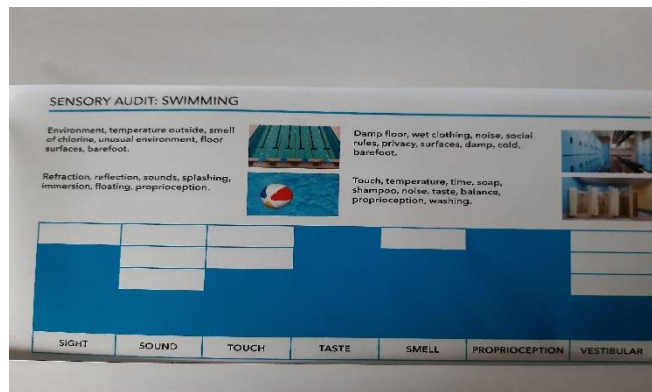


SHARING STRATEGIES TO MAKE  
PHYSICAL EDUCATION AND SPORT  
ACCESSIBLE FOR ALL

**All About Autism, All About Me** – a guide to support PE delivery; booklet plus e-learning 3 modules;

<https://www.youthsporttrust.org/all-about-autism-all-about-me>

## Sport Sanctuaries- a Mini Guide



## 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 individualized 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** **Nature**  
**Freedom** **Calm** **Peaceful**  
**Calm Safety**  
**Happy**

# What else can I access?

## Podcasts

<https://www.youthsporttrust.org/yst-podcast>

<https://www.evidenceforlearning.net/recoverycurriculum/>

## Think Pieces- the role of sport sanctuaries

<https://barrycarpentereducation.com/2020/11/16/sport-sanctuaries-does-your-school-have-one/>

@youthsporttrust

@vawells1





“What is the best response to global epidemic of physical and mental problems among children?

At this point in history, we need creativity, care and compassion on a scale that we have never witnessed before.”



# Where is the sport sanctuary in your school?



Coronavirus  
Support *Live*

@YouthSportTrust



## Remaining Sessions

### Session 6

Thursday 27th May

3:45pm – 4:45pm

**Using the power of Sport and Activity to support emotional and mental health**

### Session 7

Monday 7th June

3:30pm – 4:30pm

**School Games and National School Sport Week**

### Closing Keynote

Tuesday 8th June

3:30pm – 5:00pm

**Building Mental Well Being; from Reconnection to Recovery**

Booking Link:  
**[bit.ly/PEconf21](https://bit.ly/PEconf21)**

Booking Link:  
**[bit.ly/PEconf21](https://bit.ly/PEconf21)**

Thank you for attending.

All slides and links to all the recordings will be available at [www.activeblackcountry.co.uk](http://www.activeblackcountry.co.uk) shortly.