



Coronavirus Support *Live*

22-25 February 2021



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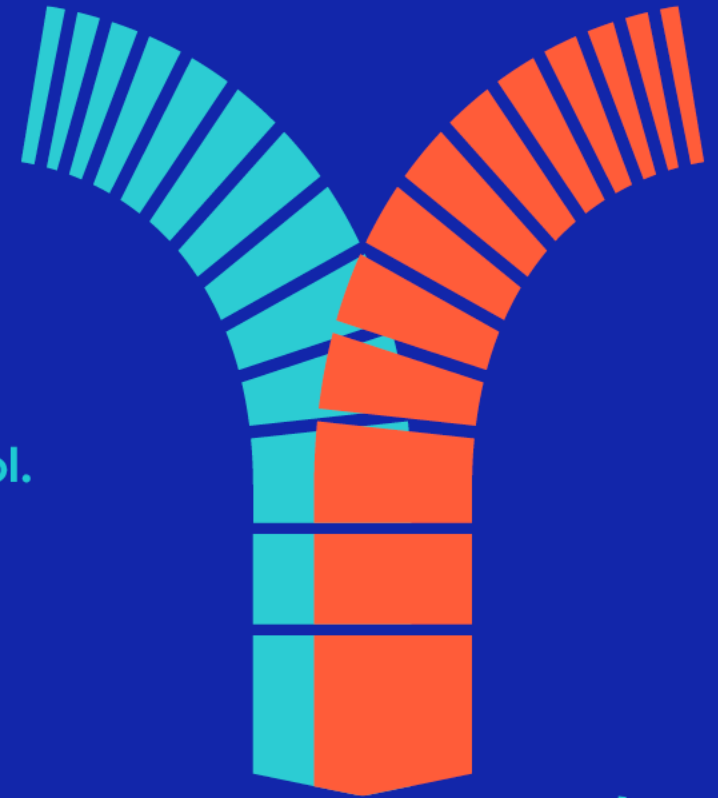
COMPETITION

A huge thank you to our sponsor



Every £50 you spend with Decathlon will put you in with a chance of winning another £500 worth of sports equipment for your school.

Decathlon will make additional donations to YST once we hit an agreed target – so every £ you spend on kit and equipment will help to raise crucial funds for YST as we start to recover from the coronavirus pandemic.



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

Vicci Wells- Youth Sport Trust

Nathan Nwenwu- Lead Teacher of PE, Lawnswood Campus



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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).



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!



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?'



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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.



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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.



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.**

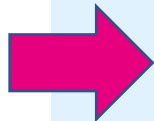


What does this look like for your school?

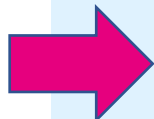
Lever 1: Relationships – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort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



How could a sport sanctuary support pupils?

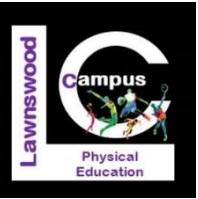
New neural pathways=
Learning pathways!

New activity!

What are you planning to
teach in the summer term?



Our Students (At a glance)



The Orchard Centre Pupils

Age range: KS3 and KS4

Needs: SEMH

Specialist support: SEN support and EHCP, outside agencies.



The Braybrook Centre Pupils

Age range: KS3

Needs: Social and Behavioural

Specialist support: permanent exclusions, early intervention from exclusion, outside agencies.



The Nightingale Centre Pupils

Age range: Primary – Secondary (All)

Needs: Medical and Mental Health

Specialist support: Short stay school, Hospital school provision, outside agency collaboration.



The Midpoint Centre Pupils

Age range: KS4

Needs: Social and Behavioural

Specialist support: permanent exclusions, early intervention from exclusion, outside agencies.



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Examples in practice

- **Lever 1: Relationships** All pupils are in one way or another, categorised as “vulnerable” and so we have kept strong relationship with those who have opted to keep attending; as well as with families in our community,
- **Lever 2: Community** –We continue to work alongside an array of external agencies and providers to ensure that pupils have the support which they need in terms of; social, economic, educational and social development.
- **Lever 3: Transparent curriculum** –Pupils are always given the opportunity to track their own development, as we believe it is important to share their development due to the fact that it is their future upon which they invest.
- **Lever 4: Metacognition** - Globally, the pandemic has had massive impacts on the way in which pupils learn, Globally, the pandemic has had massive impacts on the way in which pupils learn, and we have introduced the ‘My Personal Best’ PRU Pilot to help with this (Lifeskills My PB PRU).
- **Lever 5: Space** -
 - Enrichment activities (Boxing, Gaming, Golf, Biking, Walking, Multi-sport,
 - Art, Drama, Cooking, Technology)
 - Behavioural interventions (Fitness, Boxing, Football, Dance etc.)
 - Nurture spaces (Quiet rooms, film clubs, reading clubs, STEM etc.)
 - Outdoor areas (forest schools, well-being walks etc.)



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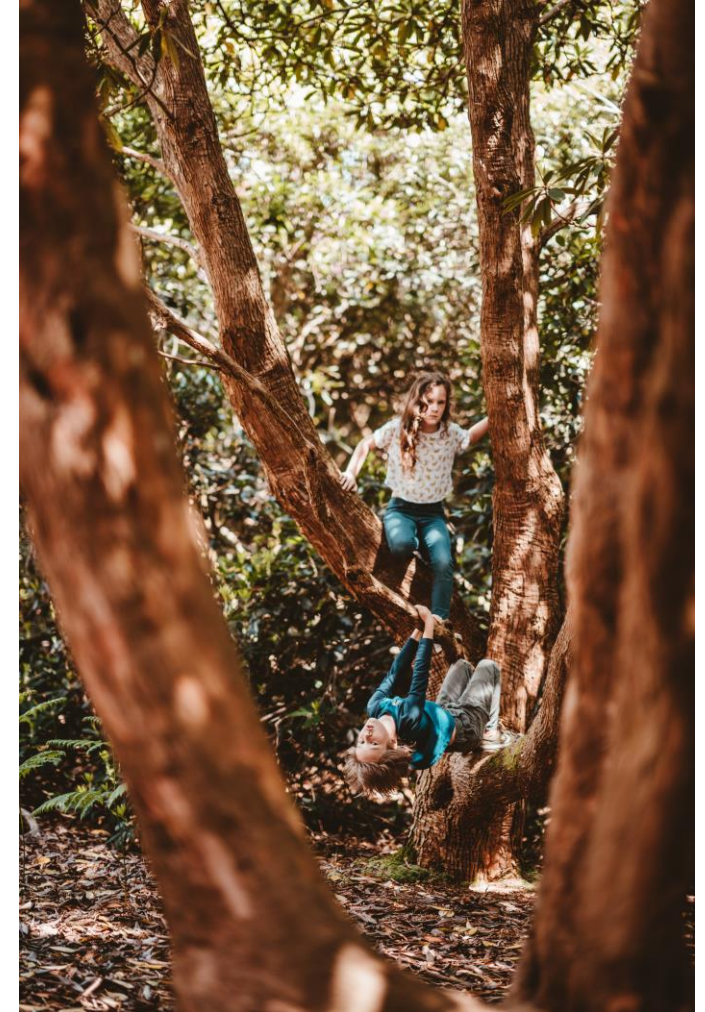
The approach

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

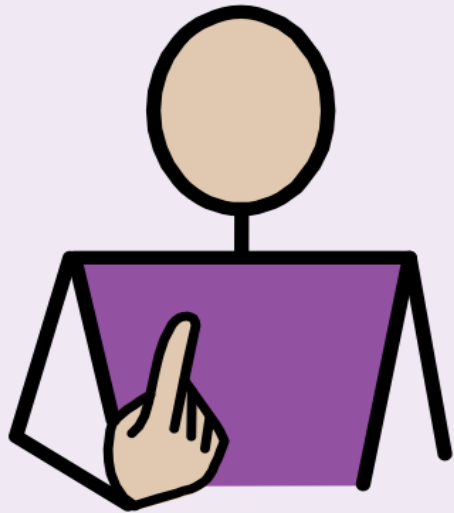
Apply with Support Give young people opportunities to apply skills with support from you (*scaffolding learning*)

Encourage Independent Use self pace and self regulate. Who's learning is it anyway?



What else can I access?

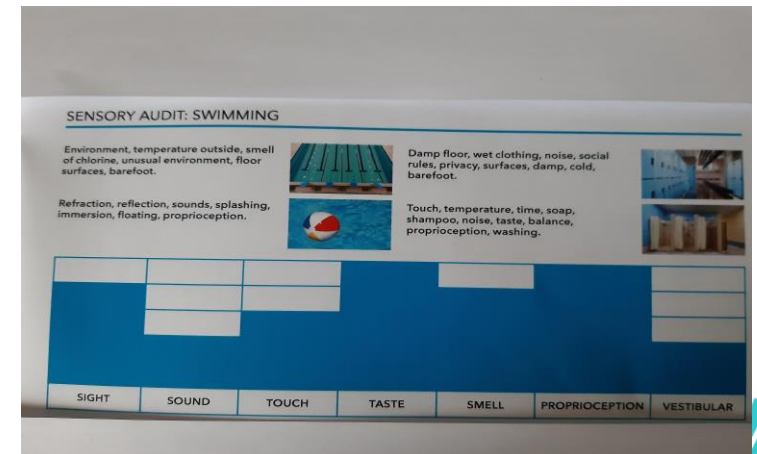
ALL ABOUT AUTISM,
ALL ABOUT ME



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; 1 year free access

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



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

@Chateezy

@vawells1

@lawnswood_pe



May 2021- Virtual CPD week

National School Sport Week 19-25th June 2021

www.youthsporttrust.org



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“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?



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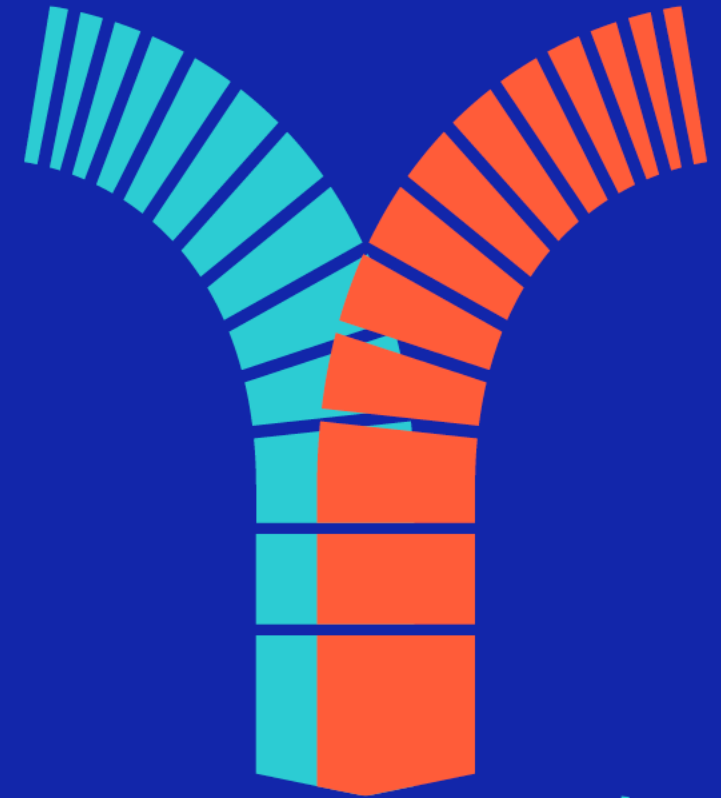


We hope you have enjoyed today's free to access webinar.

If you would like to make a donation to help support the ongoing work of the charity, please visit:

www.youthsporttrust.org
and click

DONATE ➔



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THANK YOU



It has been remarkable and inspirational to see the way that the teaching profession and all those working to support young people have stepped up in our time of national crisis and challenge. The nation owes all of you a deep debt of gratitude. Never has it been clearer how fundamentally important is physical activity and education to the positive development of every young person. The fact that you have managed, often very creatively, to encourage and enable that in a time of national lockdown has been remarkable.

Thank you

STEPHEN MUNDAY CBE
CEO, THE CAM ACADEMY TRUST



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