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PE Leader Webinar: Behaviour and Belonging

Summary for PE Leaders

PE, school sport and physical activity can help every pupil feel seen, heard and included. This webinar explores how schools can remove everyday barriers, listen to pupils and use targeted opportunities to strengthen belonging, engagement and behaviour.

Key messages for leaders

- Protect inclusive PE and varied opportunities for all pupils, removing barriers such as kit, changing and overwhelming spaces.
- Listen to pupils who participate least, including pupils with SEND and those experiencing behavioural difficulties.
- Develop confidence, relationships, teamwork and leadership alongside physical skills.
- Use individual knowledge to tailor movement, play and enrichment that support regulation and connection.
- Join up PE, pastoral and SEND teams; review participation, attendance, behaviour and pupil experience

St Katharines CE Primary School

Emma Burton and Mike Burke described a two-form-entry school where wellbeing, movement and play are embedded in daily life. Its "find your thing" approach helps pupils and staff discover activities in which they can thrive.

- Protects at least two hours of PE, adapting teaching to pupils' progress.
- Uses a "head, heart and hands" approach and dance to build confidence and challenge stereotypes.
- Offers Sports Sanctuaries for regulation, pupil leadership and the "Superstars" young carers group.

Impact: The school reported strong behaviour, attendance and attainment, including examples of previously frequently absent pupils reaching 95–97% attendance.

Key tags

Belonging; inclusive PE; pupil voice; SEND; behaviour; attendance; regulation; enrichment.

> As a school, we do believe when people thrive, schools flourish.

EMMA BURTON, DEPUTY HEADTEACHER, ST KATHARINES CE SCHOOL

> It is two hours minimum PE, its non negotiable because we believe in the power of PE and not just the power of PE as a token gesture.

MIKE BURKE, PE LEAD, ST KATHARINES CE SCHOOL

Stratford upon Avon School

Guy Wnuk described a comprehensive school of around 2,000 pupils. Its "find your tribe" approach aims to build enjoyment, connection and participation through a broad range of activities.

• Active uniform allows pupils to arrive in PE kit, reducing changing-room barriers.
• Mixed-gender PE and a shared curriculum challenge stereotypes and build relationships.
• A SEND lunchtime club was co-designed with pupils to offer a calmer, more flexible environment.
• Pupils accessing the school's behaviour intervention retain their full two-hour weekly PE entitlement and help shape the planning and organisation of their provision.
• "Sports Watch" links school-team participation with behaviour monitoring and support.

How can schools put this into practice:

- Co-design targeted provision with pupils and pastoral or SEND colleagues.
- Ask less-active pupils what helps them feel included and what gets in the way.
- Make one manageable universal change to kit, routines or activity choice.
- Review pupil feedback alongside participation, attendance and behaviour; explain what has changed.

Impact

Stratford upon Avon School reported improved PE participation, more girls attending extracurricular clubs and individual improvements monitored through Sports Watch.

Leadership takeaway: Protect inclusive provision for everyone, then use pupil voice and school-wide collaboration to shape additional support.

> Mixed gender PE lessons is tackling stereotypes in certain sports and it allows me to have a specialist approach. We dont own a group, including at GCSE, we are a team and the person best suited to teach students at that time will teach them.
>
> **GUY WNUK, HEAD OF PE, STRATFORD UPON AVON SCHOOL**

Questions for leaders

- Who feels PE is for them?
- Whose voice is missing?
- Which routines create barriers?
- How will we know that belonging is improving?