




**CLEVELAND**  
SCHOOL SPORT PARTNERSHIP

# From Runaway to Leader

How a 60 active minutes workshop helped to improve behaviour across the whole school

**School Games Outcome 1:** To maintain and grow...  
delivery of 60 active minutes. 

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# BACKGROUND

Errington Primary school is located in Maske-by-the-Sea, and was classified as a Good school by Ofsted at its last inspection in 2016. It caters for around 240 pupils, of which 22.9% are eligible for free school meals. It is a member of the Tees Valley Collaborative Trust and has children from 3-11 years old.

Sarah Rule is the Headteacher and started in September 2021, during the Covid pandemic. Sarah previously took on leadership roles in PE and is keen for children to be physically active.

Alan Fishpool is the PE Subject Leader and has a background in Outdoor & Adventurous Activities.

Sarah is a voluntary member of the School Sport Partnership Steering Group, and Alan attends all Partnership PE Lead meetings. Both are highly supportive of the School Games and Sports Partnership.

After a recent meeting, Alan remarked that 'The 60 active minute workshop you delivered has been a game-changer for our school!'. I was quite taken aback because I had yet to have feedback from schools on the Active 60 Minute workshop I deliver to staff. On hearing this I asked if I could find out more and so arranged a meeting to investigate his claims in detail. What I found out was that Errington Primary School had not only put into practice some of the ideas I had given them, but they had embarked on a journey which has ultimately transformed play and lunch times, enthused and reinvigorated staff, and improved behaviour in and out of lessons. This is Billy's story....



# BILLY

Billy is in Year 5. Small for his age, he enjoys PE but struggles to cope with winning and losing. He is on the SEN register low ability and has a couple of close friends. Those friends are not always the best influence. He is unable to handle certain situations and rather than confront difficult decisions he runs away.

Billy finds the physicality of football a challenge as he doesn't have the stature for it. Football at lunchtimes is a big problem, particularly when the children organise themselves. Billy can often be seen arguing with his friends over decisions and is unable to handle the situation he often finds himself in. Staff have to intervene, and Billy is usually at the centre of the conflict.

When Billy is challenged by staff for his behaviour he runs. If the fence is not high enough or the gate left open, he would be over it, or through it, and off. Safeguarding is the main concern with Billy, keeping him on the school site and out of trouble, particularly at lunch times.



Lunch times have changed though, and Billy is now a Leader, a Mental Health Ambassador, and the other day he even found Mr Fishpool to tell him that a visitor had been and left the gate open, and that 'Mr Fishpool! You should close the gate in-case someone runs away from school!'

## BILLY HAS CHANGED

So what was it that has helped Billy transform from a Runaway to a Leader? The answer, is well informed staff who understand the 'why' and the 'how'. They understand the simple science behind **why** it is important for children to be active, and **how** they can work together to achieve a common goal.

**THE STAFF AT ERRINGTON PRIMARY SCHOOL FOUND OUT THE WHY  
AND WORKED ON THE HOW**

# WHY 60 ACTIVE MINUTES

Children should be active. As much as possible. The science proves it and research shows the benefits to both children and the school environment.

The Department of Health recommends that children between the ages of 5-18 should be active for 60 minutes a day as a minimum. Schools are responsible for 30 of those minutes. Children under 5 should be active for 120 minutes a day.

The Public Health England 2014 paper titled 'The link between pupil health and wellbeing and attainment' summarises the key evidence that highlights the link between health and wellbeing and educational attainment.

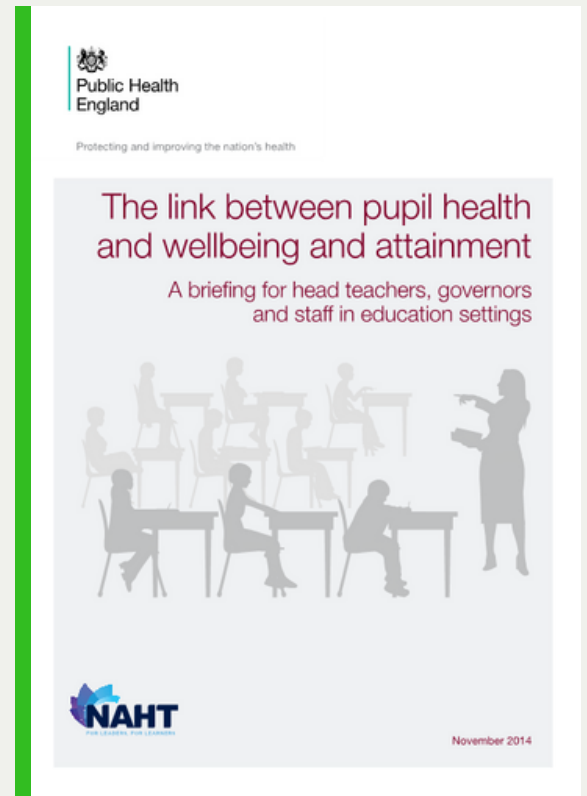
The key points from the research are:

- **Pupils with better health and wellbeing are likely to achieve better academically**
- **Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement**
- **The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn**
- **A positive association exists between academic attainment and physical activity levels of pupils**

Of the recommended 60 active minutes, **over half of children don't achieve it**, and yet physical activity is key to a healthy and successful life.

## **WHY IS PHYSICAL ACTIVITY THE KEY TO A HEALTHY AND SUCCESSFUL LIFE?**

The 'why' is the science behind how our bodies respond to being active and inactive. It is down to the Mitochondria in our cells and the Myokine protein.

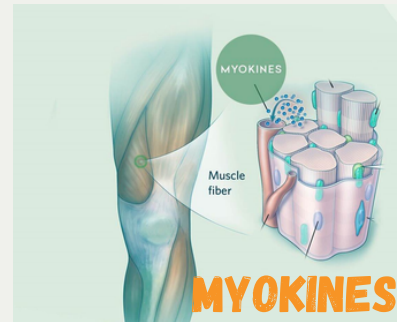


[www.gov.uk/government/publications/the-link-between-pupil-health-and-wellbeing-and-attainment](http://www.gov.uk/government/publications/the-link-between-pupil-health-and-wellbeing-and-attainment)

# MEET THE MIGHTY M&M'S



SCIEPRO/SCIENCE PHOTO LIBRARY//Getty Images

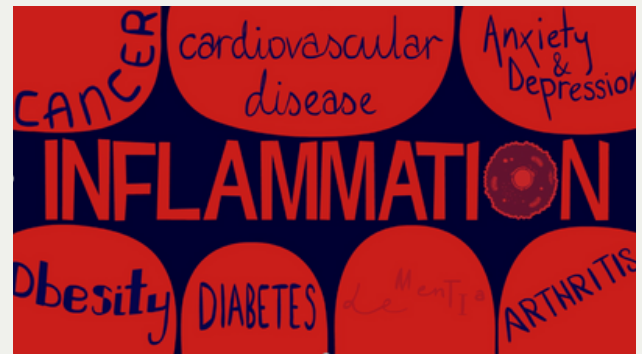


Julian Massler //Benefits of HIIT Strength Training

Mitochondria are the powerhouse of the the cells in our body and there are billions of them. Think of them as batteries, continuously charging up and waiting for activity. Left inactive for too long they become overcharged, causing inflammation in the cell.

This inflammation is thought to be the cause of many long-term diseases and inflammation can occur in children as young as six.

Physical activity releases Myokines into every cell. These proteins dampen inflammation which is why it is essential that children are active throughout the day.



YouTube: Power of an Active School//Youth Sport Trust

Exercise is good for the body and the brain. It connects more neurons which increases brain power, and the boost to the immune system lasts up to six hours.

An active school environment directly contributes to better behaviour and better results -

**33%** better scores.

**HEALTHIER, HAPPIER, BETTER BEHAVED AND MORE ENGAGED**

Extracts from: Dr William Bird//YST//Power of an Active School



# THE 60 ACTIVE MINUTES WORKSHOP

All schools are offered a one hour 60 Active Minutes workshop. Usually, a school books a one-hour slot to be delivered at a staff meeting. Perfect, for getting the message across to tired colleagues who want to go home. The course opens their eyes to the scale of the problem facing schools and reinforces what they already suspect. It also proves that being active for even a short amount of time wakes up their brain (there are practical examples). It is informative, engaging, eye-opening and fun. The 60 Active Minutes workshop includes:

## THE CURRENT PICTURE

The state of the Nation; how modern life, technology and pandemics are shaping children's lives and the effect on their health.

## WHY IT IS IMPORTANT TO BE ACTIVE

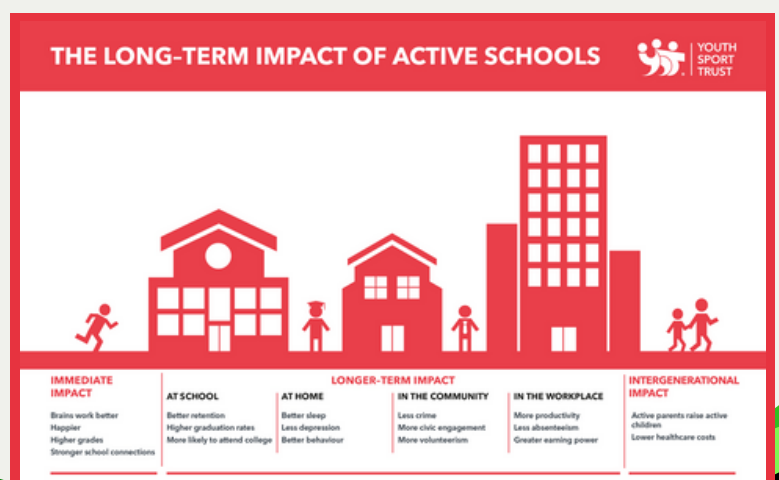
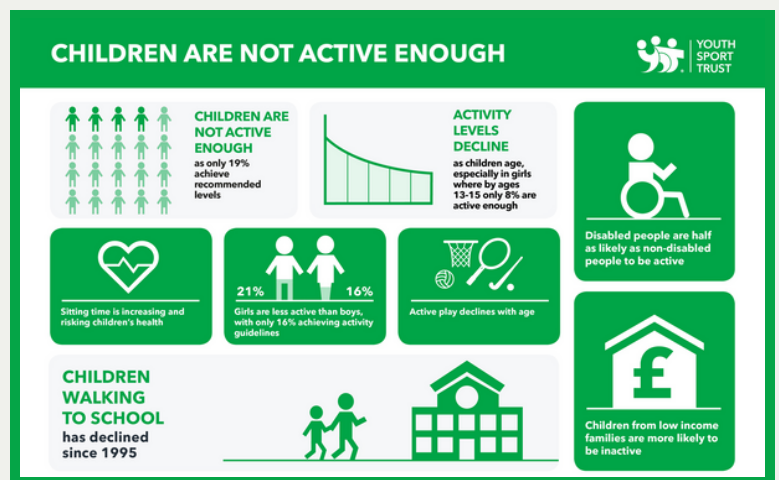
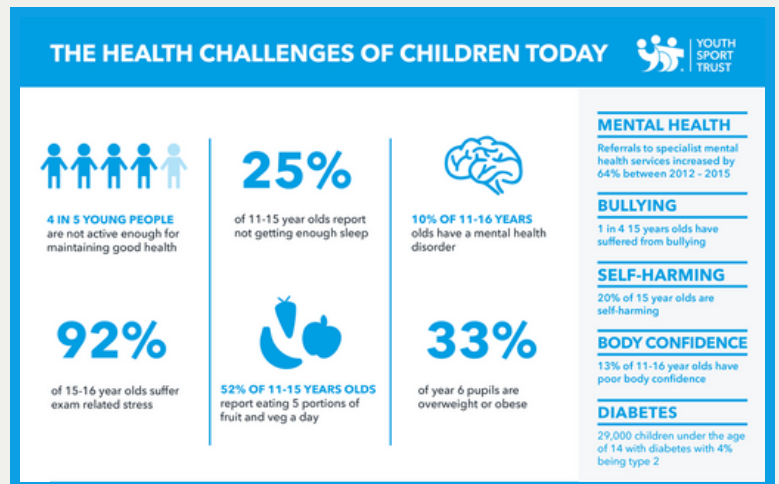
The science behind the 60 Active Minutes campaign. This allows staff to better understand the importance of being physically active.

## CURRENT GUIDELINES FOR CHILDREN & SCHOOLS

Evidence based guidelines from Public Health England, Department for Education, Youth Sport Trust, Sport England.

## PRACTICAL IDEAS

Ideas for activity in and out of the classroom to make an immediate impact to learning and behaviour - the game-changers





# WHAT NEXT

## **WHAT HAPPENED NEXT AT ERRINGTON PRIMARY SCHOOL CHANGED BILLY, FROM RUNNER TO LEADER.**

Alan, Errington's PE Subject Leader had CPD training on 60 Active Minutes at a Partnership Meeting and asked for the workshop to be delivered to staff at his school, with the intention of tackling behaviour. Behaviour is a priority on their School Improvement Plan. All teaching staff attended. The following points are why Errington Primary School successfully improved behaviour on the back of the 60 Active Minute workshop:

### **LEADERSHIP**

#### **1. THE HEADTEACHER ATTENDED THE 60 ACTIVE MINUTE WORKSHOP**

Sarah, the Headteacher at Errington Primary school attended the workshop with her staff. The workshop allows for discussion, and it was an opportunity for staff to unite in her passion for getting children active. Staff that attended the training were on-board, particularly after watching the YouTube video **Designed To Move** by [designedtomove.org](http://designedtomove.org). The video states that for the first time in history, parents will out-live their children by five years, due to the current health of our children compared to to them at the same age. It was the game-changer for many staff. The Headteacher and PE Subject Leader lead the change and took staff with them on that journey.

### **THE SCHOOL DAY**

#### **2. EXTENDING THE SCHOOL DAY**

The school day was extended by 15 minutes. This was done, not for more time in class, but to give a 15 minute playtime break for children to be active. The result is that more is achieved during lessons because the children are more alert in the afternoon and has prevented 'flagging', tired children. It wakes them up again.



### **CLASSROOMS**

#### **3. ACTIVITY IN LESSONS**

Staff understand why it is important to give children activity throughout the day, to release the Myokines that combat the Mitochondria over-charging. Staff immediately trialled different ideas from the 60 Active Minute workshop and over the summer term discovered other ideas from the internet and through trial and error, discovered what worked best for them and their children. On their return to school in September, active breaks were embedded in lessons. Staff are encouraged to use active breaks to suit their class, it is not timetabled into a lesson, and most staff can now gauge when children need an active break and identify natural pauses in lessons ideal for physical activity breaks. Active lessons are now taught more and activity is visibly noticeable when members of the SLT conduct learning walks and is identified in formal lesson observations.

## LUNCHTIMES

### 4. THE PE SUBJECT LEADER TRAINED OTHER STAFF

Alan, the PE Subject Leader, requested the workshop presentation and delivered it to the rest of the staff, from kitchen staff to lunchtime supervisors to cleaners. Everyone had the same message, understood why is important for children to be active and how they can do their part to help them achieve it.

### 5. LUNCHTIME SUPERVISORS

Having attended the workshop, staff were given a few ideas on what to do with the children at lunchtime to help them play and be active. The staff enjoyed remembering playground games they had played when they were younger and shared ideas. This made an immediate impact on the staff and with the children at lunchtimes. The school has requested a Lunchtime Supervisor Course to be delivered by the Partnership. Lunchtime Supervisor Training is now part of our Service Level Agreement with all schools.



### 6. INVESTMENT IN PLAYGROUND EQUIPMENT

It was noted that PE equipment was being used for lunchtime activity and the equipment was either being damaged through over-use or being used in a way that it was not designed for. Significant investment from the PE and Sport Premium funding into robust playtime equipment has made an immediate impact on both playtimes and PE. The PE equipment is in good order, and staff and children feel that their play time has been invested in.





# LUNCHTIMES

## 7. PLAYGROUND ZONING

Playtimes and lunchtimes are now structured. There are zones for different equipment and different activity. From a large chess board, where the pieces are quite heavy to encourage development in core strength, to skipping ropes and scooters. Key stage 1 have a set of balance bikes and equipment is cycled through the seasons so that the children do not get bored of the same equipment. There is variety. Traditional games such as 'What's the Time Mr Wolf' are also encouraged, particularly by the supervising staff.

Football has been banned on the MUGA and other team sports introduced, such as basketball and tennis. Football is only allowed on the field during the summer months.

Due to the variety of activity on offer, the engaged supervising staff and the Playground Leader team, when there is conflict, children are quickly sign-posted to an alternative activity, where there is always a friend to play with - a member of staff or a Playground Leader.



## LUNCHTIMES

### 8. PLAYGROUND LEADERS

Whilst Errington already had Playground Leaders trained and active, they heightened their presence and kudos and have made Playground Leaders a school focus. All team members are Year 6 students, have had training, wear a yellow tabard with Playground Leader written on the back, and an armband which is theirs to keep. The Leaders took part in other leadership opportunities, such as the Sports Partnership Skipping for Leaders event which gave them further ideas for playtime activity.

The team are introduced in assemblies for all children to see and meet, which breaks the ice before they meet on the playground. All Leaders have a defined role, and all activity is zoned on the playground. They have their own shed with equipment in which they are in charge of. This has also had an impact on staff as many were not aware of their role before.



## PHYSICAL EDUCATION

### 9. QUICK PE

The staff at Errington Primary School also looked at PE lessons and how they might impact children's daily physical activity.

Timetabling two hours of PE per week proved difficult in previous years so this year they have one hour as the designated PE lesson and have a 40 minute 'Quick PE' session.

During the Quick PE session staff develop the physical literacy skills taught in that week's PE lesson. It is Recall and Practise, and is proving to be a great way of getting children active and improving on their physical literacy - their motivation, confidence, competence, knowledge and understanding.



# IMPACT

The impact of the changes that staff have collectively made as a team have been positive for all involved and has certainly helped to improve behaviour in lessons and in the playground which was the one of the strands of the School Improvement Plan.

## IMPACT ON CHILDREN

- Lessons are more active, fun and engaging
- Structured play and lunchtimes
- Bigger friendship groups
- Socially more active
- More willing to engage in lessons
- More successful in class tasks
- Willingness to learn



## HEALTHIER, HAPPIER, BETTER BEHAVED AND MORE ENGAGED

## IMPACT ON STAFF

- Staff noticed that they were no longer spending time sorting silly behaviour in class
- Activity breaks during lessons and the afternoon 15-minute break has had a major impact in children's concentration levels, particularly in the afternoons
- The variety of activity on offer at lunchtimes has significantly impacted behaviour which has had a positive impact on the start to afternoon lessons
- Breaktimes are no longer stressful for duty staff
- SLT noticed a decrease in callouts which means even SLT get a break at times. Previously they would be called out every play and lunch time. Now it's once a week
- Disruption in classrooms has decreased, allowing for better teaching and learning and less stress for staff



# BILLY

This was Billy's story, how he changed from runner to Leader. In Year 5, small for his age, he enjoys PE but struggles to cope with winning and losing. He is on the SEN register, low ability and has a couple of close friends. Those friends are not always the best influence. He is unable to handle certain situations and rather than confront difficult decisions he runs away. There was the football incident. A disagreement was followed by Billy jumping the fence and leaving the school site.

Due to all the changes that the staff at Errington Primary School have made, it was possible to include Billy with the Year 6 Playground Leader Team. The structured lunchtimes have enabled Billy to take on the role as Welfare Officer, a Mental Health Ambassador, looking out for children on their own who need support and a friend to chat to. Billy is the only Y5 to join the Y6 Playground Leader Team. He no longer chooses to play football and is engaged in other ways, led by himself, not others. Billy is also more manageable and content in class. Less fidgety and more focussed.

And the Eureka moment - when Billy found Mr Fishpool in the playground to tell him that someone had left the gate open, and that he should lock it before someone runs away from school. Billy is now a leader.

Billy has changed.

He is now **HEALTHIER, HAPPIER, BETTER BEHAVED AND MORE ENGAGED**



*A special thank you to the staff and students at Errington Primary School who welcomed me into their school, listened, and make a positive difference to Children's lives, every day.*

*You are all superstars!*