

Agenda

Agenda for team meeting on 8/5/26 at 11am

Members in Attendance:

Abigail Jones - 2419040 -Deputy Head Teacher and ALNCo, chairperson.

Tylah Davies -2418805 - Nursery Lead – Health and Safety Officer

Asha Clements - 2416176- Year 2 teacher - Equality, Diversity and Inclusion lead (EDI)

Abbie Mottram -2405922- Year 1 Teacher/Pastoral Support Officer

Agenda for School meeting:

1. Discussing plan for recent starter in reception with suspected ALN (Abigail Jones)
2. Promoting Inclusive Practice and Removing Barriers to Learning (Asha Clements)
3. Behaviour incidents with the children, impacts to safety. (Tylah Davies)
4. Inclusive practice and pastoral support for a Year 1 pupil (Abbie Mottram)
5. Group discussion for plans when Asha goes on maternity leave

Script

Abigail: Good morning, everyone and thank you all for attending today's meeting. I appreciate your time and continued commitment to supporting our pupils and each other as a team.

I'll just briefly introduce myself; I'm the Deputy Headteacher here at Trinity St David's Primary School, and I also serve as the Additional Learning Needs Coordinator. My role involves overseeing the identification and support of pupils with additional learning needs, and working closely with staff, families and external agencies to ensure appropriate provision is in place, in line with the Additional Learning Needs Code for Wales 2021, which promotes a coordinated and person-centred approach.

I'd be grateful if you could all introduce yourselves and give a brief definition of your role within the school, beginning with Asha -

ASHA: Hello, I am Asha Clements, a Year 2 teacher and the Equality, Diversity and Inclusion (EDI) lead at our school. My role combines classroom teaching with responsibility for promoting an inclusive and equitable environment. In the classroom, I deliver a broad and engaging curriculum that supports the diverse needs of all learners, ensuring that every child feels valued and able to reach their potential. As EDI lead, I help embed inclusive principles throughout the school by supporting staff, reviewing policies, and promoting a culture that celebrates diversity and addresses discrimination. I also ensure compliance with statutory responsibilities, such as the Equality Act 2010, and work with colleagues, families, and external agencies to remove barriers to participation and learning.

Abigail: Thank you Asha, Tylah can you introduce your role please?

TYLAH:: Good morning all, I am Tylah Davies; the nursery lead and the health and safety officer here at the school. My aim is to deliver curriculum as per the Curriculum and Assessment (Wales) Act 2021 and follow the Health and Safety at Work Act 1974. I strive to provide children in my care with safety and security, while maintaining policies and safety assessments.

Abigail: great, thank you for that, Abbie next please?

ABBIE: Good morning everyone, I am Abbie Mottram. As the Year 1 teacher and Pastoral Support Officer, part of my role is making sure children feel emotionally supported, included, and able to engage positively within school. This includes supporting children's wellbeing, confidence, friendships, and social development, as well as working closely with staff and parents/carers when pupils may need additional support. My role also links closely with the ALN Code for Wales (Welsh Government, 2021), the Equality Act (2010), the Children Act (2004), and the United Nations Convention on the Rights of the Child (UNICEF, 1989), particularly around children's rights to inclusion, wellbeing, and equal access to education.

Great, Thank you all again for being here.

Before we begin the main agenda, I'd like to start with a brief reflection from our previous meeting.

Last month, we discussed leadership styles and I asked everyone to complete a leadership style questionnaire based on the work of Kurt Lewin.

Lewin identified three key leadership styles: authoritarian, laissez-faire, and democratic (Lewin, 1939, northouse, 2021).

So, just as a quick ice breaker - did everyone manage to complete the questionnaire and reflect on where you felt you fell within those styles?

ASHA: I scored the highest on the democratic leadership style, which I feel closely aligns with my values and my approaches to decision-making.

ABBIE: I also scored the highest on the democratic leadership style, which I believe matches my teaching style and my views in the work environment and everyday life.

TYLAH: After calculating, my highest score fell upon the democratic leadership style. This style reflects my approach to the setting as a practitioner.

That's fantastic, it's really encouraging to see that everyone identified predominantly with the democratic leadership style.

This is a real strength within our team. Democratic leadership promotes collaboration, shared decision-making, and values the contributions of all members. Research shows that this approach often leads to higher staff engagement, improved morale, and more effective problem-solving (Lewin, 1939).

In an educational setting, this aligns particularly well with inclusive practice and distributed leadership models, where everyone's expertise contributes to pupil outcomes, I'd like to recognise that as a positive foundation for how we continue working together.

Moving on to our main discussion point today.

As you all are aware, we have a new child, Daniel, who joined Reception at the beginning of summer term. Daniel has been identified as having additional learning needs, with indicators of ADHD and possible ASD, based on observations of his behaviour, attention, and engagement, in line with the graduated approach outlined in the Additional Learning Needs Code for Wales (Welsh Government, 2021).

Following a recent meeting with the parents, they have expressed concerns and requested further support. In response, we have referred the family to the Team Around the Family and the Early Help Hub, in line with early intervention frameworks (Department for Education, 2018) (carmarthen family information service, n.d)

This reflects our commitment to early identification and multi-agency collaboration, which is a key expectation under the Children and Families Act 2014. The family have also been encouraged to self-refer to Tim camau bach as outlined in the carmarthen family information service, for more targeted disability support and early help.

The Early Help Hub has also offered a training course focused on supporting children with ADHD and related needs.

I'd like to open this up to the team, but specifically, Asha, as our EDI lead, I'd like to ask whether you would be willing to attend this course?

Asha: yes definitely, I feel as though this would be really beneficial for all staff members within the school.

That's great, thank you. Given your role in promoting inclusive practice across the school, this would provide valuable insight and allow you to support staff with evidence-based strategies moving forward. Perhaps you could prepare a presentation for the staff after the course is completed?

Asha: yes, of course, I would be happy to!

This aligns with the expectations set out in the SEND Code of Practice 2015, which emphasises the importance of staff training and expertise in meeting diverse learner needs.

Our approach also reflects wider Welsh Government guidance, particularly within *Building a Brighter Future* (Welsh Government, 2013), which highlights the importance of early intervention and multi-agency collaboration. By involving services such as the Early Help Hub, we are ensuring that support is coordinated, proactive, and centred around both the child and their family.

In terms of the support currently in place for Daniel, we have introduced movement breaks, recognising that children with ADHD often benefit from opportunities to regulate their sensory and physical needs. This is particularly important for children with sensory differences, as highlighted by the National Autistic Society. I know some staff have raised concern about this and whether it will distract children more, but research by Michael J. Kofler, Sarver and Wells (2020) suggests that increased movement in children with ADHD may support working memory and attention.

On this basis, we are also using fidget tools, which support concentration and self-regulation. Studies such as Alicia L. Fedewa and Erwin (2011) suggest that movement-based strategies and sensory tools can improve attention and on-task behaviour. This study mentions the use of a stability ball, which I will investigate funding for, both for Daniel and several other children who may benefit from it.

Additionally, Daniel receives 1:1 support from a Teaching Assistant during assemblies, as this is a time where they are more likely to experience overstimulation.

These strategies are supported by guidance from the National Institute for Health and Care Excellence, or NICE (2018), which highlights the importance of structured support and environmental adaptations for children with ADHD.

This approach also aligns with the Additional Learning Needs Transformation Programme (Welsh Government, 2021), which promotes a person-centred approach to supporting children

with additional learning needs. This ensures that the strategies we are implementing are tailored to Daniel's individual needs, experiences, and overall wellbeing.

One important issue I do want to address is that there have been some concerns raised regarding staff attitudes towards this child, particularly around the decision to allow them to leave assemblies when they become overwhelmed.

I want to be very clear: allowing a child to leave an overstimulating environment is not a form of exclusion, it is an inclusive and reasonable adjustment. It also aligns with our whole-school inclusion policy and our commitment to a child-centred curriculum, reflecting principles of inclusive education which emphasise removing barriers to participation (Ainscow, 2020)

This is supported under the Equality Act 2010, which requires us to make reasonable adjustments for pupils with disabilities, including neurodevelopmental conditions such as ADHD and autism.

This also reflects a child-centred approach to education, in line with the principles of the United Nations Convention on the Rights of the Child (UNCRC, 1989), which states that the best interests of the child should be a primary consideration in all decisions. Ensuring the child feels safe, supported, and understood is essential to enabling them to access learning effectively.

Forcing a child to remain in a situation that causes distress would not support their wellbeing or learning. This reflects Maslow's hierarchy of needs, which suggests that children must feel safe and secure before they are able to fully engage in learning (Maslow, 1943)

Our practice also reflects the social model of disability, which suggests that it is not the child's differences that create barriers, but the environment around them. By adapting expectations, such as allowing the child to leave assemblies when overwhelmed, we are removing those barriers and promoting genuine inclusion, rather than expecting the child to conform to a setting that may not meet their needs (scope, n.d, ainscow, 2020)

Therefore, Asha and I will be addressing this with relevant staff to ensure that attitudes reflect our inclusive ethos and professional responsibilities.

Looking ahead, I think this situation highlights the importance of continuing professional development across the school.

As time and resources allow, I would like us to consider extending training opportunities to more staff, particularly around neurodiversity and inclusive classroom practice.

This supports the broader aims of the curriculum in Wales, particularly the focus on equity, wellbeing, and supporting all learners to reach their full potential (Welsh Government, 2022).

It also reflects inclusive education theory, which emphasises adapting the environment to the learner, rather than expecting the learner to conform to the environment (Ranbir, 2014).

I'd now like to hand over to Asha to discuss promoting inclusive practice and removing barriers to learning.

Asha:

Thank you, Abigail. I'd like to start by clarifying my main goal: to embed inclusion so that every learner feels supported, represented, and valued. As EDI lead, it's my responsibility to ensure our practice truly reflects our EDI policy, equality statement, and our equality objectives. This means that every pupil gets fair access and support from day one, through inclusive language, participation, and tailored support.

Inclusion is not just about meeting needs, but about participation and belonging. It's important to distinguish between equality and equity. According to Miller (2025), equality means giving all pupils the same support, whereas equity means adapting provision so each pupil can succeed. The Index for Inclusion by Booth and Ainscow in 2002, although not recent, remains relevant due to its strong theoretical foundation and continued use in educational settings. However, it mentions that equity involves adapting both teaching and the learning environment. In practice, this could include offering tasks that suit different learning styles, allowing pupils to demonstrate understanding in different ways, and using visual supports or additional time where needed.

- *“Does anyone already use strategies like this in their classroom, or have something that’s worked particularly well?”*

Abigail: Yes, from an ALNCo perspective, some strategies I’ve found particularly effective for pupils with additional learning needs include the use of visual timetables, now and next boards, and chunked instructions to support processing and reduce anxiety.

I’ve also seen positive outcomes when pupils are given alternative ways to demonstrate understanding, such as verbal responses or practical activities, rather than relying solely on written work, in line with person centred and inclusive approaches to learning (Welsh Government, 2021; Ainscow, 2020).

Thank you, Abigail, for that valuable insight. One theory that I feel supports EDI is Maslow’s hierarchy of needs, set out in 1943, as it highlights that pupils must feel safe, secure, and a sense of belonging before they can fully engage in learning. Similarly, Bronfenbrenner’s ecological systems theory (1979) reminds us that a child’s development is influenced by multiple environments, including school and the wider community, reinforcing the importance of a whole-school approach.

This approach aligns with our statutory duties under the Equality Act 2010, the Additional Learning Needs and Education Tribunal (Wales) Act 2018, and the Children and Families (Wales) Measure 2010. The Equality Act 2010 requires us to make reasonable adjustments and actively remove discrimination, ensuring all pupils have equitable access to learning. The Additional Learning Needs and Education Tribunal (Wales) Act 2018 emphasises early identification and a person-centred approach, ensuring provision is responsive to each learner’s individual needs. The Children and Families (Wales) Measure 2010 highlights the importance of multi-agency collaboration and working in partnership with families to support wellbeing and development. Collectively, these frameworks emphasise our EDI practice by focusing on equity, inclusion, and the removal of barriers. This also reflects Estyn's values, which inspect and evaluate the quality of education and wellbeing in Welsh schools, with a particular focus on how effectively inclusive practices are implemented and experienced by all learners (Estyn, 2022; Estyn, 2024).

One area that I believe we need to be more proactive in is challenging gender stereotypes. Recently, I have observed multiple pupils being less willing to work or play with the opposite gender, and some activities being viewed as “for boys” or “for girls.” Research with young children shows that exposure to gender stereotypes can negatively affect confidence and engagement, with findings that “children who were told that boys are better than girls at a task reported lower self-confidence and performed worse” (Bian, Leslie and Cimpian, 2017).

Children aged three to five already show awareness of gender stereotypes shaped by their social environment (King *et al.*, 2021). These stereotypes can limit participation, so as teachers, we must use inclusive grouping and maintain high expectations. Practitioner language is also influential, as it can contribute to the “production and reproduction of gendered identities” (Kelly-Ware, 2016).

- *“Have any of you noticed this happening in your classes or during break times?”*

Abbie: Yes, I think you do sometimes see this come through in how children choose activities or who they play with, especially during more unstructured times like playtime. From a pastoral point of view, it just reinforces how important it is for us to be really mindful of the language we use and the expectations we set, because children can pick up on those things quite easily.

Thank you, Abbie, for your crucial perspective on the matter. I think that a useful next step would be to bring this up in a future staff meeting so that we can reflect together on where we might be seeing gender stereotypes in the classroom or during break times. This aligns with Estyn’s values and principles in Wales for ensuring that all children are included and able to take part fully, without barriers or discrimination (Estyn, 2022). It also reflects the Early Years Framework Stage requirement to create inclusive environments and not limit children through assumptions about gender (Department for Education, 2024). As a team, I suggest that we talk through what we’ve observed in play and within the classroom and see if any patterns are emerging that we need to address. From there, we could agree on practical changes and set up an action plan with review points to check in on progress and ensure the changes are working in practice.

As immediate next steps to support EDI in our school, I propose that we take the time to review upcoming assemblies, planned trips, and classroom resources to ensure inclusivity and representation.

Thank you.

Abigail: Thank you Asha that was very informative, Now let's hear from Tylah, our Health and safety officer.

Tylah: Good morning, as the health and safety representative for the school I think it would be beneficial for me to discuss the uprising of behavioural incidents within key stage 1 classes.

My role as the nursery lead is to deliver curriculum following the Welsh curriculum standards within the Education Act 1996, safeguard, maintain appropriate ratios and support child development. I aim to comply with the Education (WALES) Act 2014 and the Independent School Standards (Wales) Regulations 2003 . Alongside this, I am also the health and safety officer for this school. My role consists of carrying out risk assessments, ensuring first aid and provision, manage accident reporting, overseeing fire safety and emergency planning, and lastly ensuring policies are followed. All of which follow the Health and Safety at Work Act 1974 and the Management of Health and Safety at work Regulations Act 1999.

This being said, these recent incidents not only raise concerns for the wellbeing of the children, but also the safety and confidence of the staff managing these incidents.

Research has shown that behaviour is often caused by miscommunication as discussed by Blurton Jones. Many theorists such as Bowlby, Maslow and Bandura highlight emotional development, and how children may act when they are overwhelmed or unsupported. Knowing this tells us that consistent adult responses are key in shaping behaviour and development.

As some of the children in the key stage 1 classes are experiencing the school environment for the first time, we as practitioners should support, adapt and encourage children to communicate, as stated by Yogman *et al.* Without this, situations can escalate quickly, which in turn increases the risk for staff and children.

Currently, these incidents are not isolated, and we are seeing more and more children under our care act out.

I propose introducing a clearer step-by-step protocol for behaviour incidents, that is clear and efficient. Research by Cheon and Reeve has shown that having a structured plan can benefit not only the children, but also the practitioners, by sharing knowledge and supporting one another.

The updated protocol will focus on three key rules, supported by Stoesz *et al.* De-escalation will be the first step. Communicating with the child on what has happened, or what they may be feeling lines up with Bowlby's theory on child emotional behaviour. Understanding the cause will help us determine how to support the child in the future.

Secondly, safe intervention. This step may not be needed by all children who are having behavioural issues, but it is still important to implement when necessary. As researched by Barcelos and Ponte, safe intervention has shown to help children recognise their own behaviours. Safe intervention could be moving other children away from any danger, placing yourself between the child or removing objects in the environment that may cause harm. If the situation escalates even further, then physical intervention may be needed.

Any use of physical intervention must be reasonable, appropriate and recorded, to ensure all health and safety policies are followed and respected.

Lastly, supervision. After the incident has settled, and the child has resumed their usual routine of the day, practitioners must observe the child. This does not mean one to one observation.

Creating a mental note of the incident and what caused it, to ensure the safety of the children and staff for the remainder of the day. Fawcett and Watson argue that observation can sometimes make a child act out even more, because they know we are watching. So when we are observing, please make it minimal and not obvious. Practitioners must remember that all the children under our care is our priority.

Following up at the end of the day can also be beneficial. Asking the child how they are feeling, what has been their highlight of the day, or what they are looking forward to tomorrow can help a child feel supported and seen, without being made to feel guilty. Communication is the key in these incidents, as supported by Bowlby's emotional attachment theory.

Alongside the introduction to a clearer and efficient behaviour protocol, it is equally as important that we consider staff wellbeing. Behaviour incidents can be emotionally demanding, and over time this can impact staff confidence and consistency, as noted by Stronge.

With agency staff also working within the school, it is important we create a supportive and inclusive environment where everyone feels prepared and able to manage these challenging situations effectively, and knows where to access support.

With the support of our EDI lead, Asha Clements, we are looking to introduce a designated staff support area. This will provide accessible resources and guidance for all staff members following behaviour incidents. Ensuring the support is inclusive, consistent and available to all members of the team, regardless of role or experience.

This aligns with the Health and Safety at Work Act 1974 in promoting a safe, supportive and inclusive working environment.

Through highlighting behavioural theorists and researchers, I hope I have signified the importance of treating these incidents with care and efficiency.

I would really value everyone's input on how we can make the new protocol consistent across the school, while still supporting both staff and children effectively. Thank you.

Abigail: Great thank you Tylah many great points there which will be taken on board and actioned. I really like the idea of the designated staff support area, and this can easily be actioned, I am happy for yourself and Asha to collaborate on ideas for this. Next on the agenda is Abbie, our pastoral support officer.

Abbie:

Following on from what Abigail and Asha discussed around ALN and inclusive practice, I wanted to raise a concern regarding a Year 1 pupil with additional learning needs who has recently been struggling socially within the classroom. Over the last few weeks, staff and I have

noticed that the pupil has become quieter during lessons and playtimes, appears less confident during group activities, and has started spending more time alone during breaktimes.

As both the class teacher and Pastoral Support Officer, I think it's important that we recognise these changes early before they begin to affect the child's confidence, emotional wellbeing, and engagement with learning further. Research from the Education Endowment Foundation, or EEF, (no date) highlights how closely linked emotional wellbeing and academic progress are, especially within primary schools.

I think this situation links well to Maslow's Hierarchy of Needs (1943), particularly the importance of belonging and feeling accepted within school. If children do not feel included socially or emotionally safe within their environment, it can affect their confidence, behaviour, and ability to learn. This can sometimes be even more challenging for children with ALN who may already struggle with communication, friendships, or social situations. Carl Rogers' person-centred approach (1951) also highlights how important empathy, positive relationships, and supportive environments are for children's emotional development.

Asha, from an inclusion perspective, what strategies do you think we could introduce within the classroom or wider school environment to help the pupil feel more included and supported within peer groups?

Asha: I recommend supporting this pupil by creating structured opportunities for inclusion, such as buddy systems and small group activities with supportive peers. It's important to explicitly teach social skills through modelling and guided interactions. We should also promote an inclusive classroom culture where differences are understood and valued and use praise to reinforce positive peer relationships.

Thank you Asha, this is really insightful. I also think Bowlby's Attachment Theory (1969) links really well here because it reminds us how important secure and supportive relationships are for children's emotional wellbeing. Sometimes simply having a trusted adult in school who checks in regularly can make a big difference to a child who may be struggling socially or emotionally. This also links closely to relationship-based practice, which focuses on the importance of positive and supportive relationships between staff and pupils in promoting emotional wellbeing and a sense of security (Frederick, Spratt and Devaney, 2020).

We also need to remember that factors outside of school can affect how children present in class, which links to Bronfenbrenner's Ecological Systems Theory (1979) around the different environments influencing children's development. This is why maintaining positive communication with parents/carers is so important, as it helps us provide more consistent support both at home and within school.

Bandura's Social Learning Theory (1977) is also relevant because children often learn behaviours and social interactions through observing others around them. This highlights the importance of modelling positive behaviour, encouraging respectful relationships, and creating an inclusive classroom environment, which Florian and Black-Hawkins (2011) describe as an important part of inclusive practice. Piaget's Cognitive Development Theory (1936) also suggests that children at this stage are still developing social understanding and cooperation skills, meaning they may still need support managing friendships and resolving conflict positively.

Tylah, with the recent increase in behaviour incidents you mentioned earlier, do you think some behaviours we see in school could sometimes come from friendship difficulties or feelings of exclusion rather than just disruptive behaviour?"

Tylah: I do. As researched by Fabes *et al*, a lot of the behaviours demonstrated by children are influenced by things such as peer interactions. I think it would be helpful for any staff members who are on duty at play times to observe any behaviours that seem to be impacting their peers. I will add this into the 'following up' step on our new protocol.

Thank you Tylah, that supports research. I think this is why restorative and relationship-based approaches are so important within primary schools. Rather than focusing only on behaviour itself, restorative practice encourages us to understand the reasons behind behaviours and support children in rebuilding relationships positively. Burnett and Thorsborne (2015) highlight how restorative practice encourages children to rebuild relationships positively rather than focusing only on punishment or behaviour itself. This also links closely to the Equality Act (2010), which reminds us that all pupils, including those with additional learning needs, should feel included and supported appropriately within school.

The Curriculum for Wales (Welsh Government, 2020) also places a strong focus on wellbeing, inclusion, and positive relationships throughout children's learning experiences. To support

this pupil, similar to what Asha suggested, I think strategies such as buddy systems, structured group activities, emotional check-ins, and collaborative learning opportunities could really help improve the child's confidence and sense of belonging. Vygotsky's Social Development Theory (1978) also supports the idea that social interaction plays an important role in children's learning and development.

I also think communication with parents/carers is important so that support remains consistent both at home and within school. Building positive relationships with families helps us better understand the child's emotional and social needs and ensures we are working together to support them effectively.

Abigail, from the ALNCo perspective, do you think there are any additional interventions or support strategies we could put in place to further support the pupil socially and emotionally?

Abigail: I'd like to refer this child for ELSA sessions, Emotional Literacy Support Assistants work with children to develop emotional awareness, regulation, and social skills in a structured environment, which is particularly beneficial for pupils with additional learning needs (Southampton Educational Psychology Service, n.d.).

Thank you Abigail, this I believe will help the pupil. I think this situation really highlights how closely linked emotional wellbeing, inclusion, behaviour, and learning are within school. Going forward, I think it's important that we continue working together as staff, maintain positive communication with parents/carers, and put supportive strategies in place early so we can help the pupil feel more included, supported, and confident within the classroom environment. Thank you for listening and I trust that together we can solve this issue.

Abigail: Thank you Abbie for bringing this issue to our attention, that was very insightful and we can put plans in place for this child who is struggling.

Before we conclude today's meeting, I would like to discuss some upcoming staffing changes within the team. As many of you are aware, Asha will be beginning her maternity leave at the end of the summer term. In line with maternity leave entitlements outlined within the Employment Rights Act 1996 and the Equality Act 2010, we want to ensure that appropriate support and transition arrangements are in place both for Asha and for the wider school team.

To maintain continuity within the school, particularly regarding inclusion and pupil wellbeing, I would like to ask whether Abbie would be willing to temporarily take on the role of EDI lead during Asha's absence. Of course, this would be a collaborative process, and support would continue to be shared across the leadership team to ensure responsibilities remain manageable. There will be a substitute teacher in place for year 2 during Asha's leave, therefore the EDI role is priority to cover.

Abbie: I'd be happy to take over the EDI lead role while Asha is away, and I think sharing responsibilities with Tylah and Abigail would help ensure there is continued support across the team. To support an inclusive and positive school environment, it's important that pupils continue to feel included and supported during periods of change. This also links to Bronfenbrenner's Ecological Systems Theory (1979), as changes within a child's school environment and relationships can impact their wellbeing, confidence, and sense of stability.

Tylah: "With being the health and safety officer, I will commit to ensuring that all EDI and safeguarding policies continue to be upheld. Ensuring new staff members are all aware of where to find our policies and procedures. I will work on creating a risk assessment for Asha Clements, to follow with Management of Health and Safety at Work Act 1999. In the meantime, I will discuss with the new teacher on suitable dates to ensure courses such as first aid, Design to Smile (2017), and safeguarding B are completed. I hope our collaboration will provide you with a smooth handover Asha.

Asha: Thank you Tylah, and thank you, Abbie, for agreeing to take on the role of EDI lead during my absence. You will be responsible for duties such as monitoring inclusive practices, supporting staff with EDI matters, updating our EDI policy and procedures, reviewing resources and policies, and promoting an inclusive environment for all pupils.

Abigail: To conclude today's meeting, I'd like to thank you all for your attendance and valuable input, it's always beneficial for us as a team to come together and discuss these matters collaboratively. This reflects the principles of collaborative and transformational leadership, as discussed by James MacGregor Burns, which emphasise shared vision, teamwork, and motivating others towards positive change (Burns, 1978). Please be assured that all points raised have been noted and will be followed up accordingly.

We will meet again in four weeks' time, on the 5th of June at 3:30pm. Thank you again, everyone.

abigail: 9 min 15 seconds

Asha: 7 mins 8 seconds

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2416176,
2419040,
2405922,
2418805

Abbie: 7mins 15secs

Tylah: 6 minutes

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