

AI Cover Sheet

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Cover sheet

Meeting Agenda: Page 3

Group script: Page 4-16

Reference list: Page 17-26



Trinity St Davids Primary School - Team meeting agenda.

Date: 24th November 2025 @ 5pm Attendees: Rachael Baugh (2413982), Acklima Begum (2418871), Helen Wright (2416677), Mary Sharp (2410233)	
Actions from previous meeting	Acklima: Update staffing for fire procedures Helen: Research into well-being interventions
Agenda Item 1: Rachael Baugh - ALNCo	Ensuring ALN process and procedures in line with ensuring additional learning provision is supporting well-being
Agenda Item 2: Acklima Begum – Health and Safety Lead (DSP)	Reviewing behaviour management after increase of behaviour incidents- resulting in injury to staff and pupils.
Agenda Item 3: Helen Wright – Well-being Lead	Thrive approach – supporting pupil well-being across school
Agenda Item 4: Mary Sharp – Dog Therapy Lead	Dog Therapy – specific intervention for supporting well-being for identified pupils
AOB:	Helen: Staff well-being Acklima: Health and Safety- Medical record updates
Actions from today.	Acklima /Mary: To liaise and develop a risk assessment Helen: Staff well-being and looking into a well- being day. Rachael: To work with staff to update IDP and One-page profiles to ensure well-being strategies form part of the ALP Date of next meeting: 20th December 2025

Group script

Rachael: Chair/ ALNCo

Acklima: Health and Safety

Helen: Wellbeing Lead

Mary: Therapy Dog Lead

Rachael: Prynhawn da bawb, thank you for joining our staff meeting today. I will be chairing and taking the minutes.

Before we begin, I'd like to briefly highlight why meetings like this are essential for effective school leadership and teamwork. They provide a structured space for collaboration, shared decision-making, and reflective practice. They allow staff to align our actions with school priorities and ensure consistency across teams (Department for Education, 2025). Effective leadership is demonstrated through records of discussions, agreed actions and shared responsibility. However, Belistle *et al.* (2022) emphasize meetings that lack purpose and structure, risk becoming tedious and unproductive. Therefore, agendas keep discussions purposeful ensuring key topics are addressed (Busch, 2023) while minutes document decisions and actions, supporting accountability and continuity Smith and Benavot (2019). Together these tools support transparency, strategic thinking, and inclusivity and keep learners as the centre of decision making (Bush, 2011), fostering effective teamwork with clear goals. However, overly rigid agendas may limit reflective dialogue, highlighting the need to balance structure with flexibility.

Today's agenda focuses on well-being. In light of recent incidents, we need to review health and safety protocols and identify strategies to support well-being across the school. I would like Acklima, Helen and Mary to collaboratively move this work forward, as Woods (2020) highlights effective school leadership must prioritise well-being and distribute responsibilities across the wider team. Our agenda is shaped responsively to utilise staff expertise to support key areas. I will lead on that conversation shortly, but first, if we could go around the table and introduce ourselves, I will start:

I am Rachael, the ALNCo at Trinity St Davids Primary. My statutory role according to the ALN Code for Wales 2021 and the Additional Learning Needs Education Tribunal Act 2018 includes collaborative work in person-centred planning through Individual Development Plans (IDPs). This approach aligns with Spillane's (2006) view of distributed leadership ensuring shared responsibility across staff teams to meet learners needs. While distributed leadership fosters collaboration, it can risk inconsistency if statutory duties are not clearly embedded. (Mifsud, 2024)

Acklima: Prynhawn da, I am Acklima and the Health and Safety Lead, I ensure our environment, systems and practice keep both pupils and staff safe, while encouraging teamworks and shared responsibility across the school (Health and Safety executive, 2024; Department for Education, 2022).

Helen: Prynhawn da, I am Helen and the Well-being lead; my role is to ensure that well-being is a whole school approach and embedded across the curriculum. Enabling pupils here at Trinity St David's to become healthy, confident individuals. (Welsh Government, 2021).

Mary: Prynhawn da, I am Mary. My role within the school is Dog Therapy Lead. I will work with the therapy dogs within the school. Our aim is to create a universal environment that supports pupils' social, emotional and mental health wellbeing through structured, ethical and evidence-informed animal-assisted interventions.

Rachael: Diolch pawb, there were two action points from our last meeting. Acklima, could you confirm the fire safety procedure has been updated to reflect recent staff changes.

Acklima: I have updated our fire safety procedures to reflect the recent staff changes and confirmed our current fire warden and marshals are. This ensures we comply with the Health and Safety Act 1974 and the Regulatory reform (Fire Safety) Order 2005.

Rachael: Additionally, Helen were you able to research potential interventions to support learner well-being considering recent incidents

Helen: Yes, during the previous meeting, we discussed me completing some research into the type of interventions that would best fit our pupils here at Trinity St David's I will discuss the findings with you during this meeting.

Rachael: Thank you, I trust you have all received the agenda for this week meeting that was circulated before we begin:

Everyone: Yes

Rachael: I would now like to lead on the first agenda point which is reviewing our ALN processes and how these support learners' well-being and inclusive practice.

As a transformational leader, I encourage school staff to express their views, value their contributions, and work towards a shared vision (Menon, 2024), this collaborative teamwork supports ongoing school improvement (Department for Education, 2025). However, Litz and Blaik-Hourani (2020) emphasize that transformational leadership can place demands on leaders to constantly inspire and motivate and therefore needs to be carefully balanced. Working as a team and involving everyone through provides this balance, as responsibility and motivation become collectively shared. The integration of distributed leadership enhances staff wellbeing, strengthens collaborative professionalism, and ensures school improvement is more resilient and inclusive (Heenan *et al.*, 2023; Mejia Aquino, 2025).

As ALNCo, and in accordance with statutory frameworks, I organise person centred planning (PCP) meetings to collaboratively develop IDPs. These meetings ensure that the support provided is tailored to each learner's needs and is inclusive, responsive and holistic. Collaborative teamwork in PCP meetings aligns with Bronfenbrenner's ecological systems theory (1979), as learners needs are not only shaped in the classroom but by the wider environments of home, school and

statutory frameworks. Embedding well-being strategies through IDPs supports Maslow's hierarchy of needs (1943) ensuring we collectively meet foundational needs across school provision creating secure and safe environments for learners to thrive Regular IDP reviews ensures provision evolves with each learner's development. This collaborative teamwork illustrates how we embed statutory duties into practice.

Acklima: from a safeguarding perspective PCPs also help to share concerns, this reflects the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and I believe IDPs should also reflect wider wellbeing and safety considerations.

Mary: I would also like to add that therapeutic interventions such as dog therapy could be included in IDPs where appropriate, ensuring pupils can access this resource as part of their wider wellbeing provision (Welsh Government, 2018).

Helen: This links directly to the Thrive approach, and by embedding this across the school, we can ensure pupils remain emotionally regulated and well-being is being addressed alongside learning needs (Department of Education, 2021).

Rachael: Some valuable points thank you. This illustrates Spillane's (2006) distributed leadership by sharing responsibility and expertise, while Bass's (1990) transformational leadership emphasises vision and valuing contributions. In practice our staff meetings demonstrate how these approaches work together, distributed leaderships preventing dependence on a single leader, while transformational leadership keeps motivation and shared vision. Aligned with Tuckman's (1965) stages of team development, this balance shows effective leadership is about balancing structure and flexibility. Schön's (1983) reflective dialogue further strengthens this process, ensuring communication remains open and responsive. When we integrate these frameworks and supported with clear communication and shared goals, they underpin effective teamwork and leadership. However, this requires time often not that readily available in schools so meetings help are the spaces where collaboration and reflection can happen.

Acklima: I will now lead on the second agenda point reviewing behaviour

management after increase of behaviour incidents, resulting in injury to staff and pupils. I want to raise concerns about recent incidents in our setting that resulted in a new staff member being injured by a pupil's violent behaviour. The staff member was bitten which required medical attention and they have been off work for more than 7 days. Due to this, the incident had to be reported under the reporting of injuries, disease and dangerous occurrences regulation (2013). During the incident, the child's bite had to be safely released using jaw manipulation, an approved team teach technique. However, the bruising that appeared on the child afterwards is a known side effect of some Team teach techniques (Team Teach, n.d.).

These highlight the need to review our risk assessments and behaviour management strategies to ensure all staff feel supported and confident when managing challenging behaviour. Under the Health and Safety at Work Act (1974), we have a duty to identify and reduce potential risks. This also links to Working Together to Safeguard Children (2023), which emphasises shared responsibility and clear communication within teams. This reflects distributed leadership, as health and safety in schools rely on teamwork and shared responsibility rather than being led by one person (Harris, Jones and Ismail, 2022). This suggests that distributed leadership is useful in situations that require a shared vision. In contrast an autocratic leadership is where one staff makes the decision alone. An autocratic leader gives direction, which may reduce staff involvement, which is considered essential for behaviour management (Rosing, Boer and Buengeler, 2022). However, when distributed leadership is uncoordinated and roles are unclear, it can create confusion and negatively impact health and safety across the school (Carstensen, Kjeldsen and Nielsen, 2023). This highlights why a democratic leadership may be more effective, as it involves staff views while keeping structure and clarity around roles (Rosing, Boer and Buengeler, 2022). Bronfenbrenner's Ecological Systems Theory supports this, recognising that behaviour is shaped by a child's wider environment and that teamwork and consistency across settings are key to maintaining health and safety (Zaatari and Maalouf, 2022).

Rachael: That's a good point and from an ALNCo perspective, I will ensure each learners IDP clearly outline triggers and preventative strategies. The IDP will also state that staff supporting children with challenging behaviour must

receive appropriate training to ensure safe and consistent practice. In line with statutory frameworks and Welsh Government (2021).

Mary: Also, introducing dog-therapy sessions may help some children regulate. Including these within IDPs as part of preventative and emotional support strategies contributes to overall school health and safety (Welsh Government, 2021).

Rachael: Yes of course, I have made a note, and we can meet up to discuss which children this would apply to.

Acklima: Thank you, this is great! Preventative behaviour management is key to reducing risk (Robinson et al., 2022). Our Team Teach (n.d.) training already provides staff with practical de-escalation techniques, but I'd like to ensure we're using them consistently. Team Teach (n.d) promotes calm communication, safe distances, and positive body language, all of which reduce the likelihood of physical intervention.

Helen: This connects well with the thrive approach, which focuses emotional regulation. I could use this approach to proactively take steps before children become dysregulated.

Acklima: This is a great, thank you! Carr et al. (2002) and Gore et al. (2013) cited in Beqiraj et al. (2022) found that preventative, behaviour support is the most effective way to manage risk safely in educational settings. This aligns with Skinners operant conditioning, where behaviour is shaped by its consequences (Subramaniam and Nordin, 2025). This suggests that proactive strategies use positive reinforcement to encourage desired behaviour before challenges arise. This reflects transformational leadership, as I am focussing on improving practice through upskilling staff and preventative practice (Davies, 2016)

To maintain this standard, new staff will need to receive Team Teach training as soon as possible and these staff should not work directly with children who display challenging behaviour until their training is completed. This aligns to the Mckinsey's 7S model, as our health and safety work relies on shared values, trained staff with strategies to support children, and a clear structure and systems to support all involved (Suwanda and Nugroho, 2022).

Helen: I will now discuss what was raised during our last meeting the need for well-being focused interventions. A child's well-being is defined by Berlinski & Schudy, (2015) as being healthy, happy. Musgrave, (2017) also defines well-being as happy, healthy, and comfortable individuals. The Welsh government (2022) establishes well-being as a core area of learning (AoLE), promoting emotional literacy, resilience and mental health. I have been researching a few initiatives that will work alongside the therapy dog initiative. One that stands out, which was also highlighted on the Public Health Wales, (2021) is the Thrive approach, which is designed to support children with social and emotional needs. Enabling them to regulate their emotions and behaviours. It also supports children to form trusting relationships and to become more resilient. The Well-being of Future Generations (Wales) Act 2015 is about enhancing Wales's social, economic, cultural, and environmental well-being so that future generations are living in a healthy, resilient Wales.

My pedagogical leadership draws on the understanding role of the adult and the need to support the child, which fits in nicely with the Thrive approach and the role of the adult as facilitator. Education Scotland, (2023) states the importance of pedagogical leadership in creating a safe, nurturing environment where children feel valued, heard and supported. Pedagogical leadership is about having knowledge of how young children and infants develop and learn. By identifying new developments in pedagogy and creating a strong culture of improvement within their setting, however, many school leaders lack the time and training for pedagogical leadership, along with neglecting other forms of leadership, such as financial and strategic leadership, which are necessary for running a school. To argue this point, Chapman and Donaldson (2024) suggest that a good balance of pedagogical, financial and strategic leadership will enable a positive outcome. Similarly, Fonsen and Lahtero (2023) agree that pedagogical leadership must be supported to ensure consistency.

Another form of leadership I have applied is distributed leadership. This is a collective approach involving myself and our Health and Safety lead, Acklima. This form of leadership highlights adaptive leadership, emotional support and cooperative decision-making (Harris & Jones, 2020). However, Harris *et al.*, (2022) warn that if duties are not clearly specified, responsibility may become unclear. Giubertoni (2024) provided a study based on distributed leadership, which

emphasised fostering a culture of collaboration and wellbeing amongst staff. This approach is based on research awareness, which falls in line with my current research into the Thrive approach. However, its effectiveness relies on careful organising and regular monitoring to ensure leadership and teamwork are upheld.

Both Pedological and distributed leaderships provide a useful framework by ensuring a nurturing vision and supporting both staff and children with well-being.

Acklima: I can share safeguarding information with you as the Children Act 2004 requires us to work together to protect children. We can look at prioritising sessions for looked after children and those experiencing trauma. This reflects collaborative leadership, where we can make shared decisions to support health, safety and wellbeing for vulnerable children (Moore, Elliott and Hesselgreaves, 2023)

Helen: The Thrive initiative is a whole school assessment and planning intervention with an online assessment tool that identifies the needs of the school and individuals then appropriate activities are selected. Rach, as ALNCO, could I ask that we meet to discuss the children that would benefit from this as soon as we have the necessary staff trained and the interventions up and running. Also, Mary, we need to be mindful that the interventions do not interfere with your dog therapy sessions.

A quantitative study carried out by McGuire & Hayes, (2017) showed a significant improvement in attendance and behaviour after thrive was implemented. According to the World Health Organisation, (2024), it is important for children to thrive and flourish, developing their own independence and self-regulation. To illustrate this point further, UNICEF (2022) states that children are a valuable resource and investing in their well-being should be at the forefront of education.

I also found a case study from a school in England that had implemented Thrive into the school after having unsuccessful nurture interventions. The school have been awarded a school of excellence since implementing Thrive. (Jacobs, 2023).

One model of well-being is the PERMA theory of well-being in schools. This theory which Martin Seligman developed, focuses on five core elements: positive emotion, engagement, relationships, meaning and accomplishment. However, this model is more of a conceptual model as it understands and promotes well-

being, whereas Thrive is a practical intervention programme with specific activities centred on an individual's needs.

In educational settings, Maslow's Hierarchy of Needs (1954) and the Thrive Approach work well together because they both place a high priority on children's emotional and developmental well-being, although from different perspectives. The Thrive approach mirrors Maslow's hierarchy, starting with emotional regulation and moving towards independence and achievement.

I would like your opinion on which staff members would be suitable to undertake the Thrive training I am excited that, as a school, we have decided to endorse the Thrive approach. I personally think the findings speak for themselves. I know that Rach, you had a query on how we would monitor this, as you were concerned about some children not engaging or falling behind. The online tool alerts the Thrive practitioners if a child is falling short on their goals, which allows the practitioner to reassess the child's needs. This will determine if the child requires a one-to-one block session rather than a group session (Jacobs, 2023).

In conclusion, leadership and teamwork are key elements for the success of Thrive. By embedding Thrive across the school, we create a nurturing environment allowing our children to feel safe, valued and ready to learn. Thrive not only provides the right support to meet a child's needs but also enables staff to respond effectively to challenging behaviour, build relationships with children and observe their progress (Thrive Approach, 2023)

Mary: Good afternoon, everyone I will discuss point 4 from the agenda.

As the school's Dog Therapy Lead, my role extends far beyond organising sessions. It requires strategic leadership, collaborative teamwork, and a strong grounding in Welsh legislation, ethics and evidence. In Wales, the Well-being of Future Generations (Wales) Act 2015 places a duty on public bodies to prioritise prevention, collaboration and long-term wellbeing. This statute forms the basis for designing a therapy dog service that is safe, sustainable and accountable. Likewise, the Additional Learning Needs and Education Tribunal (Wales) Act 2018 requires person-centred, inclusive provision, which shapes how therapy dog interventions are planned and reviewed for learners requiring individual support. Leadership is central to my role. My approach draws largely upon transformational leadership, which

emphasises shared purpose, motivation and emotionally intelligent practice (Bass and Riggio, 2018). This aligns naturally with therapy dog work, where compassion, trust and relational connection are essential. However, transformational leadership has been widely critiqued. Some argue it can unintentionally create dependence on a charismatic leader, encouraging compliance with a vision even when practical challenges exist (Leithwood and Jantzi, 2019). Others highlight that its focus on vision can overshadow resource limitations, workload realities or structural constraints such as safeguarding procedures (Cohen, 2019). In a therapy dog programme, these risks could lead to enthusiasm surpassing practical considerations, potentially compromising animal welfare, evidence-based planning or staff capacity.

To respond to these critiques, I use distributed leadership, which emphasises shared responsibility and collective expertise (Harris, 2020). This approach is particularly effective where safeguarding, wellbeing and animal handling overlap, as it ensures that risk management and support structures are not dependent on one person. Distributed leadership promotes resilience within the system, ensuring continuity of provision even during staff absence. However, distributed leadership is not without limitation. Critics argue that when responsibility is widely shared, accountability can become unclear, risking inconsistency in safeguarding, handling and record keeping (Harris, 2020). Additionally, the approach can unintentionally increase workload for wellbeing staff, who research suggests already face significant emotional demands (Jones et al., 2022). For these reasons, distributed leadership in this context needs clearly defined boundaries, structured training and transparent communication.

Acklima, as Health & Safety Lead, I will work alongside you to ensure that our risk assessments fully reflect these leadership principles. Research shows that schools often underestimate the risks associated with animal-assisted interventions, including allergies, disease, hygiene, and liability issues (Gee et al., 2016; *Frontiers in Veterinary Science*, 2021).

Acklima: Yes of course. Under the Health and Safety Act (1974), schools are responsible for carrying out risk assessment such as Dog Therapy, ensuring hazards are identified and properly controlled. For example we would need to assess

for allergies, supervise the session closely and put hygiene measures in place to keep everyone safe.

Mary: The Animal Welfare Act 2006 requires us to guarantee the dog's physical and emotional wellbeing, ensuring humane handling and appropriate rest to work balance. Our approach must also comply with the Equality Act 2010, ensuring equitable access and appropriate alternatives for pupils with allergies, phobias or cultural considerations (Equality Act, 2010).

Rachael, as ALNCo, and Helen, as Wellbeing Lead, I look forward to collaborating with you both to design intervention timetables for pupils whose IDPs or support plans include dog therapy sessions. This collaborative planning ensures that intervention aims are clear, measurable and reviewed in line with statutory guidance. If either of you would like to join the training team, this would strengthen the programme's sustainability and collective efficacy important principles in Welsh professional practice (Welsh Government, 2022). I would welcome meeting again with Ms Young present, to outline these developments in more detail.

Our work is also informed by a range of theoretical perspectives. The Social and Emotional Learning (SEL) framework identifies self-management, relationship skills and responsible decision making as key competencies that dog therapy sessions can support (CASEL, 2017). However, SEL has been criticised for focusing too heavily on individual behaviour without considering systemic barriers (Jones et al., 2022), so we use it as a guiding framework rather than a strict formula.

Maslow's Hierarchy of Needs (1943) provides insight into why therapy animals can support emotional safety and belonging. Although criticised for lacking empirical evidence and for being overly hierarchical (Dahlin, 2018), the model remains conceptually useful when applied flexibly.

From a behavioural perspective, Skinner's operant conditioning (1953) helps explain how calm, regulated interactions with the dog serve as immediate positive reinforcement, supporting emotional regulation. Critics caution that behaviourism can oversimplify complex emotional processes (Cohen, 2019), so again we apply it alongside relational and trauma-informed approaches.

Neuroscientific models offer further insight: Siegel's interpersonal neurobiology (2020) and Porges' Polyvagal Theory (2018) suggest therapy dogs can support nervous system regulation. While both theories have been critiqued for oversimplification (Grossman and Taylor, 2007), they provide helpful conceptual frameworks.

Evidence for Animal Assisted Interventions shows benefits in emotional stability, stress reduction and engagement (Brelsford et al., 2017; Beetz et al., 2019). Yet the field has been criticised for methodological weaknesses including small sample sizes and limited longitudinal research (Steel, cited in BERA, 2022). This reinforces the need for rigorous evaluation. We will therefore collect quantitative data attendance, behaviour logs, wellbeing measures and qualitative data including pupil voice, staff reflections and parental feedback.

Finally, participation is voluntary. Helen, could we collaborate to identify alternative wellbeing pathways for pupils who may not be able or want to engage?

Rachael: Is there AOB from anyone?

Helen: It was addressed during the previous meeting that staff well-being as a collective was not what it should be to the standard required here at Trinity St David

The Education and Staff Well-being Charter 2021 states that every member of staff should have a voice and be allowed to share their thoughts and views. This will help create a culture of good behaviour (Department of Education, 2021). Acklima you have previously discussed the need to address staff members, especially those who work with children who present challenges. A well-being day would be ideal to show our support and how much we value our colleagues' contributions. I will speak with Ms. Young, our Headteacher, about proposing this to the Governing body at next term's meeting.

Acklima: I would like to raise a point about updating pupils' medical records. It is important that all information reflects their current medication, what they are authorised to take in school, and any allergies or medical conditions in line with the Data Protection (Act 2018). This links to our duty under the Health and Safety at Work Act (1974) which outlines our responsibility to support pupils with medical

needs safely. This aligns with Maslow's hierarchy of needs, as children need to feel safe and healthy before they can engage in learning (Stoyanov, 2017).

Ensuring medical records are accurate also strengthens teamwork, as all staff know exactly what a pupil needs and can respond confidently. This reflects the Working Together to Safeguard Children 2018 guidance (HM Government, 2023), which highlights clear communication and shared responsibility. It also links to the distributed leadership, as everyone plays a part in keeping pupils safe (Harris, Jones and Ismail, 2022).

Rachael: Diolch yn fawr for your contributions today. These discussions demonstrate our distributed response to recent behaviour incidents, highlighting the importance of teamwork in supporting improved behaviour and overall well-being. They emphasize the distributed approach in response and have enabled myself as ALNCo, Acklima as Health and safety lead, Helen as wellbeing lead and Mary as Dog Therapy lead to come together and use our strengths

This is also reflected in our agreed actions from today:

AB: to work with staff teams to develop proactive behaviour management and ensure all staff trained to deal with behaviour and update medical records.

AB/MS: will liaise and develop a risk assessment

HW: will roll out the Thrive approach focus on staff well-being and explore a wellbeing day.

RB: I will work with staff to update IDP and One-page profiles to ensure well-being strategies form part of the ALP.

I'd be grateful if you could debrief within your teams and keep colleagues updated on the points we've discussed. I will circulate the minutes and confirm our next meeting date will be 20th December 2025.

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