

ECEY5006/C

Arweinydd a Gwaith Tîm Yn Y Blynyddoedd Cynnar

Leadership and Teamwork In The Early Years

AI Statements -

Lauren - I acknowledge the use of:

1. Copilot – find references and rephrase words

I confirm that I have not presented any AI generated text as my own work.

I confirm that I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide as evidence.

Charlotte - Basic Acknowledgement format of AI tool has not been used.

Isla – There is no use of AI to support my assignment.

Leila – I have not used AI to support my work.

Group Agenda -

1. Apologies and Attendance (Chairman - Leila)

- 1.1. There are no apologies to make as all invited individuals are here in attendance.

2. Support and planning for an ALN new student (Lauren)

- 2.1. Discussion of identified child with ALN and it's struggles, strengths and abilities
- 2.2. Discussion on what courses and be taken by members of staff working with the child

3. Parent complaint regarding the hygiene of the toilets (Leila)

- 3.1. Discuss details of the complaint by parent
- 3.2. Discuss monitoring techniques

4. Increase in behaviour issues during playtime (Charlotte)

- 4.1. Discuss behaviour logs from previous incidents, arguments, and bullying concerns
- 4.2. Identifying patterns with certain children
- 4.3. Review staff supervision and responses to the incidents

5. Supporting staff mental health and wellbeing (Isla)

- 5.1. Share anonymous feedback from staff regarding stress related to workload, absences and morale
- 5.2. Identifying certain patterns in pressures
- 5.3. Review sickness absences patterns linked to stress work-related issues

6. Any other businesses - Shared Agenda: Preparing for a new TA

- 6.1. Preparing for a new Teaching Assistant
- 6.2. Leila's input
- 6.3. Extra support – ALN Support (Charlotte, Lauren)
- 6.4. Well-being day (Isla)

Group Script:

2403993 Leila – Head Teacher

0651542 Charlotte – Foundation Phase Coordinator

2405414 Lauren – Additional Learning Needs Practitioner and Year One Teacher

2405613 Isla – Mental Health and Wellbeing Officer and Year Two Teacher

Chairman Introduction:

Good Morning all and welcome. I would like to formally open today's monthly staff meeting, being held on Friday the 15th of May 2026 at 9:30am, here in our primary school setting. Thank you all for attending and for making the time to be here during a busy school day. The purpose of today's meeting is to discuss the individual topics on our agenda today, that has been emailed to you all earlier this week.

I would now like to introduce the members of staff attending today's meeting. There are no apologies to make as all individuals invited are here in attendance. Joining us today is Lauren, our Year 1 teacher and our ALN coordinator, Charlotte, our reception teacher, and our Foundation Phase coordinator, Isla, our Year 2 teacher and our Wellbeing Officer, and myself the Headteacher of this school setting. Their knowledge and experience will be valuable in today's discussion.

In today's Meeting we will be using Bruce Tuckman's theory of group development to guide how we work together as a team. Tuckman identified the stages of forming, storming, norming, and performing, which explain how groups develop and become effective over time (Keene, 2024). During today's discussion, we will work collaboratively, respect different opinions, and aim to reach positive outcomes for the school as a whole and the community.

I will lead today's meeting using a democratic leadership style, encouraging all staff to share their ideas and views. The best decisions are made through teamwork and listening to different perspectives. While I will guide the meeting and keep us focused, I want everyone to feel involved in the decision-making process.

This meeting will also follow Rensis Likert's consultative management approach (1960), where staff are encouraged to share their views before decisions are made (BusinessBalls, 2019). This supports open communication, teamwork, and the democratic leadership style being used throughout today's meeting.

Minutes of today's meeting will be formally recorded and shared with staff to ensure discussions, decisions, and actions are accurately documented. As highlighted by Day (2024), meeting minutes support accountability, future planning, and clear communication, while also providing reliable record for future reference.

I will now hand over to our ALN coordinator, Lauren, to discuss the arrangements and support in place for the new pupil with additional learning needs joining our school.

Laurens Speech:

Good morning I am Lauren Spice, and I am the year 1 teacher and ALNCO. There is no new information regarding year 1 class. But to answer to your question Leila i will get to that shortly.

My role is to identify children's additional learning needs (ALN) and the support they require in school. I oversee the schools ALN policy as article 28 states every child has the right to a good quality education and article 23 every child has the rights to a special education and care if they have a disability. These rights are strongly supported by the UNCRC, (1989), the Additional learning needs code for Wales (2025) and the Additional Learning Needs and Education Tribunal (Wales) Act 2018, providing the legal framework regarding the rights of children with ALN. This emphasises person centred practice and equal access to learning (Welsh Government, 2025) Also, I am responsible for promoting inclusion under the Equality Act 2010.

The ALN coordinator manages and reviews individual development plans (IDP's), based on person centred planning and works closely with other teachers, external agencies and establishes good relationships with parents/guardians to ensure the best provision is in place. This role is statutory strategic leader within the school. The ALNco is responsible to ensure provision aligns with the school development plan to meet the needs of all learners. ALNCO's are required to identify pupils with ALN and to coordinate the additional learning provisions (ALP) and monitor the impact. The ALNCO supports staff through training and contributes to professional development across the school. The ALNCo is responsible for developing and implementing the school's ALN policy, managing daily operations, and overseeing ALN support staff (Welsh Government, 2021; Welsh Government, 2018).

According to Lewin (1939) leadership theory, a democratic and participative approach can create a positive school climate by promoting collaboration and shared decision-making. There for having a strong leadership is crucial for ALNCo to facilitate and build relationships with staff to help with training, keeping parents informed about support and their child's progress and working in partnership with other agencies. This ensures IDP's are supporting inclusive practice.

The 7S model by McKinsey is used to manage ALN provision strategically by aligning elements such as strategy, structure, systems, style, staff, skills shared values, ensuring the school's ALN policy is well-integrated and staff are well-trained, and supported ultimately leading to well-managed and responsive provision for learners with additional learning needs (Waterman, Peters and Phillips,1980).

In September 2026, Katie will be starting in reception she has ALN that affects her learning pace (Welsh Government,2018). Katie often struggles with concentration, short-term memory, and processing information, making it hard to follow instructions and complete tasks independently. However, Katie thrives in creativity, verbal communication, empathy, and peer relationships, and shows enthusiasm for group activities and imaginative play. These strengths can be utilised to build confidence and engagement through tailored tasks that allow verbal or visual expression, rather than just written work (Welsh Government,2021). To support Katie, staff must build confidence and engagement while providing targeted support for areas of difficulty. The ALNCO will support Katie and work alongside teachers, parents, and external specialists to develop an Individual Development Plan (IDP) that outlines specific strategies and interventions to meet her needs.

However, Katie has a severe nut allergy and requires an Epi pen to prevent anaphylaxis. A new school system has been put in place to safeguard pupils with severe food allergies. To help reduce the risk all staff must undertake the courses to recognise allergic reactions and how to administer (AAIs) correctly. Kitchen staff will have up to date training and prevent cross contamination while preparing food and include a clear food label. Katie will always have access to her own Adrenaline auto-injector (AAIS), with the school having a backup if the first one fails. Under 2012 regulations, staff can administer adrenaline to any student in an emergency to save a life, regardless of formal training (Department of Health, 2012). The AAIS will arrive within the week for the safety of any other pupils. An up-to-date register of pupils with allergies, including photos, and ensure staff can access this information quickly, any pupils who needs (AAIs) will need consent from parent/guardian to use the school's spare. Due to the school holding a spare AAI i will be putting a policy place, which aligns with the "Supporting Learners with Healthcare Needs" statutory guidance (Welsh Government, 2017).

For children with medical conditions we must have regular communication with parents and carers, which helps families feel secure about their child's safety and support and ensures that decisions are made together Working with parents and carers is crucial for building trust and consistency between home and school (Lewin,1939). This approach helps create a safe, inclusive, and responsive learning environment that meets the child's educational and medical needs (Walterman et al.,1980). Moreover, a child in Wales with a health care need requiring emergency intervention needs a Health Care Plan (HCP) in addition to an IDP (SNAP Cymru, N.D). Unlike in England where it is one plan an Education Health Care Plan EHCP). Due to Wales having two separate plans, this can lead to a fragmented approach in

supporting the child. Therefore, a child with ALN has an IDP and a child with a nut allergy requires an IHP, as Katie's has both this requires two sets of meetings, documentation, reviews, and responsibilities for staff, therefore the risk of important information being missed and health professionals will contribute to IHP'S and not IDPS , which can cause confusion and delays with information sharing (Welsh Government, 2017; Welsh Government, 2021).

I have booked courses with set dates and staff allocated; it is important staff attend to ensure school policies are implemented effectively. please see me if there are any problems if you are unable to attend.

Training courses

Anaphylaxis Awareness and Epi-pen training – Charlotte & Isla 18th June 2026

Awareness of ALN - Charlotte & Isla-28th July 2026

Inclusive classroom strategies - Charlotte & Isla 22 May 2026

Safeguarding - Charlotte & Isla 1st September 2026

First aid- Charlotte & Isla 1st September 2026

Diolch.

Leila's Speech:

Thank you Lauren.

The agenda that I will be discussing is, a concern regarding a recent parent complaint about the hygiene standards of the school toilets. As a primary school, we have a duty of care to provide a clean, safe, and hygienic environment for all pupils and staff (Welsh Government, 2012). We will discuss the issues raised and agree on immediate actions and long-term solutions to ensure that this matter is resolved as quickly and effectively as possible.

The concerns raised by the parent suggests that current cleaning and monitoring procedures need to be reviewed. Public Health Wales (2023) highlights the importance of reducing the spread of infection within educational settings through effective practices. To improve standards, I propose reviewing cleaning schedules, increasing toilet checks during busy periods, and ensuring supplies such as soap and paper towels are always available. Poor hygiene can negatively affect pupils' health, wellbeing and confidence in using the facilities (Welsh Government, 2024).

This issue can also be linked to the UNICEF, 2022, Rights of the Child, which states that children have the right to be safe, healthy, and supportive educational environments. Articles 24 and 28 highlights the importance of health, hygiene, and wellbeing within

schools. As staff, we have a shared responsibility to ensure our toilet facilities remain clean, safe, and respectful for all pupils.

Urie Bronfenbrenner's ecological systems theory highlights the importance of positive communication and strong relationships within environments that support children's development, including schools (Main, 2023). Within a primary school setting, effective teamwork and clear communication between staff members are essential when identifying problems and working collaboratively towards solutions. By maintaining open communication between leadership, teaching staff, site staff, and cleaning staff, we can ensure that concerns regarding toilet hygiene are addressed quickly and consistently. One practical solution may be to provide cleaning staff with updated cleaning products and equipment to improve hygiene standards throughout the school. However, it is important that any products used meet Control of Substances Hazardous to Health regulations and follow Public Health Wales guidance to ensure they are safe, effective, and appropriate for use within educational settings (Welsh Government, 2020). Staff must also communicate clearly with one another regarding where cleaning products are stored to ensure they are kept securely, safely managed, and always out of children's reach. This demonstrates the school's commitment to pupil safety, safeguarding responsibilities, and maintaining a healthy learning environment for all.

This issue can also be linked to Abraham Maslow's Hierarchy of Needs theory, which explains that individuals must first have their basic physiological and safety needs met before they are able to fully focus on learning and personal development (Cherry, 2024). Within a primary school setting, pupils need to feel safe, comfortable, and cared for in their environment in order to learn effectively and maintain positive wellbeing. Clean and hygienic toilet facilities are an important of meeting their basic needs, as poor hygiene standards could cause discomfort, anxiety, embarrassment, or even health concerns for pupils. If children feel unable or unwilling to use the school toilets due to cleanliness issues, this may negatively impact both of their physical wellbeing and emotional confidence throughout the school day.

One possible long-term solution is to introduce hygiene lesson and class discussions to educate pupils on personal hygiene and respecting shared spaces such as school toilets. This links to the Curriculum for Wales Health and Wellbeing Area of Learning and Experience, which encourages pupils to make healthy and responsible choices (Welsh Government, 2022). Teaching handwashing, cleanliness, and toilet expectations could improve hygiene standards while supporting pupils' health, wellbeing, and social responsibility.

Now we will be moving onto Charlotte our reception teacher and Foundation Phase Coordinator.

Charlotte's Speech:

My name is Charlotte, and my role is a reception teacher and Foundation Phase Coordinator. From the previous meeting, there are no behaviour records to discuss as they have been resolved; however, there has been a rise in incidents at playtime where children seem disengaged and show unkind behaviours.

Additionally, the behaviour logs are trending with a high pattern around disturbances during outdoor play time, as previously mentioned. As reported, children are having disagreements that escalate from shouting to pushing. There has been one incident with a child screaming when directed to follow the instructions of a group activity. Staff's written observation suggests this is when children are feeling overwhelmed or triggered by other children. From the use of these logs, it has been essential in identifying themes of children's behaviours and needs. In many of the situations, the reports have occurred when unstructured play has been presented, which is where there is less staff guidance and adult interaction. However, on the days they have structured play with staff present, there are no behaviour logs from this evidence, and in line with the Well-being of Future Generations (Wales) Act 2015, with the approach of a more equal Wales, we should aim, whilst on duty at playtimes, to promote inclusive play.

Importantly, today's discussion is about a certain child, a young male who has been suspected of showing bullying behaviour towards children by pinching, screaming, and pushing. Also, taking other children's toys and, on occasion, aggressively throwing toys at the children. This is causing the other children to be very emotional, hurt and disturbing the classroom environment. Children are displaying marks from being pinched and scratched after incidents. This is worrying as children feel upset and may think they are being targeted or disliked by the male, and parents are notified about these visible injuries as required by the school's policy. Parents have expressed concerns about the safety of the learning environment, as their children are coming home with these injuries.

The male child has recently experienced a change at home with the addition of a stepdad and stepbrother. Since their move into the family home a month ago, his behaviour, previously without concerns as an only child, has changed. In line with the Social Service Well-being Act (Wales) 2014, I have observed him in clean clothes, with good hygiene and well-fed. Mum, who is polite, drops him off and picks him up,

and he appears happy in her presence. I have no safeguarding concerns regarding his home life (Social Care Wales, 2017).

As the teacher of the reception class, with the view of the Education Act 2002 legislation.gov.uk (2026) in mind and safeguarding guidance, I have been the main contact for supporting the child with behaviour, which has been done in line with the school's behaviour and safeguarding policies. As a classroom, we have responded by allowing the child time to settle in a space he is happy with and a safe space to talk. I have communicated with mum on a regular basis. Due to high responsibilities as the class teacher I feel it is more appropriate to look into him being supported with a 1-1 in class who can provide more time for him (Bentham, 2025).

According to Kearns (2025), the type of pattern of behaviours showing within playtime and with the young male strongly links to John Bowlby's theory, where attachment is paramount. A child needs to feel emotionally secure to feel safe. Often, when environmental changes occur, children can be exposed to high levels of insecurity, which can lead to struggles with emotions, well-being, and behaviour. At times, in a school setting, this can be displayed as aggression or conflict. A child displaying the behaviour may reflect distress with their emotion rather than being defined deliberately. Bowlby's principle focuses on a consistent sense of security and trust (Parker, Rose and Gilbert, 2016).

Overall, as suggested by Garvey (2017), the increase in reported behaviour concerns highlights that a reflective and collaborative approach needs to be undertaken as a team. This links with Bruce Tuckman's theory of developing as a group. He shared that as a team, we should move through stages, highlighting the storming stage, which is where often inconsistencies can develop within a team approach. For us, as a school setting, at times this can be differences in how staff respond or record, which can present difficulty in managing behaviour meaning we become less effective as a team (Patterson, 2022). With the vision of working collaboratively as staff, we should aim to develop a consistent foundation for supervising children, managing their behaviour and how this is logged. This will allow for better working practice, create a safe and positive play environment for all the children (Karila and Kupila, 2023).

Leila -Thank you Charlotte. Now we will move onto Isla, our Mental health and wellbeing officer and year 2 teacher.

Isla's Speech:

Good morning, thank you Lauren for the training provided. I am Isla, I am present here as the Mental Health and Well-being Officer and the Year Two Teacher. My role as a Mental Health and Well-being Officer is to overlook, support and develop the school's approach to mental health and well-being to staff, pupils and families. I can provide emotional support, pastoral care and guidance for mental health and well-being (Welsh Government, 2021).

For my agenda, I would like to discuss yearly my anonymous questionnaire that I sent out to all staff in the Easter Holidays. I do this ensure that we as a school follow the Equality Act (2010) and The Employment Law (Government Equalities Office, 2015). This is to ensure there are no discrimination between leaders and staff and that staff feel safe in the workplace. According to Welsh Government (2001), as school and leaders, we provide equal opportunities and monitor our staff's overall health and well-being. Although an old citation, this opinion is still believed and used in the early years sector. My questionnaire explored staff well-being, workload, stress levels and concerns. I allow these responses to be confidential and anonymous to help workers feel they can discuss concerns.

The results of my questionnaire were concerning. TA's feel undervalued and lacked recognition especially in staff absences and workloads. To help this, I will be offering open meetings to ensure they have opportunities to share concerns and feel supported. Teachers also felt the need and stress of ALN students. Stating they felt stress when planning high classroom workloads plus additional for ALN students. Although they appreciate the effort, they've stated the extra stress with workload demands and absences shows me there needs improvement in communication and future structures in the day with further training from Lauren and fundings. By the responses I have received, I have identified they key pressures. This includes the lack of appreciation in the workplace, lack of communication in absences, the decrease of staff motivation, tiredness and the repetitiveness of these feelings. I feel the pressure on staff of lack of support with ALN children and extra workload could be a cause of the absence of our staff is increasing. Some staff also had concerns regarding the gossiping in our school. We can help this by sending a reminder to staff about our Whistleblowing policy, and that it is important for us to follow this. (GOV UK, 2024).

To help understand this, I suggest us as leaders should take a deeper look into Abraham Maslow's Hierarchy of Needs Theory. According to Cherry, K (2024), Maslow's Hierarchy of Needs explains how feeling valued and supported helps people achieve their full potential. In the third and fourth tier of love and belonging and self-esteem is about feeling valued, loved, appreciated and to have confidence and self-respect about themselves and the area of work. We can offer a good,

reliable and ratio break routine for all staff throughout the days. We can offer more and better communication skills for reflections. According to Stevensons University (2025), demonstrating clear communication and listening skills, support workers feeling 'seen' and 'heard'. We must ensure we act into our workers concerns as I feel they are the most important people in our school. By doing this we can build a healthy, confident relationship between us leaders and the workers. GOV UK (2025) states that promoting healthy and positive relationships between staff, pupils and families can be beneficial towards being a good role model to them and their behaviour (Albert Bandura). It can support everyone's professional development and children's motivation and academic success. GOV UK (2025) suggests that creating positive relationships between staff can help with mutual respect, improve communication skills and better outcomes for the staff and children.

Here are my two handouts of a method we can all try to develop professionally and reflect on our work. The first one is a SWOT Analysis. Kenton, W (2025), the purpose of SWOT Analysis is to review and reflect on work performances and risks. By using this template I have provided, it can help guide us to more support and guidance to our professional development.

The second template I have provided is the Gibbs Reflective model. University Of Warwick (2026) states that this model is a step-by-step guide to improve practice and professional development. By giving a descriptions, feelings and evaluation on a specific experience, can give help guide to a conclusion and useful strategies to do better. For an example, after i create a meeting with all the TA's regarding their concerns, I will use Gibbs Model to reflect this meeting to conclude on how I can do it better.



BreadCrumbList, Kavitha (2022)



Assignment Desk (2022)

Under the Social Services and Well-Being Act (2014), according to Social Care Wales (2017), I have a duty of care to anyone under my role, by allowing their voices to be heard, support their well-being and allow the access to support and to help prevent the concern from more harm.

I have reviewed our recent absence report, and it seems to connect to the individuals who expressed concerns over workload stress and the extra work according to ALN students.

It is important to discuss our leadership styles and theory to support the multi-agency working. Channell, M (2025) claims that Kurt Lewin's Leadership Styles (1939) is an effective way to overlook leadership styles. Kurt Lewin rounded this to three different styles. Autocratic, where the management make most decisions, Democratic, where the team and leader work together for a conclusion and Laissez-Faire, where the team make most decisions and the leader takes a step back. Channell, M (2025) list's the pros and cons of each style.

<u>Style</u>	<u>Pros</u>	<u>Cons</u>
<u>Autocratic</u>	- Fast decisions - Everyone knows what needs to be done	- Team feels undervalued - Lack of new suggestions - Stops people stepping up into a new role
<u>Democratic</u>	- Allows creative ideas - Better results - Team feels included	- Longer process if emergency (e.e safeguarding issue) - Not ideal for emergencies
<u>Laissez-Faire</u>	- Independence - Allows talents of others	- Can lack organisation - Needs skilled workers - Might lose goals

(Channell, M 2025)

I feel it is best we stick to Democratic style unless safeguarding emergencies as I feel the whole school and everyone as a team will feel valued and seen in their roles. If we use Bruce Tuckman's Leadership Theory (1965), we can improve our team building and team working. IPM (2022) says that Tuckman made a model to support team working to be successful. Tuckman's stages include forming, storming, norming, performing. IPM (2022) says using this model helps stronger teamwork and collaboration.

Because of this, I would like to suggest a inset day where all staff can come together and create fun, learnable team building exercises to help the staff relationships and a successful team relationship.

Shared Agenda – Preparing for a new TA

Leila – Thank you Isla.

Our next agenda item focuses on preparing for the arrival of a new Teaching Assistant joining our primary school. As headteacher, I led the recruitment and interview process and believe she will be a valuable addition to the school team. It is important that we work collaboratively to ensure she feels welcomed, supported, and fully informed about her role and responsibilities.

Before confirming her place in our school, an enhanced DBS check was completed to ensure the new Teaching Assistant was suitable to work with children. This included verifying identification, employment history, references, and safeguarding requirements in line with the school's DBS Procedures Policy (Gov.UK, 2023).

Lauren - Just one more question Leila has the new teaching assistant that will be joining us have specific training in ALN and Anaphylaxis Awareness and Epi pen training?

Leila - To answer your concern for the new Teaching Assistants training with ALN and EpiPen use Lauren, she currently has not got focused training in both, but has experience with working alongside children with ALN in past jobs. Because of this, Lauren could you add her in with Charlotte and Isla to complete the training you have supplied. According to UNISON (2021), it is important for Teaching Assistants to receive appropriate training and development when entering a school so they can provide effective support for pupils and work confidently within the classroom environment. Well-trained Teaching Assistants can positively impact pupil progress, behaviour, and wellbeing, particularly when delivering structured support and interventions.

Lauren- Thank you for letting me know, I will add her to the list of courses as planned. as the new teaching assistant will be joining the class with the pupil who has an IDP AND IHP, so I will arrange an ongoing professional development plan, which will include the training provided on the set dates given. This aligns with supporting learners with health care needs statutory guidance (Welsh government 2017) and the Additional learning needs code for Wales 2021, ensuring provision is safe and consistent to the individuals

Leila- Thank you Lauren, that is very much appreciated.

Charlotte - Thank you for organising and letting me know about the training, Lauren. I look forward to attending these.

Leila - Isla, as the wellbeing officer, do you believe it is the best decision to ask the new Teaching Assistant if she'd like to be present at our wellbeing inset day?

Isla – I agree with you Leila, I do wish to include our new teaching assistant to the well-being day. It can help her socialise with her new colleagues and have a easier start to the new job. Blythe, T (2023) states that team building days are important for colleagues. It allows colleagues to develop communication and listening skills, problem solving skills, improving confidence, social skills and importantly a better workplace environment. This will improve the respect in the environment. It allows trust and positive relationships. GOV UK (2025) supports this by stating the importance of positive staff relationships can create better outcomes for staff, children and families. By inviting them to our well-being day, we are creating an inclusive environment. Needham, A (2023) claims that creating an inclusive environment helps trust, healthy debates, creative ideas and an improved environment. This helps us allow inclusion, equality and equity for her from day one. This will also support Charlotte's struggles in the classroom and hopefully improve future stress and absences. The training Lauren has provided are beneficial for staff's development and well-being. Pipkin, A (2025)

states further training enhances confidence, less stress and lack of isolation. With her attending our well-being day, it can support her with the Democratic style of Kurt Lewins Leadership theory (1939). Channell, M (2025) supports this by stating that Democratic leadership styles support more creative ideas and inclusion for the team.

Leila – Amazing thank you so much. I will let her know about the upcoming plans. Charlotte, I understand from your agenda that you are currently feeling a lot of pressure with your classroom due to behavioural issues from an individual. To try and work through this, I believe the best classroom for the new Teaching Assistant to enter, when she starts on Monday the 8th of June 2026, is your classroom. This will provide you with an extra pair of hands and allow the child to have a 1 to 1 when necessary. According to Smith (2023), 1 to 1 support can help children experiencing behavioural difficulties feel safe, understood, and supported within the school environment. It also allows staff to better understand the child's needs and provide consistent guidance and support.

Charlotte - Thank you for your support on this matter Leila, as a team I feel she would be a great addition to the school and especially my reception classroom environment. This will take the pressure off me as the main teacher. Additionally, allowing me to focus on ensuring the classroom's learning is sufficient, safe for the children and reassures the parents. The extra support is very much needed for the young individual at the moment in the context of emotional well-being and positive behaviours. Allowing the young male to have 1-1 support will provide consistency for him while he experiences life changes within his family unit. Also so that we can focus on monitoring changes and act efficiently in relation to the child's needs, ensuring that understanding well-being is a part of his everyday learning, which is promoted in the curriculum for Wales (Welsh Government, 2020).

Chairman's Closing Speech:

To conclude today's monthly meeting, I would like to thank everyone for attending and for contributing professionally and positively throughout today's discussions. Your ideas, teamwork, and commitment to supporting both staff and students within our primary school are greatly appreciated.

All actions and outcomes discussed today will be recorded within the meeting minutes and followed up accordingly. Our next monthly meeting will take place in one month's time, on the 15th of June 2026. According to Education and Skills Funding Agency (2021), leadership meetings should be held regularly to support effective communication, collaboration, and decision-making within schools. Within our primary school, senior leadership meetings are held monthly to review progress, discuss concerns, and ensure actions are consistently monitored and implemented.

Thank you once again for your time and contributions. The meeting is now closed.

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