No AI was used for this assignment

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Meeting Location

Ysgol Y Hapus, Swansea

Members in attendance:

Kelly Evans – Year 6 Teacher and School's Health and Safety Officer (HSO)

Lucie Daley- Acting Headteacher and School's Designated Safeguarding Officer (DSO)

Lucy Willimer-Cant – Year 1 Teacher and ALNCo

Meg Evans – Morning Nursery Teacher and Pastoral Support Officer (PSO)

Agenda for Team Meeting 26/11/2025

1-Reviewing Safeguarding Policy and Procedures – DSO

2-Review health and safety policies in relation to fire evacuation procedures – HSO

3-Implementing a whole school approach for emotional regulation – ALNCo

4-Proposal of an extra wellbeing activity including pupils and their parents – PSO

5-Discussion based on the new outdoor learning area by all members in attendance.

Individual script:

Good morning, everyone, I appreciate you taking time from your morning routines to attend today's meeting. These meetings allow us leaders in our areas to communicate aims, objectives and update any policies to cater for all children's needs. These are some areas the education and training inspectorate for Wales (hereafter Estyn) look at in accordance with their guidance (Estyn, 2019, p24: 5.1). I hope you have all had time to look over the email I sent last week highlighting today's agenda. These agendas are topics and discussions we may have had informally, however could be beneficial and informative to us all, so arranging this meeting with your individual leadership roles offers the opportunity to provide transformational leadership skills. Transformational leadership is based on new ideas and adapting to change (Davies, 2016, p22). I am conscious of time, so ask if we can all share our individual agenda topics first and ask any questions at the end. Thank you.

Thank you, the second agenda is in relation to a change in our fire evacuation procedures and policy, in response to our recent fire evacuation drill concerns. In accordance with the health and safety management of fire safety policy, within the local authority (City and county of Swansea, 2024, p10), evacuation drills should be recorded and undertaken every six months, and any changes within these procedures should be shared with all staff. In order to comply with the Regulatory reform fire safety order, we practice fire evacuations and procedures to familiarize both staff and pupils with the evacuation process, to ensure a smooth and effective evacuation in an event of an emergency (Department for Education, 2021, p10). The department of education (2021, p15) advises that in an emergency evacuation, all personnel should reach the designated place of safety without delay. These procedures should be assessed regularly, especially if there are any changes which could affect the evacuation process (Department for Education, 2021, p10).

Unfortunately, our recent fire evacuation experienced some delays leaving the premises, due to the younger children moving slower and the volume of children leaving through one gate. As the year 6 teacher and health and safety officer, I have the responsibility to ensure the health and safety of both staff and pupils within the school, through communicating effectively, while also assessing and managing risks

daily (Health and safety executive, no-date: Gov.UK, 2022). Alongside having the responsibility to carry out and complete any fire safety assessments and ensuring any actions recommended are implemented (Department of education 2021, p103). Considering these issues, the new plan is to open both outer gates, during an evacuation procedure, to divide the volume of children between the two. The new fire evacuation plan states the older Key Stage 2 (hereafter KS2); children leave the second gate and walk on the pavement towards the fire evacuation point with supervision. This was decided as it would be more of a risk for the younger KS1 children due to the road, so they will continue to evacuate through the usual gate.

Accompanying this change, each classroom will be allocated a bag containing a key for both gates, each clearly marked, along with an updated fire evacuation procedure and fire registers for that particular class. Alongside this will be the introduction of a red and green card which will symbolize if everyone is accounted for, at the designated fire point. To implement these staff on arrival at the designated fire evacuation point, will do their head counts and register and if everyone is accounted for the member of staff will hold up the green card, however if not and someone is missing, they will hold up the red card, presenting a visual to alert emergency officers of a potential risk to life.

As a school we will allocate three members of staff, one from each area of the school as fire marshals, who will be sent on appropriate training and when trained, they will sweep designated areas during the alarm and ensure doors are shut on their way out of the building. Due to the urgency and safety aspect of these decisions, I have had to take on a more autocratic style of leadership in regards to these changes independently, as stated in the health and safety at work Act 1974, section 2: it is the duty of the health and safety officer to ensure the maintenance and workplace is safe and does not pose a risk to health, whilst also providing information, training and supervision to fellow employees to enhance the safety of all persons (Uk public general acts, 1974). Kurt Lewins theory states an autocratic style of leadership is useful when decisions need to be made fast, in order to understand what needs to be done and by when, which decreases the workload of fellow staff (Nickerson, 2024). Therefore, within the next week the plan of action is to inform all staff of the changes to the fire evacuation process in an after-school meeting and appoint three fire marshals, to which to provide further training, and also provide each class with

evacuation bags containing all equipment mentioned. I hope this is okay with everyone. Are there any questions or concerns before we move on? Great, if we can then go to Lucy to discuss the next topic on the agenda ALN.

My part of the discussion for agenda 5:

This sounds like a great idea, which will be very beneficial to our pupils. Although the health and safety executive (hereafter HSE, 2012, p1-3) encourages providing opportunities for children to explore outdoor environments, it is also important to ensure the staff have carried out appropriate risk assessments to identify and control potential risks according to the department of education (2022). The department for education (2022) highlights how staff should have detailed risk assessments which include who may be at risk, the possible hazards and the measures in place to lower these risks. While these seem discouraging, the HSE (2012, p1-3) encourages children to participate in risky play to develop risk awareness, which will benefit them in later life. However, by having trained staff who can find the balance between unhealthy and healthy risks, it will lower the chances of more serious incidents occurring (HSE, 2012, p1-3). Once the area is complete, it will have a full health and safety check, along with a risk assessment, before use. Then moving forward all staff will have health and safety training to identify risks, whilst also learning how to encourage children to take healthy risks through play, to create a balance to support all children's development. This is in line with the UK statutory instruments (2005) that if an employee is given a change in role or responsibilities and dealing with new equipment, they must undertake training.

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