

Leadership and Teamwork Portfolio – ECEY5006

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AI Statement:

No AI used in this Assignment

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. Review health and safety policies in relation to fire evacuation procedures – HSO
2. Reviewing Safeguarding Policy and Procedures – DSO
3. Implement a whole school approach to 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.

Personal Script for Agenda 4

Thank you, Lucy. I am going to move on to discuss Agenda 4 of this meeting.

As you all are aware, my role in our school is to provide pastoral support and care to our pupils and their families. Pastoral care in schools is important for creating an educational environment that fosters inclusivity and support. It involves a range of actions and measures aimed at promoting positive well-being and enhancing overall education for pupils (SchoolUni Guide, 2025). Pastoral care and support are also targeted at the parents and guardians of our pupils to ensure them that we are here to support their children but also to support them. In today's increasingly complex world, children encounter more pressures than ever before. Social media, academic demands, and shifting social dynamics can place a heavy strain on their emotional wellbeing. Effective pastoral care in schools is important as it helps pupils develop the skills to manage their emotions, ask for support, and build healthy self-esteem within a nurturing environment. Pastoral support offers early intervention, creates a sense of safety, and fosters positive, trusting relationships. It can enable students to regulate their feelings, grow in confidence, and feel connected to a community larger than just themselves (Lord Wandsworth College, 2025). Lord Wandsworth College (2025) also suggests that students who feel safe, confident, and emotionally grounded are better equipped to focus, engage, and take meaningful academic risks and be more resilient. This is developed not only through classroom experiences but also through the consistent encouragement of teachers, mentors, and peers. Strong pastoral care supports pupils in a holistic way, helping them grow as capable learners and well-rounded individuals. Pastoral care and support are best provided through a combination of different ways. Some effective ways are regular check ins and access to services, workshops, and assemblies (Petty, 2025).

It has become apparent that the overall well-being of the children in this school has dropped. The children completed a Pupil Attitudes to Self and School [PASS] test in October, and the results has shown us that there is a lot of children who are unhappy in school. A PASS test is a survey for all ages that helps teachers to understand their pupils' mindsets towards school, and whether they are confident, ready, and motivated to learn. PASS tests also help to identify barriers to learning, to support

the pupil's wellbeing and achieve positive outcomes (GL Support, 2017). Following these findings, as the pastoral support officer in the school it is my responsibility to outline ways forward to improve the well-being of the children. According to the Equality Act (2010) cited in Neath Port Talbot Council (2022), schools are obliged to make reasonable adjustments in every aspect of school life, such as anticipating needs and evaluating behaviour policies and practices. Following this, it is my role to act on these findings, by communicating with other agencies and finding the best possible way forward. According to the Welsh Government (2022) it is crucial to maintain good communication skills such as having good listening skills and being able to work collaboratively with a range of partners, to be an effective leader.

As part of my role, I have researched different types of activities and interventions that we could introduce in our school which could help boost the overall wellbeing of the children. One idea which grabbed my attention was parent and student cooking classes. I would like to introduce these cooking classes and make them available to our parents and children to participate in one afternoon a week. Cooking with children provides a wide range of developmental, nutritional, and social benefits, making it a highly valuable activity within both home and educational environments. Engaging children in food preparation strengthens both fine and gross motor skills. Tasks such as stirring, chopping with supervision, or measuring ingredients refines hand–eye coordination and finger control (BBC, 2025). Cooking naturally reinforces core academic skills such as measuring and counting ingredients, which supports mathematical understanding and Reading recipes which enhances literacy skills (BBC, 2025). By introducing these classes in our school and involving children in cooking, we could positively influence their dietary habits and show their parents the foods that the children should be eating. Exposure to a wider range of ingredients can also encourage them to try unfamiliar foods and increase the likelihood of developing a varied, balanced diet (BBC, 2025). The Welsh Government (2025) suggests that schools need to take action to promote healthy eating and drinking in schools to tackle childhood obesity. These classes are a way where I can act on this new approach. The recipes that will be used will be picked appropriately, by looking at 'The Eatwell Guide' which was designed by the National Health Service [NHS]. The Eatwell Guide illustrates the

proportion of each food group we should eat to maintain a healthy, balanced diet (NHS, 2022). For a teaching assistant and myself to conduct these classes, we will have to undertake training to achieve our Level 2 Food Hygiene Certificate. This training is a legal requirement that proves that you are adequately trained to do your job correctly and safely when handling foods (NCASS, 2025).

Following my research into child and parent cooking classes my next steps after this meeting will be:

- To sign myself and a teaching assistant up for the Level 2 Food Hygiene Certificate.
- To send out a 'Parent Mail' to all parents proposing these classes and to get feedback on how many people would be interested in taking part.

Thank you for listening, if there are any questions can you please keep them until the end.

Personal Script for Agenda 5

We are now moving on to discuss Agenda 5 which relates to our new outdoor learning area. Firstly, I would like to add my views regarding the children's health and wellbeing. It has been suggested that being outdoors can improve a child's mental and physical health and wellbeing. ESTYN conducted an observation of children in the outdoors in a primary school and suggested that the activities planned outdoors allowed the pupils to take risks, build reliance, and have a positive impact on their overall well-being. By using the outdoors daily in regular lessons, the pupils became more confident and self-aware. It had also been shown that being in nature has helped the children to regulate emotions and co-operate with others more effectively. The unstructured outdoor environment promotes adaptability within children and boosts their motivation to succeed (ESTYN, 2023). Other outdoor learning areas have shown to significantly enhance children's health and well-being. In Wales, research by Swansea University's HAPPEN team showed that weekly lessons in woodland boosted pupils' mood, enjoyment of school, and attendance, while also improving teacher wellbeing (Marchant et al. cited in Swansea University, 2019). Following these findings, I believe that allowing the children to be outdoors more and participate in lessons outdoors, we would be helping to boost their overall wellbeing. From the recent PASS tests which the children undertook, it was clear to see that things need to be done in our school to improve our children's health and wellbeing. This new area allows this to be done and to have other positive outcomes for the children in our school.

In relation to safeguarding Lucie, what would staff require?

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