

LA /ESSEX PRIMARY HEADS' ASSOCIATION MID AREA

THURSDAY 25 JUNE 2026

MEETING SUMMARY: ISSUES AND RECOMMENDATIONS

Agendas and minutes for these meetings available at www.essexprimaryheads.co.uk

Attendance List

DISTRICT AND EPHA AGENDA (a.m.)
(Notes below)
Dawn Dack, Chair

Welcome to the following Headteachers:

Toby Power	St John's CE Primary
Jenny Haken	Beehive Lane Primary
Paul White	Woodville Primary

Farewell to the following headteachers:

Lucinda Bellett	Richard de Clare Primary
Amanda Daines	The Tyrrells Primary
Vicky Jackson	St Francis Catholic Primary, Braintree
Jane Landa-Arrese	Moulsham Infants
Sarah Manning	Galleywood Infants
Richard McIntosh	Baddow Hall Juniors
Louise Sillett	St Michaels CE Primary, Braintree
Chris Speller	St Michaels CE Primary, Braintree
Greg Waters	The Bishops CE and Catholic Primary

Emotionally Healthy Minds
Managing parental complaints
MEPHA meeting and AGM
Election of Officers and Local Delivery
Group representatives
EPHA updates

James Hancock and Sarah Petherick
Iain Grafton – podcast
Dawn Dack

Chair	Dawn Dack (Wentworth Primary)
Vice-Chair	Amanda Reid (Perryfields Infants)
Braintree	Dida Burrell (White Court Primary)
Chelmsford North	Amanda Reid (Perryfields Infants)
Chelmsford West	Nick Taylor (Writtle Juniors)
Chelmsford South	Richard McIntosh (Baddow Hall Juniors)
Halstead	Jinnie Nichols (SGASA)
Maldon	Dawn Dack (Wentworth Primary)
Dengie	Clare James (Maylandsea Primary)
Witham	Anna Conley (The Howbridge Infants)
South Woodham Ferrers	Amanda Buckland-Garnett (Collingwood Pri)
Mid Partnerships Lead Headteacher	Dida Burrell (White Court Primary)

AREA AGENDA

LA updates on current priorities including:

p 1-10	• Director's update	Clare Kershaw
p 10-13	• New TPP quality assurance and impact measures launch	Lianne Canning and Beth Brown
p 14-17	• Ofsted strategic update	Peter Stonier, Senior HMI

p 18 **Key dates**

MID headteacher meetings 2026/27

Thursday 11 November 2026
Thursday 3 March 2027
Thursday 16 June 2027

Deputy Headteachers' Annual Conference 2026

Friday 9 October 2026 Colchester Football Stadium

Headteachers' Annual Conference 2027

Friday 19 March 2027 Chelmsford City Race Course

Small School Headteachers' conference

Wednesday 14 October 2026 The Lion Inn, Boreham

*Page numbers refer to the full minutes (posted on the EPHA website) of the Summer term Area meetings with LA Officers and Headteachers.

**LA /ESSEX PRIMARY HEADS' ASSOCIATION MID AREA
DISTRICT AND AREA MEETING
THURSDAY 25 JUNE 2026
ATTENDANCE**

Present

Lucinda Bellett	Richard de Clare Primary
Becky Black	Hatfield Peverel Juniors
Charlii Bower	Gosfield Primary
Ian Bowyer	Boreham Primary
Justine Brooks	Great Waltham CE Primary
Amanda Buckland-Garnett	Collingwood Primary
Dida Burrell	White Court School
Hannah Cagney	Bocking Primary
Anna Conley	Howbridge Infants
Dawn Dack	Wentworth Primary/Mid Chair
Sharon Derbyshire	St Pius X Catholic Primary
Chris Eynon	St Peter's CE Primary, Sible Hed
Zoe Fairbairn	Hatfield Peverel Infants
Zanya Farmer	Barnes Farm Primary
Patsy Fitzpatrick	White Notley CE Primary
Teresa Gage	St John the Baptist CE Primary
James Garlick	Great Leighs Primary
Kate Garnett	Tollesbury School
Sophie Gibbs	Our Lady Immaculate Primary
Jenny Haken	Beehive Lane Primary
Janet Hoy	Trinity St Mary's CE Primary
Vicky Jackson	St Francis CPS
Jane Landa-Arrese	Moulsham Infants
Claire Laver	Priory Primary
Jenny Lindop	Newlands Spring Primary
Nerys Maidment	Elmwood Primary
Anna Macartney	St Mary's CE Primary, Burnham
Sarah Manning	Galleywood Infants
Richard McIntosh	Baddow Hall Juniors
Sarah Meares	Silver End Primary

LA Officers

Clare Kershaw	Director of Education
Catherine Hutley	Assistant Director, Mid
Nick Rudman	School Effectiveness Partner
Ceri Daniels	School Effectiveness Partner
Simone Webb	ECC
Lianne Canning	ECC
Beth Brown	ECC
Catherine Wallis	ECC SENDOps

Jen Miller
Gemma Moores
Julia Murray
Emily Penkett
Debra Price
Rowen Prigg
Amanda Reid
Sarah Rowe
Alex Russ
Stephen Saunders
Heather Shelley
Victoria Smith
Emma Speller
Lisa Stainsbury
Melissa Taylor
Sarah Vass
Aimee Walker
Greg Waters
Lisa Waters
Paul White
Mike Wood

In Attendance

Pam Langmead
Sophie Hammond
Natalie Hawkes
Claire Smith
Ceri Jones
Koula Anslow
Liane Heard
Peter Stonier
James Hancock
Sarah Petherick
Caroline White
Charlotte Steele
Michelle Keeling
Tracy Gilson

Apologies

Emma Flin
Claire Mills
Rachel Pritchard

Trinity Road Primary
Moulsham Juniors
Holy Family Catholic Primary
Cold Norton Primary
Rayne Primary
St Michael's CE Juniors
Perryfields Infants
Holy Trinity, Halstead
Burnham-on-Crouch Primary
Little Waltham CE Primary
Broomfield Primary
Kelvedon Academy
Heybridge Primary
East Hanningfield CE Primary
Margaretting CE Primary
Great Totham Primary
Chipping Hill Primary
The Bishops CE and Catholic Pri
John Bunyan Primary
Woodville Primary
Elm Hall Primary

EPHA Professional Officer
Rettendon CE Primary
Attain MAT
Riverside Primary
Inspires MAT
Lakelands/Woodville Primary
Lakelands Primary
Ofsted HMI
Emotionally Healthy Minds
Emotionally Healthy Minds
Kinetix
CLP Trust
Vine Schools Trust
Sir Geoff Hurst

St Andrew's Great Yeldham
Chancellor Park Primary
Lyons Hall School

Note: If your attendance or apologies have not been noted please contact the EPHA Professional Officer at pam@langmead.me.uk for amendment.

MID EPHA AREA MEETING MINUTES 25 JUNE 2026

1. WELCOME

Dawn Dack, the Mid Area Chair welcomed headteachers to the meeting.

Welcome to the following Headteachers:

Toby Power	St John's CE Primary
Jenny Haken	Beehive Lane Primary
Paul White	Woodville Primary

Farewell to the following headteachers:

Lucinda Bellett	Richard de Clare Primary (moving to Baddow Hall)
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Chris Speller	St Michaels CE Primary, Braintree
Greg Waters	The Bishops CE and Catholic Primary

If you are leaving please make use of the EPHA new heads' checklist, and complete it for your successor. This is available on the EPHA website at

<https://essexprimaryheads.co.uk/info-and-documents/good-practice/>

2. EMOTIONALLY HEALTHY MINDS

James Hancock and Sarah Petherick were welcomed to the meeting.

Emotionally Healthy Minds supports schools through staff training, student workshops, and parent sessions that build understanding of emotions and develop practical strategies for managing them, helping to strengthen emotional wellbeing across the school community.

James explained that they are currently a team of 15 (but growing rapidly) who support children whose emotions are stopping them from accessing school. He and Sarah gave an example of an 11 year old pupil, who they call Jade, who is finding it difficult to access school; they stressed that every school will be familiar with a "Jade".

The statistics about the mental health problems in school are worrying.

Nearly 9 out of 10 teachers and support staff in a National Education Union survey report that they have noticed an increase in prevalence of emotional and mental health issues in students in their setting. 1 in 5 children aged 8-16 years old have a probable mental health problem.

In 2022/23, 949,200 young people with active referrals to CAMHS:

- 32% received support
- 28% are still waiting for support
- 40% have seen their referral closed without any support

Emotionally Healthy Minds offers staff training, pupil workshops, parent workshops and targeted student support, focusing on a range of activities including

- Regulating Emotions
- Managing Anxiety
- Building Resilience
- Increasing Self-Esteem
- Getting Ready for Year 7

- Starting Primary School

At the core of Emotionally Healthy Minds' training and workshops:

- Emotional education and emotional literacy
- Informative and practical
- Based on tried and tested strategies and neuroscientific research (Emotion Coaching)
- Not about a quick fix
- Addresses issues common to schools right now

The aim is to build emotionally stronger and healthier children

- Supporting neurotypical children, not just neurodiverse
- Equips children with skills for life, not just for now
- Complimentary to TPP and Thrive
- Supports the objectives of the updated primary Health Education curriculum being introduced in September 2026

However, Emotionally Healthy Minds is not about pathologising anxiety or other perceived negative emotions, and rather than asking 'What is wrong?' , ask 'What's going on?'

Contact James Hancock at james@emotionallyhealthyminds.com
emotionallyhealthyminds.com

3. **MANAGING PARENTAL COMPLAINTS**

The Professional Officer explained that she had recently come across a podcast featuring Iain Grafton MBE, focused on understanding and managing complaints, an increasingly stressful problem for schools.

From the reasonable parent who simply wants an apology, to the rare but highly challenging querulous complainant, school governance specialist and former Detective Superintendent Iain Grafton MBE breaks down the characteristics of six different types of complainant and offered tailored response strategies for school leaders. The video can be accessed at <https://www.brownejacobson.com/products/parental-behaviour-support-pack> and the following is part of the transcript of the recording:

The video explained that the framework comes originally from a piece of academic work conducted by the University of Victoria in Australia, probably about 30 years ago now. They were leading the world in trying to better understand why some really serious atrocities committed by people against often multiple victims of homicide took place. What was it about the person that ended up being responsible for those acts that took them from where they started as potentially ordinary, reasonable, normal people, and drove them into a position where they found that the only way they felt they could be heard was to carry out something atrocious in the community.

And as a result of that academic work being shared with law enforcement agencies around the world, the piece of work in question made its way to the United Kingdom in the early 2000s and became the basis for a nationwide rethink by the police forces in England and Wales of the way in which they handle, understand, and support people who make complaints about the police — in order to ensure that the police didn't overlook somebody who may be suffering from a state of mind that could take them from being an ordinary, reasonable person into a state where they could commit something atrocious, as had been the case around the world.

Iain explained that, as a person whose responsibility it is to try and resolve this complaint, headteachers need to be aware that the person you are dealing with who has raised a complaint will probably fit into one of six different categories. And until you understand which of the six categories that person is in, when they have that first interaction with you, you won't have a great chance of resolving the complaint

— because for each of the six different types, there are six different approaches to managing that person and their complaint. And the six responses don't mix well with the six types. So the key to this is, firstly, understand why it is someone's complaining and what their complaint is about and where they are on their journey with that complaint. And then select the best approach to dealing with them, focusing all the time on trying to get a pragmatic, settled resolution and an outcome within the policy that you have for dealing with complaints.

So Type 1 we would refer to as normal, reasonable, ordinary people — the vast majority. Type 2 are difficult or awkward people. Type 3 are those who are either acting through a degree of dishonesty or they're motivated by compensation — litigious people. Type 4 are altruistic complainants who are genuine people, but just act on behalf of others and feel they need to do that. Type 5 are people who make complaints for hobbies, because they do exist. And then Type 6 are the tiniest proportion of all the complainants but they present the biggest challenge to organisations, because they are the querulous, the vexatious, the unreasonably difficult, the rude, the irrational, the intolerant. I could go on. People will have an understanding of that sort of category, I'm sure — what we're trying to describe as Type 6, the most difficult and the most challenging.

Type 6 — the querulous complainant — in some ways the most problematic complainant. What are the key warning signs that you might be dealing with a querulous Type 6 complainant?

They'll very quickly be easily identified, but we need to stress that they're very rare. The behaviours that you will get from the outset will be wholly unreasonable. And we've been asked in the past what's unreasonable? What's unreasonable is whatever you think unreasonable is. Forty phone calls to the school in a day is unreasonable.

Sending in a lever arch folder of 275 pages of A4 and expecting the school head to read that because that's the complaint is unreasonable. And those are both true examples of unreasonable behaviour that I've been involved in advising a school about.

Then there is the rudeness, the threats, the extreme threats, the irrational behaviour, the illogical behaviour, the intimidation, the threats on social media. If you can get into a logical conversation with somebody who is in this state of mind, it will be very difficult for them to explain to you what their complaint is. And it will be very difficult for you to understand that complaint, because what you have to know about somebody who's in Type 6 is they're actually talking to you not because they want you to help resolve their complaint. They're talking to you because they have another problem which you're never going to resolve, and they don't want you to resolve the complaint because having a complaint gives them a sense of purpose.

And therein is the first issue we have to remember with Type 5 people who are hobby complainants, because a hobby complainant likes to make complaints. Somebody in Type 6 may well persist with one complaint over years and never want it resolved. They want you to indulge them in their complaint, and they'll go out of their way to ensure that you do that. So if you start to get close to possibly resolving the complaint, they'll reframe it, they'll withdraw it and substitute it with a new complaint. And this is all about preventing you from getting a successful outcome. So you need to understand with Type 6 people it's unlikely they'll ever get a resolution — they don't want it. If you get too close to it, they'll stop you getting it. So you need a different set of tactics to work with someone who's in a Type 6 state of mind.

A Case Example of Type 6 Querulous Behaviour

I was asked to assist a head teacher who felt they were dealing with somebody who was being unreasonable and presenting them with a complaint which was disproportionate to what had happened, and the outcomes they were seeking were frankly undeliverable. I met with the head teacher and we went through how we had got to this position where the relationship between a family member for a child in the school was so polarised from the school.

It began quite simply — the individual in question wanted to have his mobile phone number added to his granddaughter's school record of people to contact in a case of emergency. The wider family didn't want

that to happen, and the focus for this man became on the school and why they wouldn't do what he wanted them to do, and he became fixated with school policy. He could not see why it wasn't a reasonable request. He didn't accept that the family wouldn't support it. He didn't ultimately accept the head teacher's decision that they were not going to do that.

One of the things that does work well with dealing with people who are in the querulous state of mind is to be really clear and really firm about policy and process and what you can and what you can't do. Because if you don't, they'll exploit you and take it into another, potentially another complaint. And that's what happened in this particular case. The head teacher did the right thing, but by this time the gentleman's fixation was so dangerous that he went into a psychotic episode, his behaviour degenerated and ultimately — having found no other way, in his view, of getting his wishes to have the telephone number included on the school record — he waited until the school was being opened in the morning by the caretaker. He waited in his car outside the school grounds, and as he saw the caretaker open the gates and walk through the school car park, he drove at speed at the school caretaker, knocked him down and injured him, which resulted in a criminal investigation, a conviction, and a term of imprisonment. Thankfully a rare case, but a real case of somebody fitting Type 6.

In terms of strategies, what is the best approach to employ with Type 6 complainants?

Type 6 don't want a resolution, but their behaviours might mirror some of Type 2. And the same with dishonesty — Type 6 people can be dishonest, so can Type 3, but not unreasonably so, not to the point where they're threatening and abusive. So understanding and recognising the different types, particularly Type 6, is key. The strategies to deal with them are to be really clear and really firm.

Taking the example of the 275 pages of A4 submitted to a head teacher as a letter of complaint — I worked with that head teacher and we went through very quickly and recognised that page after page was copy-and-paste material from the internet, irrelevant material. What we decided to do was to construct a letter to send back to the complainant and say: "What you have submitted is unreasonable, and we are not prepared to read it. Please condense your 275 pages into no more than one side of A4 and please return it to school within seven days. If you don't, we will consider the matter closed." And you have to be that blunt and that direct with people who are being wholly unreasonable.

We do not employ head teachers and senior leaders — we don't even require governors as volunteers — to engage in dialogue or in correspondence with intemperate, rude, threatening, or aggressive letters or phone calls. It's not what they're there to do.

Type 6 complainants will often go off to other third-party agencies too — so in the school context, to Ofsted, the Department for Education and others, particularly where they face robust pushback from the school. Is there anything that schools and trusts can do to help them respond effectively to DfE or Ofsted challenges of that nature?

Record keeping is critical. It's critical in any case, and schools are good at keeping records. We keep good records about safeguarding issues, and we're used to keeping logs about incidents in school. The same must apply to dealing with a complaint — keep a log, a register, or however you wish to record it, of your interaction with that person, particularly if they're Type 6, and stick rigidly to policy. A deviation from policy will simply give that complainant another complaint to raise and another investigation, and therefore give more life to the complaint that they don't want the resolution to anyway. And they will then use that as an example to show why they were right to complain — because you can't even follow your own policy properly.

It's sad to say it, but you need to expect, if you're corresponding with people in this state of mind, to have your most recent email or letter sent back to you and annotated — potentially with your grammar corrected, potentially with your spelling picked up. And that's not because they feel that's helpful, but because they want to show that they are in control and that you are nowhere near resolving their complaint. So these are tangents that arise from the process of trying to deal with this. Stick rigidly to policy, and keep a written record of all that you do, such that if Ofsted or the Department for Education

do respond to what they'll also be receiving from the same person, you can demonstrate that you have done everything that was reasonable and proportionate to deal with this particular person.

Are there any key characteristics of Type 6 correspondence to be aware of?

There are. I think the first thing is the volume. Be prepared, if they do resort to writing to you, to receive significant amounts of paperwork. The lever arch folder example I gave earlier is not unusual. However, within that correspondence, there are also some key features that might be more obvious in the initial emails you first receive from the complainant. What we would expect to find — and I have an example of a letter from a case, one page of a nine-page letter, one of many, many letters — is that on page one of the letter you'll see the use of threatening language, of aggressive language, of some irrational behaviours. Some use of very bold print, lots of underlining, different font sizes, different text sizes, excessive use of quotation marks. And as you read through this one page, you begin to get a feel for what this person's state of mind might be. And page one is page one of nine — page nine doesn't end with anything that says what the complaint is. So there's a nine-page letter that doesn't actually tell you what the complaint is. And it's that sort of tone, content, and particular way in which the keyboard is used that are a good indicator that you are dealing with somebody who's in Type 6.

What are the common mistakes that schools make in handling complaints?

I think probably the way to answer that is to say: what are the three top things to do when dealing with a complaint?

Number one — you have to make dealing with that complaint your priority on that day. We know full well that the speed of response and the authenticity of that speed of response is the greatest chance you have of resolving the complaint. So number one, deal with it quickly.

Number two — if you have to resort to policy, and you don't always have to because you can deal with these things at a lower, more informal level, but if you do have to resort to policy, please stick to your school's policy and follow it, because that will be tested, potentially, by the DfE later on if the parent or person is not content with the outcome.

And the third thing — please make a written record of what you've done. Keep a written record so that in the future you can demonstrate what your response was to that particular complaint. And of course, if in doubt, please do come and seek some advice from governance professionals who can support you with this piece of work.

We talk a lot in our training about aiming for resolution, but planning for escalation. How does that fit in with all we've talked about today in terms of the profiles of the complainants and the ways of responding to them?

It fits really well. I would say similarly: begin with the end in mind. What do you want out of this? What does the complainant want out of this? Do you have any common ground on day one that you can both agree on, or are you going to have to escalate this through a policy? And if you go through the policy, what's really important is that you make it clear to the person complaining what that policy allows you to do and not to do, because their expectations need to be managed through that process.

My final recommendation is this: most of the people that you deal with who make a complaint will be normal, ordinary, reasonable people. Deal with them as quickly as you can and respond to their complaint with a view to resolving it. We've talked a lot today about people who are in Type 6 — they are the rarest. I wouldn't want anyone to leave today thinking that the Type 6 complainant is going to be something they've got to deal with regularly. It isn't. The majority of people — 95% of people — will be ordinary, reasonable people that you can deal with, but you need to deal with them quickly in order to get the best chance of an outcome.

Iain Grafton can be contacted at foveoltd@mail.com if you want support or advice about complaints.

4. MID EPHA ANNUAL GENERAL MEETING

a) CHAIR'S REPORT

Dawn Dack, Chair of Mid EPHA, gave the following report.

Where does the year go? Somehow, we've blinked and arrived at the summer term again. During the year it often feels like an epic endurance event—complete with unexpected plot twists, minor disasters, and the occasional “surely this can't be happening” moment. And just when you think you've made it, you find yourself swept into the final stretch: assessments, reports, staffing plans for next year... and trying to remember what day it actually is.

I was once told, many years ago, “If you stand still long enough in education, you become an innovator.” At the time (nearly 30 years ago!), I wasn't entirely convinced. Now, it feels rather accurate. We do seem to revisit familiar challenges—SEND has been a significant focus again this year, alongside the ever-present puzzle of funding (or more precisely, the lack of it). Yet despite it all, we continue to show up each day for our children and communities—perhaps slightly more caffeinated, but just as committed.

Ofsted has introduced a new inspection process this year, with, shall we say, mixed reviews. While it's tempting to dwell on the frustrations, that rarely gets us very far. Hopefully, over time, we'll see a little more flexibility and a slightly gentler approach to judgement. In the meantime, supporting each other—professionally and occasionally emotionally—remains essential.

We've also had local elections leading to changes in the County Council. What this means for Local Government Review is, at this stage, anyone's guess. However, one thing I'm confident about is that it won't stop us doing what we do best—picking up the phone, sharing ideas, and, when needed, sharing a laugh.

EPHA has, as always, been working hard on your behalf at both local and national levels. This year our priorities have included Local Government Reorganisation, Early Years, Ofsted, SEND, and the ever-important focus on Headteacher wellbeing. If you've read the meeting minutes (and I know you all do, cover to cover!), you'll have seen that we continue to challenge the Local Authority robustly across these areas.

At this point, I would like to ask the EPHA Executive team to stand. These colleagues represent all of you, contributing to working groups and meetings to ensure every voice is heard. Please join me in giving them a well-deserved round of applause.

I would also like to extend a heartfelt thank you to Pam for another exceptional year. Her termly briefings remain an essential—if occasionally sobering—lifeline. The fact that governors now receive a similar briefing means they are gaining a fuller understanding of the breadth of our roles. The seven-minute staff meetings continue to prove that brevity really is the soul of wit, and the conferences for WEPHA, Heads, and Deputies easily rival national events. Another round of applause, please, for Pam.

So, what's next?

Local Government Reform is set to keep us all occupied for a while. The move to five Unitary Authorities will be something entirely new, and exactly how this will impact us as school leaders is not yet clear. The most significant risk is the potential fragmentation of EPHA. We perhaps don't fully appreciate how valuable it is to meet termly and work collectively across the county. Maintaining that unity will be a key focus for Harriet, Pam, and myself—we will be working hard (possibly fuelled by coffee and determination) to ensure we stay connected.

SEND is, unsurprisingly, likely to remain a major challenge. We continue to be asked to do more with less, while supporting increasingly complex needs within mainstream settings. This is not a new issue—but it is certainly not getting any simpler.

We are also awaiting the impact of the recent curriculum review. It has been notably quiet so far, which usually suggests that something is on its way. It would be wise to prepare for potential changes in what we are asked to deliver—and how.

It has been a privilege to chair the meetings again this year. I say this every year (and mean it): if anyone else would like to have a go, please do let Pam or me know. Sharing the role is always encouraged—after all, it is only fair that others get to enjoy the fun as I retire at Christmas 2026!

Thank you all for your continued hard work, resilience, and good humour.

Have a good summer break when it comes and take some time for you and your family.

b)

ELECTION OF OFFICERS AND LOCAL DELIVERY GROUP REPRESENTATIVES

Chair	Dawn Dack (Wentworth Primary)
Vice-Chair	Amanda Reid (Perryfields Infants)
Braintree	Dida Burrell (White Court Primary)
Chelmsford North	Amanda Reid (Perryfields Infants)
Chelmsford West	Nick Taylor (Writtle Juniors)
Chelmsford South	Richard McIntosh (Baddow Hall Juniors)
Halstead	Jinnie Nichols (SGASA)
Maldon	Dawn Dack (Wentworth Primary)
Dengie	Clare James (Maylandsea Primary)
Witham	Anna Conley (The Howbridge Infants)
South Woodham Ferrers	Amanda Buckland-Garnett (Collingwood Pri)
Mid Partnerships Lead Headteacher	Dida Burrell (White Court Primary)

The officers and Local Delivery Group representatives were thanked for the hard work that they do on behalf of headteachers in the Mid Area and for agreeing to continue in their roles or taking on new positions.

5. EPHA UPDATES

- a) **The Summer term EPHA newsletter**, including dates for the 2026/27 school year, was circulated to headteachers in advance of the meeting -these can also be found on the EPHA website www.essexprimaryheads.co.uk.

b) **EPHA County Annual General Meeting**

The EPHA county AGM will be held on Thursday 1st October at the Lion Inn, Boreham.

c) **Conferences**

Headteachers were reminded that the Deputy Headteachers' conference will be held on Friday 9th October 2026, at the Colchester Football Stadium and next year's annual Headteachers' conference will be held on Friday 19th March 2027 at Chelmsford City Race Course.

The programme and booking form for the Deputy Conference will be emailed to schools at the end of June.

There will be a conference for the Small Schools Headteacher group on Wednesday 14th October 2025 at the Lion Inn, Boreham.

d) **How can governors support their headteacher**

Headteachers were reminded that the Professional Officer will be running training for governors, online, on Thursday 2nd July, focused on how they can support their headteacher.

Headteachers at the meeting were asked to share their views on what their governors do well, and what they would like them to do better, so that these ideas could be included in the training.

6. FUTURE DATES

MID headteacher meetings 2026/27

Thursday 11 November 2026

Thursday 3 March 2027

Thursday 16 June 2027

Deputy Headteachers' Annual Conference 2026

Friday 9 October 2026 Colchester Football Stadium

Small Schools headteacher conference

Wednesday 14th October 2026 The Lion Inn, Boreham

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