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Providing an inclusive practice means providing a good quality child-centred setting. To ensure inclusive practice, the manager has a role to ensure that they create an environment that feels welcome, value and respect. To accomplish this, they need to lead by example by being a role model themselves and be able to reflect on their own practice by showing that inclusive practice is a fundamental vision for the setting and not another policy. Inclusive leadership is believed to be of significant importance to ensure that standards and quality of educational, health and social outcomes for children. Similarly (Fitzgerald and Gunter, 2008) also agree that leadership should be portrayed purposefully and positively by having a positive partnership between educational leadership, teacher leadership and school leadership. Greenleaf (2013) states that true leadership thrives from educators that motivate and desire to help others. Malcolm X states that when partnerships work as a team and not individually that the scenario automatically improves as they are working together to create something better. (Booyesen, 2014) also agrees that to be a part of a practice that enables individuals to work together to share outcomes is unique.

My chosen scenario for the inclusive leadership. A foreign family have recently moved into a middle-class close community that are majority white. They are the only coloured family in the school. You notice that at the playground for pick-ups and drop offs they stand alone and are not included with the other parents in discussions. English is their second language. The children are very bright and polite but do not interact with other children or have any friends outside of school.

Firstly, as a reflective practitioner the first thing that an inclusive leader should consider is family engagement. Many schools are considering benefits to community focused schools. Benefits include families feeling welcomed, listened, and valued. Parents are encouraged to be involved in their child's learning by offering support at home. Reflecting on the above scenario the family would benefit from family engagement as practitioners would get to know families and be able to offer support on how to settle in and meet other parents that are struggling. Working alongside parents have showed positive reflection of socio-economic on educational attainment Jeynes (2015) and Gorad (2015) therefore should be the forefront of the school's work. Miles (2022) agrees that the only way to succeed is if we attack the poverty issue in communities. Communication is key to success in family engagement to help families but to help teachers understand issues that can be resolved between regular discussions and target to ensure that the problems are solved and not passed on.

In many cases in schools, inclusivity is a common issue which is sadly becoming more frequent in early years settings. Inclusion cannot be learned it, for it happen it needs to be lived by all. All children, people have the right to inclusivity. It is not a privilege but a human right, Human Right Act 1998. People should not be discriminated for their race, colour, religion, ethnic and social status in any circumstances. People have a right to be who they are and should not be divided or put into categories or boxes due to backgrounds and colour. Being white is not a privilege, everybody is equal and should be given the same opportunities. Without inclusion people and especially children who are different can feel unsafe, accepted or valued therefore most likely will not engage themselves or contribute in activities as they feel they can be their authentic selves, Ferdman (2018).

Society and school can be seen a very frustrating time for children as they feel they are not seen or not equal to their peers due to upbringing or race. This is sadly true as research shows children being held back because of their backgrounds. For inclusivity to be delivered all members of the early years setting, parents, headteachers and support networks need to have a clear understanding and great communication skills. They need to be working together to create a community that is encouraging young children of the future to be heard and treated respectfully of one another and not be discriminated. The essential role to promoting a inclusive school is noted by Giardina (2012) that leadership is seen in the relationship between people and not the power that leaderships have over people. People can relate to this as discussed above communication is key. It is far more beneficial for peers to be working together to find a solution rather than passing the issue on to another person or another school because they can not deal with the situation rather. Creating environments where all parties are respected and cared for are much more beneficial. Through trust and cooperation between the school and the parents research shows the biggest developmental figures happen as there is a shared ownership for children's success, Giardina (2012).

Scott et al (2006) suggests that parents from minority ethnic backgrounds have shown beneficial outcomes from parent support networks in schools. Parenting programmes can benefit young children with emotional and behavioural problems that can also improve parents' confidence, satisfaction and improve well-being Barrett (2003). Evidence shows the strongest influences on self-esteem and are individuals parents Emler (2001).

Booyesen (2014) states that early year's practices need to combine elements to define inclusive leadership. Leaders need to ensure that practitioners feel included and directed towards shared outcomes while retaining uniqueness and authenticity. By inspiring individuals to develop a vision and be challenged in finding ways to close gaps between vision and current reality. The need to be able to manage tensions and challenge themselves to move forward and get better outcomes, Ferdman (2017).

Pessalozzi (2022) was determined to ensure that all children regardless of wealthiness or sexual orientation have the right to a adequate education. Being embraced by Rousseau theory of social justice and education he carried on through to ensure equal opportunities for all children and to build a world for children. He created a community for children to be able to share experiences, learn what diversity is and how it is different, the mean to it and how it is used in everyday life. Similarly, Baldwin (2021) states that for changes to be made the needs and issues need to be faced straight on as not everything that is faced can be changed but until they are faced there will be no change and that goes for inclusivity as unless people are willing to live inclusively then issues are still going to occur. Phillips (2014) believes that within different ethnic groups and diversity brings numerous qualities like creativity, innovation, information, and deeper processing. But to benefit there needs to be attention to process and removing individual biases, discrimination, and barriers to diversity, Creary et al., (2019).

Ferdman (2017) states that all-inclusive leaders need to address diversity and intergroup relations. It requires addressing questions of differences in cultures and identity and finding appropriate ways to structure relationships across these differences. Finding positive ways to help people recognise, appreciate and address differences, (see, e.g., Creary et al. Ferdman 2017). Ferdman and Dean (2014) both state that inclusion is key to deriving the benefits of diversity by creating organizational leadership that create safety, belonging, participation and a voice to ranges of diversity without loss of valued identities. The pure essence of inclusion is relied on how people feel and are treated at a workplace. If early years worker feels appreciated, respected, engaged and feel they can be authentic then they will be able to provide full contributions both as individuals and team members which will result in success as they feel included therefore can belong, Ferdman (2014).

As a childcare professional working closely with parents, families, professionals, and communities is compulsory to promote inclusivity. There are many patterns to follow as Gibson and Blanford (2005) state. Following the British Council Wales (2021) community schools are becoming a new interest where communities members are working closely with people of the community to create a vision and safe place for children to develop and grow. The vision is to enhance children's experiences by nurturing families and the community to give the children the best chance to achieve. As Watkins (2021) believes that children learn when they are happy and therefore for the children to be happy there needs to be contact and support for families to ensure that the children are getting the best start in life. The vision is most effective when professionals and communities are engaged with children and

families from an early age. Similarly, Munro (2015) suggest that the community is in the heart of the development which is a place that is used to work together to deliver the best available resource and collaborate to gain local knowledge and insight by using a play based approach. In the chosen scenario the balanced pattern is most suited to ensure inclusivity takes place as Bromley (2022) states the best practice for delivering effective provision entails a broad and balanced curriculum that allows parents input, extracurricular activities and provision to create a healthy balance as part of the Education Act (2002). All schools must meet the equivalent of the Education Act (2002) but all schools provide individually. The balanced curriculum provides opportunities for the children to experience different subjects to promote social, spiritual, moral, cultural development. However, Scanlan and Johnson (2020) believe that in communities that have different cultural backgrounds need culturally responsive leadership to transition the communities and school to ensure that all everyone is having equal opportunities.

Centres have been created over the years to ensure that families and children are receiving the best support network. Networks like the Pen Green centre are available for vulnerable children and their families. Offering support and courses to support aspects of the early years work, they believe in every community there needs to be a service available for children and their families to support and celebrate their existence.

According to the Children's commissioner for Wales (2020) there is no wrong door, the aim of the report is to bring services together to meet children's need which is the priority. As stated under the UNCRC all children have rights and although previously human rights are not always met due to services not joining up to support them by law the children's safety act 1989 states that children's safety is paramount. A continuous issue that is still happening is the lack of listening to the pupil's voice, Brooks and Murray (2016). Those who listen to the children's voice become clear to know as they understand the children's need rather than Cruddas (2007) who states pupils are less powerful than teachers and therefore doesn't listen to their opinions or voices truly. Actively listening to your pupils show that you value their opinion therefore their views have been acknowledged and recognised, Woodhead and Brooker (2008). Nevertheless the UNCRC (2015) argue that there are barriers for young people's voices to be heard, Lansdown (2006) article 12 specifies that children have the right to express their opinion freely and be able to form their own views. Similarly Murray (2017) argues that some adults find problems recognising and understanding children's views therefore it is beneficial to ensure inclusivity that the leader is ensuring that all practitioners are up to date with policies and procedures to ensure that children's voices are being heard and understood for them to develop and feel belongingness.

Schools can use tools like 'Face the challenge together; family and community engagement toolkit for schools in Wales' (2016) to guide them and collect information that will support and develop their approach to family and community engagement. Harris and Goodall (2007) argue that the most powerful tool that school can use is engaging parents in their child's learning development journey. Research shows that families that engage with their children's learning journey is six times more influential than the general quality of the school. The sooner the parents are involved the better. Welsh Government (2014) state that education starts at home therefore co working with schools and agencies from day one is hugely beneficial for a child's development journey. Partnerships enables benefits to children, parents, schools, and overall families as positive relationships are formed earlier on ensuring that children and families are supported when needing assistance which means that the parents are helping to support teachers therefore accomplishing more and the general moral of the teachers and community is better as everyone is working together. Within positive outcomes there will be barriers for families due to time pressures of family life, family circumstances, geography and physical barriers, lack of confidence, suspicion, and mistrust but it is critical that schools find ways to overcome these barriers. African proverb (2016) suggests that it take a community to raise a child which states the importance of working together in communities to ensure that children are getting the best start.

2)

For inclusive practice to work it involves co working of behaviours, practices, and policies to experience inclusion individually as well as collectively as Ferdman (2014) states. Nishii and Rich (2014) both believe that inclusion is different sets of related practices and outcomes. Inclusion varies on many elements of systems from micro to macro. Workplaces have policies in place to foster inclusion but for the practitioners to experience inclusion it is ultimately determined by the combination of the leader's behaviour and how the policies are implemented and interpreted by them Buengeler et al. (2018). Chen (2011) believed that more authentic leaders are more likely to report affective commitment to their organisation. Similarly, Travis et al (2019) agrees that the result of how well inclusive practice is perceived is based on how the leader behaves inclusively.

Policies are put in place to ensure a lot of factors but mainly to ensure that everything runs smoothly, Levin (1997). The policies are guidance from frameworks that guides practitioners of their responsibilities, guiding behaviour, provision of education and information for any conflicts that arise. Similarly, as Baldock, Fitzgerald and Kay (2013) state policies do not tell

you how to deal with the problems they just state the aims of the policy therefore does not really help but is there as guidance for information for what is expected. Research from the Early Childhood Education and Care; Policy Development in Wales (2019) show that the level of care and education given is reliant on frameworks from the policy in Wales depends on many factors like the community's opinion on childhood, education in comparison with care for children, the family's involvement and the decisions made within the policy, Dallimore (2019). Evidence shows that the ECEC policies aims are not always in the best interest of the child. For the policy to move forward it is out of interest that the needs of the children are at its core and the view of the children is foundation.

To ensure inclusion in all early year's settings policies discussed below are put in place to ensure that all children and families are treated fairly and equally to ensure all rights are considered. A policy that is familiar within the early years setting is the 'An Anti-Racist Wales'. Communities are growing with diversity cultures and divisions, and it is important that Wales and England as countries are welcoming and have laws and policies in place to ensure that rights are respected as citizens. Unfortunately, a lot of community's face discrimination and racism therefore it is important that early year's practitioners are welcoming and celebrating all cultures and backgrounds into their communities and making children aware by teaching children that we are all different. The policies' goal is to tackle and conquer anti-racism in Wales by 2030. For education the goal is to ensure that all children and practitioners working in schools are supported to access, succeed and progress in employment regardless of their racial background. To have a understanding of ethnicity profiles and offer a safe, positive and inclusive environment for children to learn and grow.

All children have rights under the United Nations Convention on the Rights of the Child (UNCRC). Beneath the 42 articles that discusses the children's rights to live a safe and happy childhood within Wales all articles enable a right for the child has a equal opportunity to be the best and that no child has to ensure poor life chances due to discrimination. To ensure this schools will make sure that policies are in place to make sure that staff are up to date with knowledge of the Equality Act and are receiving training to ensure that their awareness of different groups of children and young people's needs. Analysing data to ensure which groups of children are not accessing the services and why but also if there is children from different background it is important that you are implementing their culture and beliefs into the everyday learning to ensure that you are celebrating all children but also teaching all the other children about different cultures around the world.

Experiences and evidence of this is being seen in schools all around the country where curriculum is implementing all cultures and giving real life experiences to children to ensure that everyone is equal. The parents are being involved by being invited to join in the celebration and to teach the communities about different cultures. By introducing the Chinese New Year, Ramadan these are few between the celebrations that are being implemented into the curriculum to ensure that inclusion is giving inclusive opportunity to children. A Curriculum for funded non-maintained nursery setting in Wales has been set to ensure that all children in Wales a sense of belonging and pride by celebrating the diverse culture in Wales. High quality education is essential for children's development and the curriculum described aspires to nurture children from the very start to ensure that the education and care that is given will last a lifetime and provide foundations for children's learning. The curriculum ensures that the early years setting recognises, values and promotes diversity of children and families to ensure they receive equitable treatment and respect. All children are promised to receive appropriate support and experiences to participate fully in learning. The inclusive practice is implemented through the pedagogical approach that ensures that children have a strong sense of belonging and are valued. All children have equal opportunities to thrive.

Children are influenced by role models and environments that is why curriculum for non-funded nursery settings are passionate about influencing the children's development by creating accessible environments that values and celebrates everyone. The environments are carefully organised to ensure that diversity, authentic representation within resources, appropriate adaptations are in place to remove barriers to ensure all children can participate and open-ended resources on show to reflect diversity. Practitioners and leaders are continuously communicating with parents to ensure that parents views and feedback are received and used to ensure that all opinions are respected and to know which parents and children are not participating and for what reasons. Effective Leaders of EYFS are considering impact of unconscious bias on practice and provision and need to make good use of self-evaluation process as they are role models of inclusion to practitioners below them. Leading through examples and continuously improving their practice to ensure it offers the best opportunities for children. Similarly the Social Services and Well Being Act Wales (2014) agrees that nursery has a duty of care to ensure that each individual has their own right and responsibilities along with adults and children. Implementing and providing equality of opportunity that are anti-discriminatory practice for all children according to their individual needs. By encouraging positive role models using inclusive activities and equipment children are receiving the best start in life development.

3)

Promoting inclusive leadership in the workplace is critical for leadership success. It is a vital skill that is needed in the workplace to promote diversity, increase equity, and build high performing teams. To boost employee engagement and loyalty organisations are looking for practitioners that are trained in promoting inclusive leadership in all roles as it is believed that the leader has a critical role to play in ensuring that all practitioners are feeling valued and respected to ensure that the children are following from good examples. To do this the leader needs to ensure correct training is given to the practitioners, training like diversity where all practitioners are aware of what is expected and how to deal with scenarios and be welcoming to children of all backgrounds. Diversity and differences need to be celebrated as all children are different and this needs to be taught and accepted by all practitioners. By teaching inclusive teaching strategies the practitioners will be ready for any outcomes and can secure that all children regardless of what background gets the best start.

To ensure that inclusiveness is key in the early year's settings preparing a inclusive setting with correct equipment and space for children to play freely is positively implementing inclusiveness. By giving access and taking into consideration all the individual child's needs as the children are all different and develop at different times. Becoming a inclusive leader in the early years has many elements to consider. Firstly race, ethnicity and culture, and lastly ensuring that you are creating a sense of belonging for all children. Prioritising early interventions for all children as all children have the right to belong and to a education. Inclusive practice aims to minimise or remove barriers for learning and support to ensure that all children succeed. The early years foundation stage formed in 2010 promotes equality, diversity, and inclusion. Established to ensure that all children receive fair treatment and equal opportunities regardless of their backgrounds and characteristics.

As a early years practitioner promoting inclusion involves listening to children and families and being sensitive and attentive to their needs. Each child is unique and develops at their own pace, so it is vital to understand and get to know every child individually as it's all about developing a deep and intimate knowledge of each child. Promoting inclusive practice means adjusting activities and learning techniques to suit the need of all children, providing numerous and ranges of activities to stimulate all children's developmental stages. The curriculum has been created for all children to follow by being modified to meet the specific learning abilities of all children. The inclusive early childhood education is a child centred learning environment that's a welcoming environment to everyone.

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