

Inclusion leaders are known to actively explore barriers faced within the environment and to consider ways and to have different perspectives to ensure that all individuals feel valued, safe, understood and involved (Center for Creative Leadership, 2022). Inclusive leaders can have an impact on the experience and environment for individuals around them, when considering how to provide inclusive practice in own settings it is important to look at real life scenarios.

The scenario excludes a little 8-year-old boy names James. James attends a mainstream school and lives with his father as main carer. James dad John has recently recovered from a substance abuse addiction and has been granted full care and ability to care for James as a single father. James is a happy little boy but presents as shy and prefers to play independently instead of with other children. John is also shy and likes to keep himself to himself during collection and drop-off at school and has little to no interaction with other parents and teachers.

Bortini *et al.* (2016 P.5) believe that inclusive leaders are able to consciously take steps in breaking down the barrier that individuals face when feeling exclusion or facing discrimination by society. Inclusive leaders instead address those individual needs and find ways in how to support and empower these individuals to show full potential and participation in today's society and to break down the idea of today's 'norms.

In this scenario there are many barriers that make James and his father feel excluded, because of this, as practitioners it is important to find ways and identify these barriers and how to support each individual where they feel comfortable.

Firstly, it is important within this scenario to look how James father John has been impacted by this chapter in his life and how others around have viewed him and been a part of his journey.

What was found from John's perspective that he is a shy individual and keeps himself to himself when attending drop off and collection at school. John also shows little to

Chelsey Parsons
Student Number - 1909662
Mod – ECEY6004
Word Count - 4033

no interaction with other parents and staff at the school. As practitioners it is important to make parents feel welcome and offer support when needed, even if that means encouraging conversations. To overcome this barrier, as practitioners it is critical to find ways in which individuals feel comfortable communicating and feeling safe. For John, different ways of communicating or sharing thoughts and feelings could have been arranged instead of 'small talk' or little interaction during pick up and drop off sessions. John may feel embarrassed or hesitant to discuss feelings due to masculinity stereotypes. As stated in De Finney, and Ball, (2015). When professionals reach out to provide support to parents and families, it is noted that this support is usually 'mother and female' focused rather than support as a family or to fathers. Mensline (no date), outline unhealthy stereotypes that effect men asking for support, this article argues that when a male discusses feelings or worries, this then makes them seen as weak or unmanly. This attitude is what stops men asking for support or feeling the need to discuss worries. In John's situation he may feel nervous to reach out to school staff is due to trust issues and fear of building relationships. Patterson, (2022) shows the struggles and importance of building relationships and trust during substance use recovery, for an individual in recovery, rebuilding trust can introduce different emotions and feelings such as high anxiety, stress and feelings of nervousness.

It is very much aware that James' school would have been involved in the well-being and safeguarding of John's situation and may have needed to share information about John. The Education Act (2002), introduced requirements of safeguarding for children and young people from abuse and neglect when in educational settings. Within section 175 of the Education Act 2002 it shares, schools and early childcare settings must ensure functions are carried out to promote safeguarding and welfare of children within their care. This shows that schools are responsible for caring and keeping children safe. Due to this John may have broken trust with the schooling staff and feel anxious in approaching for support with fear of losing James once again. It is important that inclusive leadership and approaches are used within this scenario and in support of John.

Chelsey Parsons
Student Number - 1909662
Mod – ECEY6004
Word Count - 4033

When being an inclusive leader, it is important to obtain the quality of courage and confident when dealing with awkward or uncomfortable situations? Gerritsen (2020), preaches that courage can be a big process such as speaking up against a non-inclusive individual or a small step such as taking a risk in using new strategies or approaching a situation with new perspectives. In this case, with possible history between the school and multi-agencies, for both John and the school it may be difficult approaching each other to communicate. By being an inclusive leader in an early years settings, it is important to find the appropriate way to communicate and how to plan a meeting with John to discuss overall feelings, any worries or concerns or strategies to use to support both James and John. It is important to implement partnership working, this way the correct support and professionals can give advice and work with John and James. Ferdman (2021) agrees that when individuals feel truly valued, respected and feel safe in the environment and with those around them, then it is easy for the individual to share information confidently, to express feelings and worries and to trust the other individual. In John's case, if the practitioner ensures he is safe and respected then John will feel confident to share thoughts and want to work together to support not only himself for James also.

The little boy James in this scenario will also need support from practitioners and staff at his school, during and after his dad's addiction. As stated, at the time of John's journey and struggle with addiction it would be more than likely that James was attending school at the time. Although, plans would have been put into place to protect James, from a multi-agency perspective James' school would have been a partner in working to support James during this time. NSPCC Learning, (2022) highlights that even though by having a parent or carer who may use substances, are not putting children in high risk of harm. On the other hand, they argue that parents and carers who misuse substances can have unpredictable and somewhat chaotic lifestyles may struggle to recognise their children's needs which can lead to harm. The United Nations of the Convention on the Rights of the Child, (UNCRC) recognises that every child is entitled to knowing their own rights. Article 9 of the UNCRC states that children must not be separated from parents or main care giver unless it is in their best interest or if they are experiencing harm in anyway such as neglect or abuse, (UNCRC, no date).

Chelsey Parsons
Student Number - 1909662
Mod – ECEY6004
Word Count - 4033

Due to the result of John's addiction James was removed from his care and placed in a temporary children's support home where he stayed until John was able to prove that he was safe and capable to independently care for James. From this experience James may have faced different emotions that may stay with him into his teenage or adult life. Bruska (2008), shares the impact that being removed from parents and carers can have on a child. They state that although the previous environment with potential abuse or neglect can impact the child's life and development, being removed and placed in a care environment can also have lasting effects. As previously stated in the beginning scenario, James was described as a quiet boy who liked to play by himself and keep out of the way of most children. This could be from previous worry or fear of how peers and school friends see and treat him with the knowledge of his home life. A report shared the Social Exclusion Unit, reported that 60% of looked after children and children in care experience bullying once in their school lifetime (Anti-Bullying alliance, 2018).

From this experience James may have had feelings of rejection and exclusion from peers in his class, this can cause James to feel lonely and make him feel withdrawn. As James has shown his personality of being quiet or to play by himself may have been influenced by this experience of bullying. There are a number of interventions available to support James in these areas. As James is a quiet individual it may be difficult to communicate at a level where he feels comfortable. Inclusive leadership understands the importance of 'Children's voices. Murray (2019), disuses barriers to oral communication and explains that some children may struggle to discuss feelings and thoughts confidently through speech and communication. Inclusive leaders are required to understand challenges and barriers that individuals face and be able to acknowledge and find ways and solutions to overcome the barriers and provide quality support says Childhood Education International (2021), in James' case he may feel emotions of anxiousness and may struggle to communicate his feelings. One of the many resource's schools can use is the use of Lego therapy. According to Celestine (2021), Lego therapy can support initiation of social interactions, for example if James was to take part in Lego therapy in school, he may be alongside other children and may find it easier to ask questions and build conversations.

Chelsey Parsons
Student Number - 1909662
Mod – ECEY6004
Word Count - 4033

Another strategy that could be used within the school is a family group conference. This means the family, support networks and the child come together for a meeting to make plans in support of the child. A positive to these meetings is that the child has a voice and can have an impact on the support needed and given (family rights group, no date). Martin (2017), also describes these meetings as decision-making meetings and are designed to find solutions to difficult issues that may be occurring the child's and family's lives. They are designed to empower each individual and a chance for everyone involved to express views and feelings, especially for the child. Not only do these meetings find support and ways to break down barriers, they are designed to empower multi-agency support services to work together to build better outcomes for these families.

The way that the community around James and his dad view them and the reactions from other parents in the school playground can impact the mental health and confidence. John shares worries and nervousness of the school playground and often prefers to stay on his own during collections. Arguably, school playgrounds can be deemed 'female dominate'. Fathers can face a lot of discrimination when using early years settings. Hewett (2011), share figures where 25% of fathers have been refused entry to a child-based group and 55% of fathers have been publicly criticised based on parenting skills. Inclusive leadership promotes

Inclusive leaders aim to make everyone feel valued and respected within the environment. Bringing families and communities together can have huge impacts on children's and young people's development. Huw Lewis, Wales Minister for Education and Skills, has expressed first-hand experience of positive outcomes from community engagement (Welsh Government, 2016). The improvement in family and community engagement is also one of the four factors in the Rewriting the future: Raising ambition and attainment in Schools. Huw Lewis also expresses how no child in Wales should face discrimination or be disadvantaged by inequality. There are many objectives to this, that include: engaging families in learning, creating community and to ensure better equip school workforce to understand and able to overcome and break down barriers and challenges faced by many families. One of the ways that Rewriting the future helps to support the community is by working alongside charities such as The

Chelsey Parsons
Student Number - 1909662
Mod – ECEY6004
Word Count - 4033

Family Learning Programme (FLP) which provides support through a providing workshops and courses, at which parents and carers can develop their own learning alongside their children while also building friendships and relationships with other parents and carers (Welsh Government, 2014). This type of support could be positive step for John to build his confidence and support James.

To conclude inclusive leadership and how practitioners support and demonstrate the use of inclusive leadership, it is important to understand and acknowledge barriers that individuals in their environments face. In this scenario, inclusive leadership was used in the ways of providing support and finding ways that are comfortable to the individuals involved. It is important not to single out individuals and instead use the barriers are positives in building trust and gaining understanding of how multiple people can benefit from the support, for example when supporting James through the use of Lego therapy. Inclusive leaders are responsible for developing ideas and resources that will work to support and make individuals feel involved and respected, as well as supported.

Section 2 will critically explore how policies and guidance in Wales promotes and enables inclusive leadership in the early years provision. The policies being discussed in this section are, Wellbeing of Future Generations (Wales) Act (2015) and The Equality Act 2010.

Dallimore, (2019) claims that policies can be determined by a number of factors, in this report she sets out four determinants that can influence policy. One being how societies view children and childhood, with one view being based of 'making' children and feeding them the correct information and resources to make them good 'future citizens. On the other hand, children are viewed in a more holistic approach where each child is viewed and valued as a unique and active learner.

The Wellbeing of Future Generations (Wales) Act of 2015, has set out seven well-being goals to a better Wales. These seven goals aim is for all practitioners and bodies listed to achieve and work towards the same purpose to achieve each goal. One of the seven goals listed in 'A more equal Wales'. This goal aims are to enable individuals to fulfil and achieve high quality no matter of cultural background, abilities or needs. The main goal from this area is to achieve a more diverse approach in decision making and overall learning. It is set out in this goal to create a more diverse environment and involvement in day to day learning. Stated in this goal's outcome is that, this goal is unlikely to be achieved if the incorrect and small-minded attitudes are involved. For example, using 'token' cultural involvement instead of taking time to learn and take interest in cultural backgrounds. In schools in particular is it important for younger children to be aware and learn about different cultural backgrounds (Future Generation Act, 2015). Mirza (no date), shares a figure that over the last 10 years there has been a rise of 40% of racism attitudes in primary schools, Mirza (no date), argues due to this high of a percentage of racist attitudes across children in primary schools, that it is important for children to learn and celebrate differences and gain knowledge and an understanding about different diverse cultures and backgrounds.

Chelsey Parsons
Student Number - 1909662
Mod – ECEY6004
Word Count - 4033

Referring back to The Wellbeing of Future Generations Act, (2015), written again in the 'A more equal Wales' goal is recommendations and simple changes to support achieving this goal. One of the simple changes is to celebrate festivals and other celebrations from different religious and cultural backgrounds. A potential barrier to this change is misunderstanding diverse education, meaning not only celebrating by planning 'parties' or 'fun days. This way of including diversity can be seen as 'tokenism' which Fink (2020), describes as 'ticking a box' when it comes to diverse learning. Fink (2020) also argues that celebration days also risk stereotyping, an example used is the use of traditional dress or food in different cultures, e.g. Chinese individuals only eat prawn crackers which is a term of stereotyping. There are many different ways to implement diverse education in everyday teaching that can be more personal to each individual. Some of the ways that early years practitioners can implement diversity in the environment is, by making diversity visible, for example providing flags, books with a range of diverse backgrounds, images of different individuals around the world and learning and displaying greetings or key words from different languages (Kami, no date).

The Equality Act 2010 is a law that bans discrimination in and outside of the workplaces and aims to help achieve equal opportunities for all individuals with different needs and abilities. According to (reference) schools cannot unlawfully discriminate against children or young people according to gender, religious belief, culture or any form of disability (Department for Education, 2014).

Gov.uk (no date), states, within education it is against the law to treat pupils with disability unfairly. Also, according to Gov.uk (no date) educational settings have a duty to make reasonable and appropriate adjustments to support the needs of those with disability, these may include specialist teaching staff or equipment to support and improve learning and development. Although schools have a duty to make reasonable adjustments for those with disabilities, Reference states that the Equality Act 2010 does not provide a list or a lawfully obligation for schools to follow and make adjustments, but that it is down to schools to consider what adjustments are needed based on different situations and abilities of those in the school. One of the main reasons for this is cost (Department for Education, 2014).

Krause (2021) provided a publication which provided feedback from a focus group which included parents, carers and families of children with disability and also participants who work or have worked in school settings. The focus group looked at progression of those children with disability and how these children were given and provided with ways to have the best outcome and experiences during schooling years. One of the factors discussed was 'Material Circumstances'. Under this section the main concern was if schools had the correct funding to provide appropriate resources to make positive changes. In March of 2022, Jeremy Miles, Minister for Education and Welsh Language announced a 4.5 million pound support fund for children with Additional Learning Needs in Wales, this has been brought on due to barriers faced throughout the Covid-19 situation and the money will be used to provide additional resources in Schools (Welsh Government 2022).

On the other hand, children with additional learning needs or disability will need more support other than resources. Another barrier faced that may potentially cause unwanted discrimination is attitudes from practitioners and lack of support staff. Krause (2021), quote, "Teachers need to experience an inclusive environment themselves to be able to create one for others." Sylva et al. (no date) argues that in order for children with disability or additional learning needs to have quality care early years practitioners should be confident and have a greater understanding of complex needs and receive high quality training regularly to gain better knowledge how to give the best care and experience for those children who need it. Mattingly and McInerney (no date), highlight that due to lack of funding result in teachers have inadequate training and are not equipped to support and teach children with different disabilities and awareness of disability lacks in schools. Throughout the research and statements in The Equality Act 2010, discrimination against individuals with disability may occur from the lack of funding and knowledge which can be a huge barrier and have negative impacts on young children.

To conclude, both The Future Generations Act (Wales) and The Equality Act 2010 have statements that aim and have objectives to create a more positive and inclusive

Chelsey Parsons
Student Number - 1909662
Mod – ECEY6004
Word Count - 4033

Wales but can be mis-led by a number of barriers. As Inclusive leaders it is important to acknowledge these barriers and find ways within settings to over-come and educate others in working towards a more inclusive approach and environment. inclusive leaders encourage conversation, empower those around them and encourage individuals to connect with others in the pursuit of diverse perspectives and to learn how to think open-minded says, Dillon and Bourke, (2016).

Section 3 –

During this section I will be expressing how gender stereotyping can impact a number of factors in young children's lives and how they see the world around them. The main impacts being job roles and how there is lack of both male and female representation in different working job roles.

Culhane and Bazely (2019), point out that when children are born they are firstly unaware of what is expected of them and what attitudes to have depending on gender, although it is believed that by the time that these children leave primary school or infant school they then have a clear sense of how to behave, the expectations and how to act depending on gender. Arguably, when learning these expectations and factors that follow gender norms, this can sometimes impact and influence future jobs aspirations or personal interests in children, for example, Michael Page (no date), held a study in which 100 children, from an age range of 7 to 11 years old, were asked to draw a number of different job roles that are known to have a dominate gender. In this study these children were unaware of the gender stereotyping within these roles and instead were just asked to draw these job roles as they see fits. The results shown from each of the children's drawings were as expected. The results showed as followed, 81% of the children drew nurses as females and 88% of the children drew male builders. Oliver Watson, executive board director of Page Group comments on how worrying the results show on how children view job roles and how this can impact future employees. Oliver Watson also shares thoughts on how more needs to be done to encourage and discourage gender stereotyping in the adult working world and instead promote diversity and inclusion in schools.

Early years settings and childcare settings are hugely made up of females, arguably male representation lacks in this job role. "Men make up just 2% of pre-primary schoolteachers." Says Culhane and Bazely, (2019). From this statistic alone, it shows not only how children think and categorise gender into job roles, it also shows the lack

Chelsey Parsons
Student Number - 1909662
Mod – ECEY6004
Word Count - 4033

of diverse representation of job roles. Dr Jeremy Davies (no date), identifies and acknowledges the lack of male representation in early years settings.

It is thought that females are favourable to work in childcare due to natural caring and warming presences, however male representation in childcare and education settings can stop stereotyping and be role models for young boys. Adams (2016) also shines a light of the stigma and backlash males may have when wanting to work in childcare. Feelings of embarrassment, judgement and questioned of sexuality can all be barriers and reasons to the lack of male childcare workers says Adams (2016). In my own opinion, by having more male representation in early years settings can have huge benefits and can teach young boys that they can choose that career path and have a different view on childcare workers.

Another factor that can influence children's attitudes and knowledge of gender is through resources found by children's media, storybooks or films. When looking at children's media such as TV shows, gender work roles are often stereotyped, for example 'Bob the builder' and 'Fireman Sam'. In 2017, The use of 'Fireman Sam' was seen as a negative reflection on the current employment of firefighters in the UK. Les Britzman, as firefighter from the UK comments how they want all children to feel included when learning about the role of a firefighter, he felt that the use of 'Fireman Sam' discouraged the work of females in the fire force (ITV, 2019).

In conclusion, it is hard to ignore gender stereotyping in different job roles and it is important to share inclusion for younger children. In my personal settings we use language such as: firefighters, policemen and women and also refer to roles such as doctors, nurses and builders as gender neutral. Also, when providing role play activities, we allow each child to take on multiple roles such as traditional 'female and male' characters, e.g. princesses, princes or mummy's and daddies.

It is important to teach children that they can be what and who ever they want to be without fear of shame or judgement.

Chelsey Parsons
Student Number - 1909662
Mod – ECEY6004
Word Count - 4033

References:

Adams, J. (2016). *The Importance of Male role Models in childcare*. (blog). Dad Blog UK. Available at: <https://dadbloguk.com/importance-male-role-models-childcare/> (accessed: 11th June 2022).

Anti-Bullying alliance, (2018). *Bullying and care-experienced young people*. Available at: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/looked-after-children/bullying-and-care> (accessed: 9th June 2022).

Bortini et al. (2016). *Inclusive Leadership. Theoretical framework*. European Commission.

Bruskas, D. (2008). Children in Foster Care: A Vulnerable Population at Risk. *Journal of Child and Adolescent Psychiatric Nursing*, 21(2), 70-77.

Celestine, N. (2021). *Lego Therapy: How Play Can Heal People (+ Resources)*. Positive Psychology. Available at: <https://positivepsychology.com/lego-therapy/> (Accessed: 10th June).

Center for Creative Leadership, (2022). *Inclusive Leadership: Steps Your Organization Should Take to Get It Right*. Available at: <https://www.ccl.org/articles/leading-effectively-articles/when-inclusive-leadership-goes-wrong-and-how-to-get-it-right/> (accessed: 10th June).

Childhood Education International. (2021). *Inclusive Leadership in Education*. Available: <https://ceinternational1892.org/wp-content/uploads/2021/07/InclusiveLeadershipBriefJuly2021.pdf>. Last accessed 10th June 2022.

Chelsey Parsons
Student Number - 1909662
Mod – ECEY6004

Word Count - 4033

Dallimore, D, (2019). *Early Childhood: Education and Care in Wales: An introduction*. Research Briefing. National Assembly for Wales: Cardiff.

Davies, J. (no date). *Why we must recruit more men into the early years — and how we can do it*. Early Years Alliance. Available at: <https://www.eyalliance.org.uk/why-we-must-recruit-more-men-early-years—%C2%A0and-how-we-can-do-it> (accessed: 11th June 2022).

De Finney, S. and Ball, J. (2015). Traditions, Tensions, and Trends in Participating Action Research. In: Default, A. and Forget, G. and Dubeau, D. *Fathering: Promoting Positive Father Involvement*. Toronto: University of Toronto Press. 13.

Department for Education, (2014). *The Equality Act 2010 and schools - Departmental advice for school leaders, school staff, governing bodies and local authorities*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf (accessed: 10th June 2022).

Dillon, B, and Bourke, J. (2016). *The Six signature traits of inclusive leadership. Thriving in a diverse new world*. Deloitte University Press.

Education Act 2002. (c.32). (online). London: The Stationery Office. [Accessed 5th June 2022]. Available from: <https://www.legislation.gov.uk/ukpga/2002/32/section/175>
Family Rights Groups, (no date). *Helping Families: Helping Children*. Available at: <https://frg.org.uk> (accessed: 9th June 2022).

Ferdman, B.M., Prime, J. and Riggio, R.E. (2021) *Inclusive Leadership: Transforming diverse lives, workplaces and societies*. London: Routledge.

Fink, K. (2020). *What Culture Day Gets Wrong*. Weareteachers. Available at: <https://www.weareteachers.com/culture-day/> (accessed: 8th June 2022).

Future Generation Act, (2015). *A More equal Wales*. Commissioner for Wales. Available at: <https://www.futuregenerations.wales/a-more-equal-wales/> (accessed: 8th June 2022).

Chelsey Parsons
Student Number - 1909662
Mod – ECEY6004

Word Count - 4033

Gerritsen, R. (2020). *Barriers and facilitators to inclusive leadership*. P. 16. Radboud University

Gov.uk, (no date). Disability rights. Available at: <https://www.gov.uk/rights-disabled-person/education-rights> (accessed: 10th June 2022).

Hewett, H. (2011). *Global MAMA: Are Dads Facing Discrimination at the playground?* (Blog). Girl with Pen! Available at: <https://thesocietypages.org/girlwpen/2011/02/03/global-mama-are-dads-facing-discrimination-at-the-playground/> (accessed: 10th June 2022).

ITV, (2019). *Fireman Sam dropped as mascot for not being inclusive*. Available at: <https://www.itv.com/news/central/2019-09-11/fireman-sam-dropped-as-mascot-for-not-being-inclusive-lincolnshire-outdated-piers-morgan-fire-fighters-women> (accessed: 10th June 2022).

Kami, (no date). *Celebrating Cultural Diversity in the Classroom*. Available at: <https://www.kamiapp.com/blog/celebrating-diversity/> (accessed: 8th June 2022).

Krause, G. (2021). *School should work for every learner*. Learning Disability Wales. Available at: <https://www.ldw.org.uk/school-should-work-for-every-learner/> (accessed: 10th June 2022).

Martin, E. (2017). Multi-Agency Working: Partnership and Collaboration. In: Crutchley, R. *Special Needs in the Early Years: Partnership and Participation*. London: SAGE Publications, Limited. 164.

Mattingly and McInerney (no date). *Education for children with disabilities – improving access and quality*. Department for International Development. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67664/edu-chi-disabil-guid-note.pdf (accessed: 10th June 2022).

Mensline, (no date). *Male stereotypes and the 'man box'*. Mensline Australia. Available at: <https://mensline.org.au/mens-mental-health/male-stereotypes-and-the-man-box/> (accessed: 4th June 2022).

Chelsey Parsons
Student Number - 1909662
Mod – ECEY6004
Word Count - 4033

Michael Page, (no date). Are children's job aspirations defined by gender? Available at: <https://www.michaelpage.co.uk/diversity-campaign/childrens-job-aspirations-defined-by-gender> (accessed: 5 June 2022).

Mirza, W. (no date). *Cultural diversity – Why primary schools need to be teaching diversity and tolerance as early as possible*. Teachwire. Available at: <https://www.teachwire.net/news/cultural-diversity-why-primary-schools-need-to-be-teaching-diversity-and-tolerance-as-early-as-possible/> (accessed: 7th June 2022).

Murray, J. (2019). Hearing young children's voices, *International Journal of Early Years Education*, 2:1, 1-5, DOI: 10.1080/09669760.2018.1563352

Nicholas, A. (2015). Integrated working in practice: Why don't professionals talk to each other? In: Reed, M. and Walker, R. *A Critical Companion to Early Childhood*. London: SAGE. 2.

NSPCC Learning. (2022). *Parental substance misuse*. Available: <https://learning.nspcc.org.uk/children-and-families-at-risk/parental-substance-misuse>. Last accessed 30th May 2022.

Patterson, E. (2022). *Building Trust in Recovery*. The Recovery Village. Available at: <https://www.therecoveryvillage.com/recovery/support/building-trust/> (accessed: 4th June 2022).

Sylva et al. (no date) *The Effective Provision of Pre-School Education (EPPE) Project*. Available at: <https://dera.ioe.ac.uk/18189/2/SSU-SF-2004-01.pdf> (Accessed: 10th June 2022).

Unicef UK. (n.d). *UN Convention on The Rights of The Child (UNCRC) - Unicef UK*. [online] Available at: <https://www.unicef.org.uk/what-we-do/un-convention-child-rights> (Accessed 5th June 2022).

Chelsey Parsons
Student Number - 1909662
Mod – ECEY6004

Word Count - 4033

Waston, O. (no date). Are children's job aspirations defined by gender? A selection of drawings submitted by 7-11-year olds. Available at: <https://www.michaelpage.co.uk/diversity-campaign/childrens-job-aspirations-defined-by-gender> (accessed: 5 June 2022).

Welsh Government, (2014). *Rewriting the future*. Welsh Government: Cardiff.

Welsh Government, (2016). *Face the challenge together: Family and community engagement toolkit for schools*. Welsh Government: Cardiff.

Welsh Government, (2022). *Written Statement: Additional funding for Additional Learning Needs provision*. Available at: <https://gov.wales/written-statement-additional-funding-additional-learning-needs-provision-0>