

Catalytic leadership: rights, resilience and social change

Section 1

There are many sociological factors that can affect the life of a young person and it is paramount that childcare settings have the tools to meet the intricate challenges presented, including powerful and influential leadership (Department for Education, 2021). This assignment will critically analyse catalytic leadership by exploring what it is and what it might look like in early years; what a practitioner's role is in terms of influencing change; and the challenges faced when meeting certain sociological demands. Furthermore, the role of the children's commissioner will be explored in depth, including aspects of a recent report, considering why it was made and the difficulties of implementation. Moreover, one sociological issue will be explored in depth including an evaluation of early interventions and services available to support the challenges children are facing.

Firstly, what is a catalytic leader? In science it is taught that a catalyst is any substance that increases the rate of a reaction; effectively it is the product of change over time (BBC, 2023). Similarly, a catalytic leader is any person who over time can influence a change, by the quickening of the rate in which decisions and actions are made, furthermore, in the direction of the desired outcomes (Toomer *et al.* 2018). According to Lomenick (2013) there are some key essentials for becoming a change maker, which include finding one's individuality, making excellence a priority and being courageous to take risks. Catalytic leaders use an authentic skillset unique to them that helps to shape, motivate and guide others.

However, Clark (2012) suggests the concept of leadership has been ill-defined, and it is widely understood to be carried only by those in positions of authority. It is demonstrated through a hierarchy model, for example a school would start with the head teacher as lead, before deputy head, then head of departments, to senior teachers and finally classroom teachers (Buthelezi, Wolhuter, 2018). Though, it could be questioned why teaching assistants do not have a place of leadership within this model, given that they lead practise by offering guidance, and exercising change effectively in the lives of children every day (Early Years Matters, 2023). Nevertheless, the Department for Education (2021) believe that at the core of excellent leadership is effective collaboration, understanding that together in unity

each professional can explore what works well and what does not, irrespective of position or qualification. Moreover, Clark (2012) suggests this hierarchy concept of leadership is challenged by the concept of catalytic leadership, a position that does not rely on positions of power. This means leadership is not necessarily defined by a dominating role, but by the ever-growing development of a practitioner and the influence they have on children and other professionals. This is supported by the Children's Workforce Council (2012), encouraging practitioners to 'lead' in their practise and inspire others around them. Additionally, and in agreement with the Department for Education (2021), Fenlon (2019) suggests in his study, that teachers concur that professional working relationships is paramount to effective leadership, which supports children's positive outcomes and their potential to thrive.

The Nelson Mandela Foundation (2023) defines a true example of a catalytic leader; Mandela believed a transformative leader would lead from behind allowing others to go first, particularly in the triumphs; furthermore, he believed they take frontline only to protect people from danger ahead, this way trust is built, and leadership is valued. In early years, this might be recognising parents/carers as their child's first educators, placing them first and working to empathetically support the development of healthy relationships, engagements and care, empowering them and praising their achievements (HM Gov, 20220). Furthermore, knowledgeable practitioners who understand the sociological factors that impact children, can already see the dangers ahead, for example the affects of adverse childhood experiences; therefore, to protect children, they lead from frontline with early interventions to prevent poor outcomes later in life, building trusting and valued professional partnerships with families, including the necessary wider services available, for example social services for safeguarding to prevent neglect and abuse (NSPCC learning, 2021; Safeguarding Procedures Project Board, 2020; Early Years Matter, 2023).

Mandela's uniqueness was his desire to contribute to the freedom struggle of an entire race. He had a powerful presence advocating for peace between blacks and whites; he fought for justice and equality, and he did it with humility. However, the risks he took to influence change had nothing to do with power and pride or being at the top of a hierarchy ladder (Educational Video Group, 2009). Through his consistent sacrifice he lived to achieve his goal of freedom from whites dominating blacks, and powerfully demonstrated the impact of equality and reconciliation, with

humility (truth and reconciliation commission, 2023; *The Promotion of National Unity and Reconciliation Act 1995*).

Early years practitioners can also inspire change leading from behind, mitigating the impact of other sociological factors faced by young children; for example, Estyn (no date) suggests poverty impacts early language and literacy skills, and Boardman (2018) carried out a qualitative study suggesting that teachers recognised that crucial changes needed to happen concerning early reading. Gadgeteers (2023) are doing just that. Humbly behind the scenes, they have created an environment that allows the parents and children to address the issue of poverty on language and literacy skills, by offering an invitation to children to take part in reading competitions through the Summer with prizes and certificates as incentives for praise. This encourages disadvantaged parents to engage with their children by reading stories they may not have at home (Gadgeteers, 2023). Effectively this suggests practitioners advocating and contributing to positive change in early years by demonstrating equality within varied socio-economic status (Estyn, no date).

There are many sociological factors that impact children; Mandela's fight for equality was the impact of racism; this social inequality and discrimination resulted in a perception of what is fair, equal and just including a child's sense of control over life and health outcomes (Saunders-Phillips *et al.* 2009). Additionally, factors could include mental health (National Assembly for Wales, 2018), deprivation, parental/environmental influence (Wales Centre for Public Policy, 2020), attachment/relationships to name a few (Manchester University NHS Foundation Trust, 2017). However, if practitioners are inclined to go further than the least of what is expected and grow into catalysts for change; including reflective practice and collaboration; this passion will improve a child's life and a setting significantly, influencing positive outcomes when faced with poor sociological factors (Ankrum, 2016; Noramon, 2022).

The challenge though, is that many practitioners do not feel comfortable and are therefore hesitant to believe themselves to be leaders due to feelings of inadequacy compared to those in authoritative roles (Clark, 2012; The Kings Fund, 2019). But what if Mandela believed he was inadequate? Would he have made radical choices that resulted in victims being able to come to terms with their pasts and move forward? He

lived his life for a cause and from the beginning of his educational journey, the protests, his working life, and his political influence from prison, he transformed a nation, but it was the cause that moved him, not status and power, and he used his unique skillset and passion to achieve this (The Nelson Mandela Foundation (2023). Likewise, Hadfield, Jopling and Needham (2015) suggest such effective change happens when someone understands and is confidently applying their own specialized training and practice to their field of work, for example an early year's practitioner could influence the healthy development and care of children and young people and their families, without being at the top of an hierarchy model for example, a humble classroom assistant giving children a positive educational experience on lesser pay and with lower qualifications - something else Mandela was passionate about (Nelson Mandela Children's Fund, 2021). He quoted, "Education is the most powerful weapon which you can use to change the world" (Saraladevi, 2021, p. 784), to which classroom assistance are catalysts every day (Early Years Matters, 2023).

To conclude, catalytic leadership has been defined and explored including the powerful influence of histories change maker, Nelson Mandela and the character traits and skills effectively demonstrated to achieve change. It has been discussed how practitioners can influence change within their roles in early years, and how such roles of leadership differ from that of authoritative hierarchy roles influenced only by power and status. Some sociological factors have been outlined including the impact they can have on children, such as poverty hindering their language and literacy skills yet how catalytic leadership can mitigate this. It has been discussed that challenges faced when leading as a catalyst to face the sociological demands include a practitioner's lack of confidence and understanding due to the ill-defined concept of leadership, which is associated with roles of power. Finally, it is understood that all practitioners can be a catalytic leader if they can find a cause that matters to them, work to an exceptional standard for that cause and courageously take risks using skillsets that are unique to them. Such leaders, inspire and guide others towards powerful and impacting change.

Section 2:

The children's commissioner's office (2023) is an independent organisation holding legislative powers and regulations. The commissioner's role in agreement with the United Nations Convention on the Rights of the Child, is to promote and protect children's rights, including responsibility for looked after children in social care services (*Children and Families Act 2014*; Children's Commissioner for Wales, 2023). Commissioners listen to children's voices as they share about issues that concern them, and they analyse the work of organisations for example, the council to determine whether children's rights are considered within policy (Citizen's Advice, 2023). Cifuentes (2023) is currently the Children's Commissioner for Wales and is eager as the new year unfolds to continue to engage and listen to the voices of children. Upon reflection of the 8,000 voices already heard, she is keeping accountable to children and challenging decision makers to ensure children's rights are met. First Minister Drakeford (2022) suggests that her role is exceptionally important to positively shaping children's lives, and she must strongly advocate ensuring the Welsh Governments policies are benefitting children.

However, the first catalyst amongst the Commissioners for Wales was Peter Clarke in 2001 (Nursery World, 2007); Gaines (2007) suggests in her article of condolences that after his death in 2007 many were saddened; his efforts to pioneer championed the rights of children. She suggests he demonstrated passion, commitment and dedication to his role and therefore made sure children's voices were heard and action taken. During his time as commissioner, bullying was a consistent conversation he had with children, and in 2003 his efforts influenced the Welsh Assembly Government (2003) to introduce a 'Respecting Other's' guidance to support schools with this issue. Furthermore, 10 years after his death in 2017, the Commissioner for Wales (2017), saw Sally Holland leading Commissioner, and the Sam's Story report was published. In this section of the assignment, this report will be explored further concerning the same issues children were speaking of back then - bullying. One might question, how much changed in 14 years if this remained the cry of a generation? Moreover, what are the challenges faced when implementing changes? Is it still an issue in 2023?

The previous Commissioner for Wales (2017) delivered the 'Sam's Story' report which has given children a voice to share their thoughts, feelings and experiences surrounding bullying; over 2000 children and young people, and approximately 300 professionals took part in this consultation with Holland. It identifies the critical responsibility that policy makers have in relation to the impact bullying has on children within settings. It is expressed in the report that the anti-bullying guidance (2003) review was long overdue and every school in the 21st century should be equipped to tackle this issue by now.

Furthermore, she suggests that from early years, children should be learning and adopting positive relationships and conflict resolution skills and strategies within their settings to tackle this age-old problem (Commissioner for Wales, 2017). Nursery practitioners could powerfully demonstrate and encourage this through a story-time sessions, circle time discussions, role-modelling and mediating conflict sensitively to ensure every child feels their voice is heard, and knows they are safe, secure and supported (National Children's Bureau, no date; Anti-Bullying Alliance, no date). Dawny's Daycare (no date) suggests these strategies within their anti-bullying policy, however, acknowledges that young children do not purposefully cause harm, they are simply learning to regulate feelings and therefore respond with outbursts due to frustration.

According to Welsh Gov (2019) the reviewed guidance agreed expectations that schools must be actively working towards preventing bullying: linking anti-bullying policies to school policies with regular reviews, including behaviour and safeguarding, and by monitoring and recording events that take place within the settings. Furthermore, anti-bullying toolkits are available for schools, authorities, parents and carers, young people and children to support this (Welsh Gov, no date). However, there are challenges to implementing these changes. According to the Commissioner for Wales (2017) one key finding from practitioners working with children, suggested that some professionals do not take the issue of bullying seriously; on the other hand, many practitioners felt the definition of bullying needed to be clarified and with a shared understanding between parents/carers and the setting.

But Prendergast Community Primary School (no date) along with others in Southwest Wales suggest the underlying ethos of the school is key, to which they are a 'Values' school. They have a whole school approach which enables them to work within a specific framework, a language common for all stakeholders and where everyone understands the same values. This supports children in communicating their feelings effectively and produces a safe and respectful setting for children, parents and staff. Restorative practise is important within this school, and issues are not left but dealt with immediately with questions challenging behaviour and further questions to help those affected (Prendergast Community Primary School, no date). According to Wales Restorative Approaches Partnership (no date) this kind of approach embedded in a setting can influence positive relationships, reduce conflicts, lessen exclusions, improve attendance and achievement and encourage quick problem solving between peers.

According to the Commissioner for Wales (2017), Sam's Story recognises a large minority of children did not feel safe in school or their communities which influenced a sense of loneliness, physical and verbal abuse, and social exclusion towards them. Moreover, the Commissioner for Wales (2015) explored this in the early years with over 100 children out of 569 feeling the same way. 3–7-year-olds expressed their reasons for disliking school: 'I don't like people calling me names and people push me over' and, 'boys are mean to me' (Children's Commissioner for Wales, 2015, p. 10). Furthermore, bullying has influenced suicidal expressions in some children, such as, 'I think life hates me... I want to jump off a bridge' and 'Don't want to live any longer' (Commissioner for Wales, 2017, p. 6). Additionally, Public Health Wales, Swansea University (no date) conducted a study of 33 suicide victims including the deaths of 13–18-year-olds over a 4-year span. Although background issues included adverse childhood experiences (ACE's), parental separations and bereavements, many of those deaths had revealed bullying as the contributing factor. American, 12-year-old Drake Hardman is only one example of the devastating impact of bullying. The desperate pains of a parent who tried to bring resolution engaging with school, but could not save him from his torment, meant that days after he came home with a black eye, telling his parents that 'snitches get stitches' (G.P. Rodriguez, 2022, no page number), he killed himself. But why is this happening amongst children?

The methodology used in 'Sam's Story', involved an imaginary character called Sam. He was their age, lived within their community, and was experiencing bullying. And through differentiated tasks with scaffolding questions, children shared their perceptions of bullying in a safe environment. This was a strategy that enabled child-led participation influenced by their own ideas and priorities, their perceptions of bullying and how the issue should be tackled. (Commissioner for Wales, 2017). The Children's Commissioner for Wales (2017) suggests children expressed 'difference' to be a main factor for bullying, and although the term 'difference' is widespread it did include such factors as ACE's and deprivation, and the children suggested there should be more opportunities for better knowledge, understanding and awareness of the impact bullying can have because of so called 'differences. Public Health Wales, Swansea University (no date) agrees, encouraging safety planning and support to access services including tackling stigma. Everyone including the bullies must be made aware and educated on the issue including matters such as respect for 'differences' (Commissioner for Wales, 2017). Adults must take childhood bullying seriously as it is clear it can have a devastating effect on a child's emotional well-being (Commissioner for Wales, 2017); and according to the UNCRC (Unicef, no date), children have a right to be safe, survive and thrive (*Rights of Children and Young Persons (Wales) Measure 2011*).

To conclude, this section has explored who the Children's Commissioner for Wales currently is but including catalysts of the past; the Commissioner's role in promoting children's rights and ensuring their voices are heard including policy makers meeting children's needs. The 'Sam's Story' report has been discussed including its purpose of addressing bullying within settings. Children have suggested that 'differences' is a key factor to bullying and suicide has been identified as a powerful impact bullying can have on a child. It has been suggested by children that solutions to this problem could include education and awareness including an acknowledgment of respect for differences. On the other hand, it has also been addressed that practitioners, parents and children are not clear on what the term bullying really means however, many settings use whole school approaches such as the 'restorative approach', to anti-bullying which are effective and provide a space where children feel safe, secure and supported, free from bullying.

Section 3:

This section explores the sociological factor of racism based on skin colour and the challenges children/staff face when exposed to racial experiences, including how it impacts on their life. Interventions/services will be critically evaluated to see what support is available and issues surrounding implementation.

NSPCC Learning (2023) suggest children from Black, Asian and Minority Ethnic (BAME) groups suffer racism, bias, stereotyping and cultural misunderstanding throughout childhood; possibly at individual/institutional or societal level and demonstrated consciously/unconsciously. According to Welsh Gov (no date a) racism within a school setting is displayed when a child or staff member is considered less favourably due to skin colour/nationality/religion or culture difference. However, the *Equality Act 2010* suggest schools must abide by discrimination legislation ensuring the promotion of equality of opportunity/positive relationships with the community and eliminating discrimination.

Welsh Gov (no date b) describes 4 types of racial discrimination including direct/indirect/harassment and victimisation and can include verbal/physical abuse (overt racism)/cyber bullying and exclusions (Welsh Gov, no date c; NSPCC, no date). Furthermore, NSPCC (no date) considers covert racism which can be remarks made from a well-intended place but still devalue a child because of race for example, 'I do not see colour'; meaning one's identity is not recognised reflecting prejudice. It is more subtle and difficult to recognise (2023).

Considering this, 21,938 racist hate crimes in London alone were reported by the police in year 2021/22 (Statista Research Department, 2023). Additionally, in 2019/20, Wales recorded over 50 racial hate crimes each week towards black victims (Department of Crime, Justice and Law, 2020). Dr Mavaza (2023) describes a recent racial attack on a young black female with 5 white female perpetrators including their parents encouraging them; bystanders were recording, and no one stepped in to help the victim, including a slow response from teachers (The Independent, 2023). Why is this happening? Welsh Gov (no date c) suggests that 1/3 of teachers lack confidence recognising racism and 4/5 require confidence

responding to the victims or perpetrators. Meanwhile, Black people believe racial stereotypes hinder their chances of success in education with 49% of 557 Black people implying it is the biggest barrier to success; 50% suggest it is because of the teacher's perceptions of them (YMCA, 2020). This study concluded, 95% of Black children having heard/witnessed racial language at school, with a further 78% adult employees in the workplace.

According to Palmer (no date) when discussing the plans Welsh Gov (2022) have in becoming an Anti-racist Wales by 2030; he suggests Diverse Anti-racist Professional Learning Interventions (DARPL) are crucial and should be carried out by people with lived experiences to influence an anti-racist school environment. He believes the complex; sensitive and significant issues must be addressed with wisdom but without ignoring the reality of unconscious bias. Projects are to link into the curriculum and include working partnerships that provides support for staff and learners to show racism the red card (Palmer, no date; Seerey, no date; Houghton, no date). On the other hand, Primary-school exclusions for racism in England have risen more than 40% in 10 years which could suggest there is more of an awareness and fight against it (Bernardo's, 2020). Children should feel safe, secure and happy celebrating their skin colour (Welsh Gov, no date c; UNICEF, no date). Furthermore, they have a right to be protected by their teachers from racial violence, abuse and neglect (UNICEF, no date).

Additionally, there is a 3% of under-represented BAME teachers in the UK, and 12% of BAME child learners, more BAME teachers should be employed (Welsh Gov, 2021). However, BBC (2023) interviewed black assistant head teacher, Josiah Isles, and he suggests the recruitment of Black teachers is not intentional or by design, with a lack of support for their ongoing teaching success due to unconscious bias, a problem they face daily but not identified, including the support networks for black teacher's which are thinly spread, and many do not know they exist. Furthermore, 54% of 557 young Black people experience bias at the recruitment phase; and 52% suggest it is a lack of diversity in leadership (YMCA, 2020).

Moreover, The Education Trust (2016) identifies that Black teachers with cultural similarities to Black children does influence initial trust and supports the developing

relationships with the child, promoting positive learning experiences and success. Black children felt their learning experiences were greater with a teacher they could identify with as the same colour as them. But it could be somewhat unfair to suggest unconscious bias in the recruitment stage within education because, Gov UK (2018) suggests that 85.6% of the working population in England and Wales is White people, with only 3.4% Black people, and maybe BAME people are choosing other occupations outside of education.

Furthermore, one might consider the impact of racial discrimination on children. According to McCarthy (2020), racism has a negative influence on a child's health and well-being; leading to chronic stress which changes the hormones and leads to inflammation in the body which is a marker for disease. Furthermore, NHS (2022) suggests physical and mental symptoms of stress can include headaches/muscle pain/stomach problems/lack of concentration/consistent worry and feeling overwhelmed. Moreover, NSPCC (2023) suggests the distress can develop into a sense of isolation/depression/anger or shame about their physical identity. However, there is 2 major barriers that Black people face when fronting poor health due to racism: a study of 557 young Black people suggests 64% do not trust the police to treat them justly without prejudice and discrimination, therefore they might tolerate racial abuse instead of reporting it (YMCA, 2020); and 27% do not trust the National Health Service who can invalidate their requirement for emotional support, therefore the unconscious bias from 2 major interventions (powerful leaders) might contribute to the poor health and well-being of a Black child (YMCA,2020; Race Equality Foundation, 2023). On the other hand, Sari (2023) amongst others is a charity that supports victims of hate crime by intervening early to create space for racial awareness. Public bodies are held accountable ensuring victim support by challenging policies and procedures with advice and guidance. Preventative interventions take place in schools educating children/staff about diversity and 1:1 session with victims to influence/support positive action. 80% feel mentally and physically better after their interventions (Race Equality First, no date; Black Minds Matter, no date).

To conclude, the sociological aspect of racism has been explored including the challenging experiences children/staff face in school, including the impact this has on

their lives physically/mentally and academically. Services/interventions have been analysed including barriers within education, health and law-enforcement. To conclude, it is acknowledged that perhaps catalytic leaders are influencing the biggest change.

Reference List:

Ankrum, R.J. (2016) 'Utilising Teacher Leadership as a Catalyst for Change in Schools', *Journal of Educational Issues*, 2(1), pp. 151-165. Available at: [ERIC - EJ1127536 - Utilizing Teacher Leadership as a Catalyst for Change in Schools, Journal of Educational Issues, 2016](#) (Accessed: 13th February 2023).

Anti-Bullying Alliance (no date) *Early Years*. Available at: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/early-years> (Accessed: 21st February 2023).

BBC (2023) "A diverse teacher workforce benefits all students, not just those from a BAME background" – what does it mean to be a black teacher in the UK? Available at: <https://www.bbc.co.uk/teach/teacher-support/what-its-like-to-be-a-black-teacher-in-the-uk-today/zhfxdp3> (Accessed: 28th February 2023).

BBC (2023) *Rates of reaction*. Available at: <https://www.bbc.co.uk/bitesize/guides/z3nbqhv/revision/5#:~:text=A%20catalyst%20is%20a%20substance,the%20end%20of%20the%20reaction> (Accessed: 6th February 2023).

Bernardo's (2020) *How systematic racism affects young people in the UK*. Available at: <https://www.barnardos.org.uk/blog/how-systemic-racism-affects-young-people-uk> (Accessed: 27th February 2023).

Black Minds Matter (no date) *Black Minds Matter*. Available at: <https://blackmindsmatter.co.uk/> (Accessed: 2nd March 2023).

Boardman, M. K. (2018) 'Early Years Teachers as leaders of change through reflexive praxis', *Early Child Development and Care*, 190(1) pp. 1-11 DOI: [10.1080/03004430.2018.1471473](https://doi.org/10.1080/03004430.2018.1471473)

Buthelezi, A. and Wolhuter, C. (2018). 'Spotlights on Education Management and Leadership', *University of Zululand*, (no volume/issue) pp. 1-228. (no DOI) Available at: https://www.researchgate.net/publication/321526899_Spotlights_on_Education_Management_and_Leadership (Accessed: 6th February 2023).

Children and Families Act 2014 c. 6 Available at: <https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted> (Accessed: 20th February 2023).

Children's Commissioner for Wales (2015) *Children's Commissioner for Wales: Beth Nesa? What's Next? 3-7 survey*. Available at: <https://www.childcomwales.org.uk/wp-content/uploads/2016/05/What-Next-3-7.pdf> (Accessed: 21st February 2023).

Children's Commissioner for Wales (2023) *UNCRC*. Available at: <https://www.childcomwales.org.uk/uncrc-childrens-rights/uncrc/> (Accessed: 20th February 2023).

Children's Commissioner's Office (2023) *Parents, Carers and Professionals*. Available at: [https://www.childrenscommissioner.gov.uk/help-at-hand/parents-carers-and-professionals/#:~:text=The%20Children's%20Commissioner's%20office%20is,of%20the%20Child%20\(UNCRC\).](https://www.childrenscommissioner.gov.uk/help-at-hand/parents-carers-and-professionals/#:~:text=The%20Children's%20Commissioner's%20office%20is,of%20the%20Child%20(UNCRC).) (Accessed: 20th February 2023).

Children's Workforce Development Council (2012) *Children's Workforce Development Council A company limited by guarantee Annual report and accounts*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/229235/0247.pdf (Accessed: 7th February 2023).

Cifuentes, R. (2023) *January Newsletter*. Available at: <https://www.childcomwales.org.uk/our-work/commissioners-blog/january-newsletter/> (Accessed: 20th February 2023).

Citizen's Advice (2023) *Children's Commissioner for Wales*. Available at: <https://www.citizensadvice.org.uk/wales/family/children-and-young-people/children-s-commissioner-for-wales-w/> (Accessed: 20th February 2023).

Clark, M. R. (2012) 'I've never thought of myself as a leader but...': the Early Years Profession and catalytic leadership', *European Early Childhood Education Research Journal*, 20(3), pp. 391-401, DOI: 10.1080/1350293X.2012.704762

Dawney's Daycare (no date) *Anti-bullying policy*. Available at: <https://www.dawnysdaycare.co.uk/anti-bullying-policy/> (Accessed: 27th February 2023).

Department for Education (2021) *National Professional Qualification (NPQ): Early Years Leadership Framework*. Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1126003/National Professional Qualification for Early Years Leadership_ref.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1126003/National_Professional_Qualification_for_Early_Years_Leadership_ref.pdf) (Accessed: 6th February 2023).

Department for Education (2021) *National Professional Qualification (NPQ): Early Years Leadership Framework*. Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1126003/National Professional Qualification for Early Years Leadership_ref.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1126003/National_Professional_Qualification_for_Early_Years_Leadership_ref.pdf) (Accessed: 6th February 2023).

Department of Crime, Justice and Law (2020) *Hate crime, England and Wales, 2019-2020*. Available at: <https://www.gov.uk/government/statistics/hate-crime-england-and-wales-2019-to-2020/hate-crime-england-and-wales-2019-to-2020> (Accessed: 27th February 2023).

Dr Mavaza, M. (2023) *Black children subjected to racism in the UK*. Available at: <https://www.herald.co.zw/black-children-subjected-to-racism-in-uk-2/> (Accessed: 27th February 2023).

Early Years Matters (2023) *Leadership*. Available at: <https://www.earlyyearsmatters.co.uk/our-services/school-and-nursery-improvement-partner/leading-learning/> (Accessed: 6th February 2023).

Educational Video Group (Producer) (2009). Volume 28. [Video/DVD] Educational Video Group. Available at: <https://video.alexanderstreet.com/watch/great-speeches-volume-28> (Accessed: 6th February 2023).

Equality Act 2010 c. 15 Available at: <https://www.legislation.gov.uk/ukpga/2010/15/section/9> (Accessed: 27th February 2023).

Equality and Human Rights Commission (2017) *Show Racism the Red Card: Evaluating the impact of anti-racism educational interventions on the attitudes of young people in secondary school education*. Available at: https://www.equalityhumanrights.com/sites/default/files/prejudice-unlawful-behaviour-anti-prejudice-projects-show-racism-the-red-card_0.pdf (Accessed: 27th February 2023).

Estyn (no date) *Tackling the impact of poverty and disadvantage*. Available at: https://annual-report.estyn.gov.wales/annual_report/tackling-the-impact-of-poverty-and-disadvantage/ (Accessed: 13th February 2023).

Fenlon, E. (2019) 'An investigation into the Conceptualisations of Leadership Among Early childhood Teachers in Ireland', *Technological University Dublin*, Dissertation. pp. 1-46 Dublin. Available at: <https://arrow.tudublin.ie/cgi/viewcontent.cgi?article=1111&context=aaschssldis>

Gadgets (2023) Available at: <https://summerreadingchallenge.org.uk/> (Accessed: 22nd February 2023).

Gaines, S. (2007) *Welsh Child tsar dies*. Available at: <https://www.theguardian.com/society/2007/jan/22/childrensservices.welshassembly> (Accessed: 20th February 2023).

Gov UK (2018) *Working Age Population*. Available at: <https://www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/demographics/working-age-population/latest> (Accessed: 1st March 2023).

Hadfield, M., Jopling, M., and Needham, M. (2015) *Practice Leadership in the Early Years: Becoming, Being and Developing as a Leader*. England: Open University Press.

HM Gov (2022) *The impact of parenting on children's outcomes*. Available at: <https://www.gov.uk/government/news/the-impact-of-parenting-on-childrens-outcomes> (Accessed: 13th February 2023).

Houghton, C. (no date) *Team DARPL*. [video] Available at: <https://hwb.gov.wales/playlists/view/34da0350-6490-400a-b395-a78481e91f10/en/5?preview=true> (Accessed: 1st March 2023).

Lomenick, B. (2013) *The Catalyst Leader*. Oklahoma: Thomas Nelson Publisher

Manchester University NHS Foundation Trust (2017) *Adverse Childhood Experience (ACEs) and Attachment*. Available at: <https://mft.nhs.uk/rmch/services/camhs/young-people/adverse-childhood-experiences-aces-and-attachment/> (Accessed: 13th February 2023).

McCamley, F. (2020) *Exclusions for racism in primary schools in England up more than 40%*. Available at: <https://www.bbc.co.uk/news/education-50331687> (Accessed: 27th February 2023).

McCarthy, C. MD (2020) *How racism harms children*. Available at: <https://www.health.harvard.edu/blog/how-racism-harms-children-2019091417788> (Accessed: 27th February 2023).

National Children's Bureau (no date) *Listening to the voices of young children training*. Available at: <https://www.ncb.org.uk/what-we-do/events-training/training-and-consultancy/early-years-training/listening-voices-young> (Accessed: 21st February 2023).

Nelson Mandela Children's Fund (2021) *Serve like Mandela*. Available at: <https://www.nelsonmandelachildrensfund.com/> (Accessed: 6th February 2023).

NHS (2022) *Stress*. Available at: <https://www.nhs.uk/mental-health/feelings-symptoms-behaviours/feelings-and-symptoms/stress/> (Accessed: 27th February 2023).

Noramon, T. (2022) *Catalytic Leadership: Definition and Guide*. Available at: [Taskworld - Catalytic Leadership: Definition and Guide](#) (Accessed: 13th February 2023).

NSPCC Learning (2021) *Early help (or early intervention)*. Available at: <https://learning.nspcc.org.uk/safeguarding-child-protection/early-help-early-intervention> (Accessed: 13th February 2023).

Nursery World (2007) *The Children's Commissioner for Wales, Peter Clarke*. Available at: <https://www.nurseryworld.co.uk/news/article/the-children-s-commissioner-for-wales-peter-clarke> (Accessed: 20th February 2023).

Palmer, K. (no date) *Introduction*. [video] Available at: <https://hwb.gov.wales/playlists/view/34da0350-6490-400a-b395-a78481e91f10/en/3?preview=true> (Accessed: 1st March 2023).

Prendergast Community Primary School (no date) *Restorative Practise*. Available at: <https://www.prendergastcpschool.org.uk/restorative-practice/> (Accessed: 21st February 2023).

Public Health Wales, Swansea University (no date) *Child Death Review Programme: Thematic Review: Deaths of Children & Young People through Probable Suicide 2013-2017*. Available at: <https://phw.nhs.wales/news/averting-tragedy-suicide-prevention-in-welsh-children-and-young-people/thematic-review-of-deaths-of-children-and-young-people-through-probable-suicide-2013-2017-main-report/> (Accessed: 21st February 2023).

Race Equality Foundation (2023) *Themes from engagement with a youth panel: The importance of ethnicity for understanding young people's experiences of health inequalities*. Available at: <https://raceequalityfoundation.org.uk/wp-content/uploads/2023/02/Engagement-report-Ethnicity-and-young-peoples-health-inequalities.pdf> (Accessed: 1st March 2023).

Race, Equality First (no date) *About Race Equality First*. Available at: <https://raceequalityfirst.org/about-race-equality-first/> (Accessed: 2nd March 2023).

Rights of Children and Young Persons (Wales) Measure 2011 Available at: <https://www.legislation.gov.uk/mwa/2011/2/section/8> (Accessed: 21st February 2023).

Rodriguez, G.P. (2022) '*BULLIED TO DEATH*' Drayke Hardman, 12, kills himself after being bullied at school & telling his parents 'snitches get stitches'. Available at: <https://www.thesun.co.uk/news/17698809/boy-12-kills-himself-after-being-bullied-at-school/> (Accessed: 21st February 2022).

Saraladevi, N. (2021) 'Nephrology education and training in Africa', *Nature Reviews Nephrology*, 17(12), pp. 784 DOI: 10.1038/s41581-021-00486-4

Sari (2023) *Stand Against Racism and Inequality*. Available at: <https://saricharity.org.uk/> (Accessed: 1st March 2022).

Saunders-Phillips *et al.* (2009) 'Social Inequality and Racial Discrimination: Risk Factors for Health Disparities in Children of Color', *Paediatrics*, 124(3) pp. 176-186
DOI: doi.org/10.1542/peds.2009-1100E

Seerey, C. (no date) *Partnership working*. [video] Available at:
<https://hwb.gov.wales/playlists/view/34da0350-6490-400a-b395-a78481e91f10/en/4?preview=true> (Accessed: 1st March 2023).

Statista Research Department (2023) Number of police recorded racial hate crimes in England and Wales in 2021/21, by police force area. Available at:
<https://www.statista.com/statistics/624038/racist-incidents-in-england-and-wales-by-region/> (Accessed: 27th February 2023).

The Education Trust (2016) *Through Our Eyes: Perspectives and Reflections From Black Teachers*. Available at: <https://edtrust.org/wp-content/uploads/2014/09/ThroughOurEyes.pdf> (Accessed: 1st March 2023).

The Independent (2023) *Four arrested on suspicion of racially aggravated assault after Black schoolgirl attacked*. [video]. Available at:
<https://www.youtube.com/watch?v=XnOnRM8MtPk> (Accessed: 27th February 2023).

The Kings Fund (2019) *Tackling 'imposter syndrome': working with third sector leaders*. Available at: [Tackling 'imposter syndrome': | The King's Fund \(kingsfund.org.uk\)](https://www.kingsfund.org.uk/publications/tackling-imposter-syndrome) (Accessed: 13th February 2023).

The Nelson Mandela Foundation (2023) *Biography of Nelson Mandela*. Available at:
<https://www.nelsonmandela.org/content/page/biography> (Accessed: 6th February 2023).

The Promotion of National Unity and Reconciliation Act 1995 c. 34. Available at:
<https://www.justice.gov.za/legislation/acts/1995-034.pdf> (Accessed: 6th February 2023).

Toomer, J. *et al.* (2018) *The Catalyst Effect: 12 Skills and Behaviours to Boost your Impact and Elevate Team Performance*. Bingley: Emerald Publishing.

Truth and Reconciliation Commission (2023) *Truth: The Road to Reconciliation*. Available at: <https://www.justice.gov.za/trc/> (Accessed: 6th February 2023).

Unicef (no date) *How we protect children's rights*. Available at: <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/> (Accessed: 21st February 2023).

UNICEF (no date) *The Un Convention on the Rights of the Child*. Available at: https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf (Accessed: 27th February 2023).

Wales Centre for Public Policy (2020) *Children Looked after in Wales: Factors Contributing to Variation in Local Authority Rates*. Available at: <https://www.wcpp.org.uk/wp-content/uploads/2020/09/Children-looked-after-in-Wales-Factors-contributing-to-variation-in-rates.pdf> (Accessed: 13th February 2023).

Wales Restorative Approaches Partnership (no date) *Education*. Available at: <https://www.restorativewales.org.uk/sectors/education> (Accessed: 21st February 2023).

Wales Safeguarding Procedures (2023) *Children and young people at risk from harm*. Available at: <https://safeguarding.wales/en/chi-i/> (Accessed: 13th February 2023).

Welsh Assembly Government (2003) *Respecting Others: anti-bullying guidance*. Available at: <https://www.gov.wales/sites/default/files/publications/2018-05/NAFWC-23-03-respecting-others-anti-bullying-guidance.pdf> (Accessed: 20th February 2023).

Welsh Gov (2021) *Initial Teach Education Black, Asian, and Ethnic Minority Recruitment Plan*. Available at: <https://www.gov.wales/initial-teacher-education-black-asian-and-minority-ethnic-recruitment-plan-html> (Accessed: 27th February 2023).

Welsh Gov (2022) *New Children's Commissioner for Wales announced*. Available at: <https://www.gov.wales/new-childrens-commissioner-for-wales-announced> (Accessed: 20th February 2023).

Welsh Gov (2022) *New Children's Commissioner for Wales announced*. Available at: <https://www.gov.wales/new-childrens-commissioner-for-wales-announced> (Accessed: 21st February 2023).

Welsh Gov (no date a) *Language and Terminology: An introduction for Teachers*. Available at: <https://hwb.gov.wales/api/storage/d74e7fe2-01f1-4f83-ac90-735a9a3e88fb/TerminologyandInclusiveLanguage.pdf> (Accessed: 27th February 2023).

Welsh Gov (no date b) *Equality Act 2010*. Available at: <https://hwb.gov.wales/api/storage/b24a4cb6-d7bf-41ed-9845-c932ed125899/EqualityAct2010.pdf> (Accessed: 27th February 2023).

Welsh Gov (no date c) *Recognising and responding to racism and racial stereotyping*. Available at: <https://hwb.gov.wales/api/storage/16c5a42b-5586-415c-aceb-59ad2dc2f012/Recognisingandrespondingtoracismandracialstereotyping.pdf> (Accessed: 27th February 2023).

Welsh Gov (no date) *Resources*. Available at: <https://hwb.gov.wales/repository/discovery?query=anti-bullying%20&showBackButton=1&sort=relevance&strict=1> (Accessed: 21st February 2023).

YMCA (2020) *Young and Black: The Young Black Experience of Institutional Racism In the UK*. Available at: <https://www.ymca.org.uk/wp-content/uploads/2020/10/ymca-young-and-black.pdf> (Accessed: 1st March 2023).