Portfolio

Section 1

The term sociology is the study of society, underpinned by factors such as social change, social experiences and social life that create consequences for human development and behaviour (Case Western Reserve University, 2022). The sociology of education underpins how children's experiences can determine how they connect with the schooling environment (Crossman, 2019). Similarly, Williams (2020) states that sociology refers to examinations of how the children's overall circumstances can affect their academic outcomes and achievements. However, Biznews (2020) explains that sociology of education refers to complexities between society and education, for example how the living conditions and environment could affect the ability for the children to thrive academically. Therefore, this implies that all professionals need to be equipped to the children's everchanging needs due to potential sociological factors that may occur and the knowledge as an effective Early Years (EY) workforce to support those children with early interventions (EIs).

An individual presenting the role of a catalytic leader (CL) is described as someone who has motive power for change and who can be an effective communicator and instructor across the organisation to stimulate new skills and expertise of employees to achieve high-quality provision (Connor, 2013). Bradt (2015) agrees that a CL inspires their colleagues with current strategies in practice, contributing to the communities and organisations high expectations. Similarly, Powers (2017) states that CLs are supportive and energetic individuals which motivate other professionals to actively participate in practice. Additionally, Lalonde (2017) demonstrates a CL as a dynamic individual with the ability to adapt to constant change, instructing others to become competent and thriving professionals in practice. This evaluates that a CL is of great importance within an organisation who set an example of effective leadership during everchanging experiences and motivate the EY workforce to use effective methods when working in partnership, to meet the complex demands of sociological factors. Veazey (2018) supports this statement, evaluating the importance of effective leadership in EY provisions. Effective leaderships are of importance after teaching to ensure that children's needs and rights are at the core of practice. This recognises

that the workforce working in partnership supports successful delivery and areas to excel the quality of tools and provision to encourage children and staffs' development.

Furthermore, Joiner (2017) expresses managers professionally develop in many areas of professional development to enhance their agility, to become the best possible leader within the educational sector. Joiner (2017) continues to confirm the catalyst level of leadership as the most effective, adapting to continuous rapid changes, in high-complex environments. Moreover, Toomer *et al.* (2018) highlight individuals with the desire and ability to work as a team create an ethos for positive teamwork and effective performance within the provision, allowing a universal approach towards supporting the children with sociological complexities. However, it is also said by Joiner (2017) that only 10% of leaders have the skills to become a CL. This suggests that it is the leader's responsibility to ensure that continuous professional development is built upon to provide an effective working practice, responding to changes with influential agility. In correspondence, to succeed in this, managers and leaders must have the ability to progress in their professional development first.

McDowall Clark (2012) collected data from twenty-eight experienced practitioners with the completion of open-ended questionnaires, to retrieve findings from experienced professionals. It was apparent in the research that challenges in the organisations can occur when EY professionals had little understanding on the meaning of leadership and what the role requires. Additionally, they appeared to lack in confidence with their own leadership in practice, therefore, preferred to support other colleagues' ideas rather than challenge and build on individual's thinking in a leadership manner. To support this, Cooper (2014) highlights that many professionals within an educational environment misunderstand the concept of leadership. This in effect, creates challenges for professionals to recognise and understand the role of leadership and become reluctant to involve the role as part of everyday professional practice. Conversely, Joiner (2017) describes CLs as having the ability to be confident but additionally, having the assertiveness to adapt to certain situations that may occur in early childhood provision, such as sociological factors. This suggests that many practitioners do not feel confident adopting the role of a CL due to not fully understanding the definition of a catalyst.

Eckert (2021) states that some individuals believe that leadership within the EY can only be associated with a professional's position of authority. However, Academic Library (2022) highlights that with the correct support to enhance knowledge and skills, any professional within the schooling environment can be a CL. Similarly, Boos (2017) states anyone can adopt the role of a leader when supporting change or the child's well-being in the setting and it is not determined by the level of qualification and authority within the organisation (Toomer, *et al.*, 2018).

Cooper (2014) confirms that there is one narrow and singerly fixed definition of CL, an essential substance to enhance the rate of outcome (BBC Bitesize, 2022). However, that this should not be identified as a form of weakness but to formulate the support in accordance with the sociological issues observed. Therefore, CL refers to not only the organisation but the approach that the teachers take as catalysts within the comprehensive and social context (Cooper, 2014). Catalysts can work alongside the teachers and professionals of higher importance, which already have existing expertise. Additionally, Eckert (2021) describes when a catalyst individual is working in an effective existing workforce in education, the success is enhanced and accelerates the work. Similarly, Wenner and Campbell (2017) states that CLs help improve the existing quality and build to make it more effective. However, Eckert (2021) highlights that one professional for example, the manager, physically cannot complete the planning and change alone, therefore the CL works alongside the manager, in partnership, sharing each other's workload and expertise to support the children's needs. This suggests working in partnership solidifies that an effective workforce enables successful and sustainable catalytic leadership to promote staffs' professional development and provision. This in turn will allow the EY workforce to effectively support the children with sociological factors that could impact their childhood with correct EI.

Douglass (2019) describes leadership as one of the most essential elements in organisations, for the drive to achieve effective performance and with the core aim to create positive environments for workforce, provision and children when recognising and supporting sociological concepts. However, Douglass (2019) identifies challenges of leadership can arise for example, although they are essential skills to quality in effective leadership, individuals may find difficulty in potentially managing and

prioritising time. Similarly, Connor (2013) states risks could occur relating to CL, highlighting that some changes within practice could be much more extensive than others. This suggests that to provide effective support for the staff and children overall but additionally with sociological concepts, leadership within the workforce is paramount, however, may require dealing with additional challenges during the process.

Joiner (2017) demonstrates that there are four types of leadership agility, *context-setting, stakeholder, creative and self-leadership*, all of which become very effective when used together within specific organisations. Goodall (2012) shares that an expert leader is known to have more of a heroic mindset than a CL. Additionally, expert leaders are often recognised for their expertise and authority, for example in educational terms, being an individual who is more of a supervisor than a manager. Joiner (2017) highlights expert leaders' workload are often intense, creating a group of individuals within the organisation rather than a team. This demonstrates that expert leaders' schedules are restless, failing to support the staff and provision in a strategic manner.

However, CLs are an individual of profession within the working environment for example, a teacher forming a team of effective professionals to support children's positive outcomes (Joiner, 2017). Similarly, Wenner and Campbell (2017) describe teacher leaders as individuals who facilitate and empower their staff and children to enhance their development. Additionally, Joiner (2017) expresses that the individual models an exchange of perspectives on challenging issues such as sociological and seeks for their professional colleagues' vision on the circumstances. This suggests that CLs are experienced professionals that ensure the children and staffs needs and rights are at the core of the provision's outcomes, modelling the role of an effective leader.

Working in any EY setting, practitioners may always encounter challenges (Welsh Government, 2021b). Therefore, the organisation has a duty to ensure for effective partnership and practice that the environment is inclusive (Welsh Government, 2016). However, McDowall Clark (2012) states that to have a CL within the EY provision is fundamental in ensuring quality improvement is continuous through continual

reflection, developing the provision to be more effective. Additionally, Reed and Canning (2012) suggest that CL comes from within the organisation as team, recognising that every individual respects one and other and their views and the leader does not always come from an above professional with authority. In line with Bronfenbrenner's (2005) Social Learning Theory (Western Governors University (2022), believing that children's development is affected by the relationships which surround their environment. Families of the children that are living in poverty may have difficulties in providing essentials to support the children's overall development. Similarly, Aubrey and Riley (2019) discuss how Bronfenbrenner believed that through the immediate environment, children develop social relationships which are a crucial factor that associates with their future educational achievements. Therefore, children who have access to positive, nurturing, and safe relationships in an effective surrounding such as their learning environment, will create positive impacts on their well-being and holistic development (Guy-Evans, 2020).

It is said by Taylor and Francis (2016) that social status is recognised as a factor that could better the chances of effective life and educational achievements for children and their families. Taylor and Francis (2016) go on further to argue that assessing the children's abilities should not be based on the social backgrounds and financial circumstances of parents, and that each child's cognitive abilities should be individually observed to witness the needs and outcomes of their educational ability. Similarly, Erikson (2016) explored the partnership between parental social status, education and earnings with the children's educational outcomes and cognitive ability. Findings from selected Swedish school children confirmed that factors of social backgrounds have an impact on their educational outcomes, parental earnings being one of the highest factors. Conversely, White (2018) who published an NHS document for Scotland argues that although children may live in disadvantaged circumstances, positive outcomes are achievable. However, it is said that the quality of the physical and social environments which the children experience is paramount, to support their academic growth. Furthermore, Health Engine (2022) highlights that the social environments create the impact of effectiveness on the children's social relationships that they form in education, supporting achievable progression steps (Welsh Government, 2020). This suggests that children experiencing positive social

environments and relationships in education provide an advantage to their future academic lives, regardless of living in poverty.

As stated previously, Sakar (2021) evaluates that children's academic outcomes can be restricted by sociological factors that occur from their living environments such as poverty. Additionally, poverty is identified as a decline of systems, impacting children's well-being and development, risking separation from society. Therefore, implies that CL becomes a necessity to provide successful interventions for the provision and children's barriers, reaching positive abilities regardless of their socio-economic status. CL highlights that working in partnership enhances the probability for effective learning experiences and provision developments for children that may have sociological complexities.

Section 2

The movement of how children are viewed in society today is very different to the early 1900s (Pooley, 2022). According to NSPCC (2021b) factors and incidents that have occurred long ago, jeopardising children's safety, in some serious cases causing child abuse deaths to have become the reasons for the development of child protection systems in place today. Furthermore, although a dated document Mountz (1980) discloses that decades ago children were perceived by their parents and the world as possessions with minuscule rights by law. Children were expected to work as juniors alongside adults in mines and factories for extensive durations each day. Similarly, UNICEF (no datea) recognise that there were no standards of protection worldwide since the early twentieth century. However, UNICEF (no dateb) highlights that the standards on child rights, internationally over the past century have enhanced considerably. NSPCC (2021b) states that statutory child protection guidance all over the United Kingdom (UK) is now regularly reviewed and improved to comply with everyday modern changes in the world and legislations in place. This demonstrates that historically, children had very little or no rights by law, forcing them to work in unsafe conditions, failing to fulfil their rights and needs. However, that today children are identified as individuals who have the same rights as adults.

It was recognised by Bureau International (2014) that the 19th century marked the identification of society seeing children and young people needing a form of security and the beginning of children being recognised with rights. Moreover, the history of individuals recognising that children and young people are to receive their own individual human rights due to previous lack of appreciation, was identified in the 1920s by Eglantyne Jebb who established an international organisation known as Save the Children, at the end of the First World War (Cole-Albäck, 2021). Similarly, with Jebb recognising that there needed to be a change to the protection of children, Jebb conscripted and published the Geneva Declaration of the Rights of the Child (GDRC) by law in 1924 (Suson, 2016). Additionally, at the time with the establishment of the GDRC, it became mandatory for adults to provide the children with their basic needs in line with the five rights of GDRC, *the right to be protected again child labour, to receive reinforcement to attain an education, to acquire adequate food of good quality, ill-health looked after, to a home, and supported in signs of danger (Geneva*

Declaration of the Rights of the Child, 1924). However, although it was recognised as early as the mid 19th century by society that children needed protection of their rights, specifically in educational settings, Cole-Albäck (2021) claims that individuals still perceive children's rights as a new conception. This implies that reoccurring incidents that failed children's safety prior and during the First World War, enabled individuals in society to recognise that children's lives are equally of importance as adults. Therefore, by developing the first organisation to support the rights of children and young people allowed a change in how the children were viewed in society.

The General Assembly of the United Nations (UN) then established United Nations International Children's Emergency Fund (UNICEF) in 1946, after the devastation of World War II, adopting and expanding the GDRC and publishing the legislation as the Universal Declaration of Human Rights (UDHR) in 1948 (United Nations, no date). UNICEF was an organisation that supported the children living in countries that had been affected by the war, recognising that the rights for each child needed to be expanded to ensure that their well-being and development is supported in the everchanging society (UNICEF, no datec). Similarly, Humanium (no dateb) described UDHR as a powerful document which highlighted areas of which GDRC failed to meet specific standards. Therefore, to protect all individuals' human rights across the nation, a second draft of the Declaration was produced in 1959, presenting ten rights. Consequently, Suson (2016) evaluated the establishment of 1959 Declaration and as a result the foundations created histories most legally enforced agreement, the United Convention on the Rights of the Child (UNCRC) which was then adopted by the UN General Assembly thirty years on. Additionally, Cole-Albäck (2021) discussed that the convention created a fixed document, collaborating with government to formally agree and sign on standards which they are obliged to sustain, to support children's rights in the society which they live.

Forwarding to thirty years, the UN General Assembly opened the UNCRC in 1989 and was brought into force in 1991 with 54 detailed articles supporting children rights all around the world (UNICEF, no datea). However, UNICEF (no dateb) argued that no right is more important than the other, recognising that all rights are in partnership, supporting governments, professionals, and organisations to identify each child as an individual and inform the child of their rights. Similarly, Save the Children (no date)

demonstrated that the UNCRC organisation highlights the significance of children's rights without the partnership of GDRC and UDHR. This shows that not only do children have global human rights with previous laws but additionally acquire more in-depth rights from the UNCRC which have a focused aim to support children in education and society. Nevertheless, the Welsh Assembly Government adopted the UNCRC 2004, suggesting that all individuals' rights and beliefs are protected and valued and without those rights children could potentially be at risk of harm (Towler, 2013). For example, the United States of America has not adopted the UNCRC (Humanium, no datea). Humanium (no datea) states that this significantly impacts the children causing factors such as young juveniles, inadequate health care and lack of recognition and interventions increasing child abuse. This amplifies the UK's understanding of the need to support children rights and safety, promoting positive impacts on all children's present and future outcomes.

According to Bilston (2019), there have been many historical events and organisations which have been founded from the devastation of traumatic events. The establishment of laws and legislation have been developed to ensure the impact on children's lives provides positive outcomes in all aspects of their development and well-being in society. The National Society for the Prevention of Cruelty to Children (NSPCC) founded in 1884, highlighting forms of abuse and offering support for individuals who witness or have concerns of children who are in a disadvantaged environment (NSPCC, 2021b). Additionally, Remember A Charity (no date) states that the NSPCC is the UK's current leading charity for children with a focus of bringing child abuse to a close and driven by the right that no child should have to suffer in the UNCRC (UNICEF, 2017). Similarly, the NSPCC (2022b) clarifies that between 2016 and 2021, 6.6 million children have been supported by the organisation, ensuring that they are placed in safer environments from abuse. This suspects that the NSPCC organisation has been and continues to be an asset to children's security and well-being, supporting children through transitions in their childhood to provide steady and comfortable environments for the children's development to flourish in the society which they live.

Batty (2005) states that the Children Act was first established in 1948 and has continuously been ratified under new legislations, amended from the previous. Additionally, a more recent source NSPCC (2021b) discussed that under the Children

Act across the UK, children's welfare has been highlighted as a significance to safeguarding, as well as the child's best interests in 1975 supported by an independent social worker during court proceedings. Furthermore, the development of the *Children Act 1989* amended the principles of court to primarily consider the children's welfare as paramount, in terms of their living circumstances (Foster, 2020). Moreover, the year of the Act brought into force, the legislative framework was established for the current child protection system in Wales and England, ensuring that local authorities are promoting the protection of welfare (NSPCC, 2021b). Similarly, NSPCC (2022a) documents that within each nation of the UK, it is their responsibility to reinforce their individual laws and policies in health and well-being and education. This is to recognise and safeguard children from neglect and abuse.

However, MA Education (2022) shares that due to evidential events of children's welfare at harmful risk, causing drastic transitions to society such as the lack of protection for Victoria Climbié (Lord Laming, 2003), changes were made to ensure the risk of children's rights and needs were not disregarded by the system and parents. Therefore, following this Act, a various number of legislations were entrenched to raise the standards of the child protection services such as the *Children Act 2004* and the most current established, the *Children and Social Work Act 2017* (Elvin *et al*., 2019) as well as the green paper titled Every Child Matters 2003 (Every Child Matters, 2003; MA Education, 2022). This shows the continuous development of legislations and Acts in force due to organisations, the system and individuals failing to protect the children and their rights.

According to Towler (2013) the Children's Commission for Wales was established in 2001, recognised as an independent rights institution for children with the aim to promote the rights, welfare and to safeguard children under the amendments of the *Care Standards Act 2000*. Additionally, from 2015 to present, Sally Holland was appointed the third role of Children's Commissioner for Wales to educate and support children and young people on their rights under the UNCRC (Education Workforce Council, no date). Similarly, Children's Commissioner for Wales (2022) describes Holland's job as an individual who voices the importance of children's rights to ensure they are safe, happy, and healthy individuals, in line with the four purposes in Donaldson's New Curriculum for Wales 2022 (Welsh Government, 2022). However,

for this to be a success, Holland's role is to encourage agencies and the Welsh Government to work in partnership to protect all children, to prevent negative impacts on early childhood.

Education Workforce Council (no date) shares Holland acknowledges that in Wales, the children's educational environment is at the core of the UNCRC with recent underpinnings of the Donaldson review, *Successful Futures,* (Donaldson, 2015) and the new *Additional Learning Needs and Education Tribunal (Wales) Act 2018,* recognising that in partnership, there is potential for significant improvement in Wales within the education system. Similarly, Children's Commissioners have a significant impact on children's welfare, with the role to advocate children (Children's Commissioner, no date). This implies that for Holland's acknowledgements to be successful, the role of CL becomes equally important. This means that all professionals should work in partnership, identifying areas to enhance with a collaboration of ideas which encourage effective provision, to provide essential academic outcomes in early childhood.

BBC News (2020) published that Jersey and Scotland in 2020 passed smacking as illegal. Additionally, in March 2022, Wales introduced the smacking ban (Welsh Government, no datea). Reports from University College London's (2021) 20-year research showed that any form of physical punishment puts the child at harmful risk, impacting the child's behaviour and further difficulties to develop. This confirms that physical punishment towards the child is not in their best interests. Furthermore, Davies (2022) documents in 1979 Sweden became the first country to ban smacking, then sixty other countries followed, recognising children's rights under Article 19 of the UNCRC. However, despite the successful ban, O'Byrne Mulligan (2022) stresses that England and Northern Ireland disagree and allow parents and carers to physically punish their children, with no intention of ratifying this law.

This section highlights the role of a CL in organisations is important when recognising that children are at the centre of what professionals do in terms of an effective practitioner and provision, and how the children's rights are supported and protected. The UNCRC demonstrates that it is the most effective legislation that has yet to be amended due to each article accompanying each other, improving children's childhood

experiences internationally. Without the role of the CLs thriving to make a change with the continuous implementation of legislation and laws, more children's childhoods may potentially become in danger, preventing children from becoming *healthy, confident individuals who are ready to lead fulfilling lives as valued members of society* (Welsh Government, 2022b). Similarly, Siraj-Blatchford and Hallet (2014) concludes that any form of leadership in EY provides empowering changes for individuals. It is most effective when the professional's focus is to make changes to support others within the provision, enhancing the successful rate of practice and childhood outcomes. However, the organisation must work together sharing and respecting values of each other to have a full understanding of what needs to be put in place to encourage effective outcomes in childhood. This concludes that CL in practice is paramount to ensure that each child in education is supported with a full understanding of their rights, to reach their full potential.

Section 3

Poverty is defined by Mack (2016) as an insufficiency of key necessities required to meet the national minimum standards of living. Similarly, Health, Social Care and Children's Services (2013) suggests families who live in poverty may experience challenges with the ability to meet the households' everyday needs, in line with Maslow's Hierarchy of Needs for example, difficulties financially to provide warmth and shelter, food, and clothing. This means that without the ability for families to financially provide for their children, their basic physiological needs become less achievable and more challenging to support their overall health, physically and mentally (Research History, 2012).

Children in Wales (2021) statistics demonstrate that a substantial 29% of children in Wales are said to be living in poverty, should the families be earning below 60% of median income. Conversely, Nuffield Foundation (2021) suggests since Coronavirus, there has been a 2% increase, reaching 31% of children in the UK living in poverty, 36% when considering siblings under five years old. This is an estimation of 2.2 million children living with this sociological aspect in the UK. Nevertheless, in comparison to twenty years ago, the rates of child poverty are significantly lower, however Nuffield Foundation (2021) documents that the rates have been rising since 2013.

Public Health Scotland (2021) recognises that poverty has a traumatic impact on the children's overall well-being, causing ill-health and hunger. This impacts on the child's education and ability to learn. Research from Chaudry and Wimer (2016) suggests children living in poverty are at severe risk of low counts of nutritional food. The figures from Chaudry and Wimer (2016) research demonstrate there is significant variance in poor family's health conditions, educational outcomes, and development in comparison to families of higher income. This highlights the risk of when families living in income poverty and the negative impact it has on children's growth and developmental outcomes. Similarly, Red Nose Day (2020) highlights children who are born into poverty, will already have a challenging start in life. This suggests that the role of the CL within the education sector become of great importance.

Moreover, the Welsh Government (2022a) ensure that children and their rights are of key importance when making decisions to support their health, well-being, and education. Therefore, as forward-thinking professionals, EIs are brought into force to ensure children are provided with an effective learning environment and to support the sociological challenges (NSPCC, 2021a). Similarly, Early Intervention Foundation (2022) highlights EIs as strategies that promote children's outcomes and life experiences. Molloy (2019) recognised the influential role those EIs have on poverty, however, suggested that they must not be provided alone as a solution to tackle the sociological aspect. This implies that EI services are most effective when working in partnership to support poverty, strengthening each EI when the workforce is as one.

The Welsh Government develop programmes to ensure children's health and development are encouraged in education, supporting the children and families living in disadvantaged circumstances, by reducing cost outgoings for their children to attend the learning environment such as, providing free school meals (Welsh Government, 2021a). Additionally, the purpose of the programmes is to support the child in life, as early as possible (Powell and Gheera, 2021). Similarly, Red Nose Day (2020) believes it is evident that education is a key intervention to positively support families to succeed out of poverty. This concludes it is to ensure children have smooth and comfortable educational experiences, and an enhanced well-being.

Breakfast is recognised as an opportunity to consume nutritional foods, contributing to a healthy balanced diet, however, children living in poverty lack the opportunity to consume a nutritional breakfast at home (Tapper *et al.* 2007). Additionally, the Welsh Government (2014a) research states that providing children with a healthy and nutritional breakfast at the start of a school day, enhances retainment and the probability of achieving their full academic potential. Similarly, Notts (2016) describes breakfast as an essential meal of the day. Therefore, the Welsh Government (2014a) ratified the Free Breakfast Scheme (FBS) within primary schools in Wales, to ensure that all children can eat a nutritional meal prior to the school day and are given the best flying start in life. This means that providing all children of any age and need with free breakfast will support the Welsh Governments aim to improve the learners' achievement, health, and concentration skills.

Graham, Puts, and Beadle (2017) research suggests that the FBS, known as Breakfast Club in some education settings, positively influences all areas of a child's health and well-being. The researchers' findings show high levels of children attending breakfast clubs, 42% of those which were already eligible for free school meals (FSM). Furthermore, the researchers carried out their findings from questionnaires to practitioners. It was evident that practitioners were experiencing many children prior to the implementation of breakfast clubs arriving to school hungry. Overall, breakfast clubs are seen to support children living in poverty by reducing their hunger and stimulating their brain, allowing children to academically perform to the best of their ability.

However, the Welsh Government (2014a) highlights that the organisation of free breakfast clubs for children is not required by law. Consequently, the governing bodies have the supremacy to charge stakeholders for the breakfast that is provided at schools. Conversely, in line with section 88 of the *School Standards and Organisation (Wales) Act 2013,* following a request from the governing bodies, the local authorities (LA) have the responsibility to supply free breakfast in maintained school settings. Although, governing bodies can do this, practitioners express that breakfast clubs should not stop or request a charge from children and families living in poverty. This is due to concerns of the children returning to school hungry, impacting their self-esteem, health, and overall development affecting their ability to concentrate in the learning environment. Additionally, the positive outcomes from free breakfast clubs, allow children in poverty to reach their individual progression steps and achieve the four purposes within the New Curriculum for Wales 2022 (Welsh Government, 2020).

FSM are an additional EI that educational sectors adopt from the Welsh Government, which have similar guidelines to meet as the FBS. FSM are a detrimental EI that the Welsh Government established to ensure the LA and school sectors support children and young people in poverty to access ample standards of living (NWEF, no date). Furthermore, schools follow statutory regulations from the Welsh Government and LA to ensure the pupils are provided with nutritionally balanced meals (Welsh Local Government Association, 2015). This supports pupils to achieve well balanced diets. Similarly, Vik, Lippevelde, and Overby (2019) describe that with providing children

living in poverty with a free school meal contributes to a healthy intake of foods, positively impacting the potential to benefit future health.

NWEF (no date) stress that children cannot retain learning on an empty stomach, enhancing the probability of a hungry child becoming more distracted. Moreover, FSM support the decrease in numbers for childhood hunger in poverty. Therefore, Welsh Government (no dateb) state that children and young people qualify for FSM, depending on the parent and carers income after tax. However, NWEF (no date) acknowledge potential negative elements of FSM, suggesting that one in three young people feel more comfortable without lunch for the fear of being labelled as a child who is belonging to a low-income family and 'different' to others. Conversely, to contradict this, the Welsh Government (2014c) strongly believe that professionals in all school sectors are responsible for protecting the identity of all children, specifically those receiving FSM. This is to prevent children from feeling stigmatised (CLC Projects, 2021).

Although, UNICEF (2017) emphasises the importance to recognise that every child has the right to food under Articles 24 and 27, equally supporting NWEF (no date), Sustain (no date) highlights the significance of providing FSM to all primary school pupils, recognising the agreement between Plaid Cymru and Welsh Labour that no child should experience hunger, promoting decreased risk for stigmatisation. Overtime, children living in poverty holistically impact and deteriorate their health and well-being from aspects such as their community, family atmosphere and housing circumstances. This further adversely effects every area of a child's development from growth, health, sleep, and social skills (Children's Bureau, 2019). However, Vignoles (2014) argues that with the provision of FSM to all pupils, causes difficulty to identify children who are sociologically disadvantaged, failing to subconsciously meet their basic needs. Nevertheless, NWEF (no date) state children in poverty should not be disregarded the opportunity to eat FSM, due to the environment that they are unable to manage. This means that FSM eliminate various challenges and benefit a child's health and well-being, highlighting the substantial number of advantages EIs have on children's childhood. Additionally, implies that without the EIs children's health and well-being would be at further risk, affecting future adulthood.

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