

## Section 1

In this section it will discuss inclusive leadership, its importance within the early year's settings and why schools and settings must ensure that they allow inclusive leadership to take place. A scenario will also be discussed as to how inclusive leaders can help support the people within the scenario, also have it may affect the child, family, community, as well as the professionals around them.

Inclusive leadership is the ability to adapt whilst still being a leader, ensuring that everyone despite them coming from a range of socio-economic backgrounds are treated fairly. Treating people differently despite their individual characteristics is unlawful and wrong (Ferdman, Prime & Riggio, 2020, page 3). (Betz, 2023) communicates that inclusive leadership works to ensure that everyone within an early year's setting is advocated for, ensures that they feel welcomed and allowed to be their individual selves. (Childhood Education International, 2021) suggests that inclusive leadership is a “crucial factor in efforts to improve education at local, regional, and national levels. Effective school and education system leaders take time to listen to and communicate with all stakeholders— students, parents, teachers, and community members.” Inclusive leaders work to ensure that everyone is treated with the same respect and fairness within the setting including staff members, parents, children, and external agencies who have involvement with the setting such as Police Officers and nurses. Stated by (Ferdman, Prime & Riggio, 2020) mention that they refer to “inclusive leadership as the fulcrum of inclusion because it plays a key role in magnifying inclusion”. In addition to this, (Hallet, 2016) suggest that the child should be at the centre of the curriculum, and that the curriculum should be formed around them and their needs, this is also supported by the (Welsh Government, 2015) due to the fact that it states “at the centre of the statutory curriculum framework lies the holistic development of children”, basing the curriculum around the child and its learning allows practitioners to put the child's needs first allowing the practitioner to be an inclusive leader by ensuring that the child's needs are being met and not ignored. Furthermore, (Centre for Creative Leadership, 2023) suggests that inclusive leadership can further be defined as ensuring all members of the setting are treated “equitably, feel a sense of belonging and value, and have the resources and support they need to achieve their full potential”

Inclusive leadership is important due to the fact that it allows people who feel like they do not have a voice, to be heard, without inclusive leadership, people who struggle to fit in due to a disability or race can find it even harder to feel like they belong (Betz, 2023). (Betz, 2023) also states that “A lack of diversity and unfamiliarity with the importance of inclusion can unintentionally lead managers and leaders to create a hostile workplace”. Inclusive practice within education is extremely important as it gives a child a sense of belonging as well as it allows them to feel included in their learning “inclusive practice in education can be defined as attitudes and methods that ensure all learners can access learning. Everyone works to make sure that all learners feel welcome and valued, and that they get the right support to help them develop their individual talents and achieve their goals” (Lee, 2023). In addition to this, inclusive leadership is extremely important as well as being efficacious as it provides children with a safe setting that allows them to grow and develop efficiently, it also allows children of different backgrounds learn about different cultures allowing them to have an open minded concept throughout life. Inclusive leadership is important as it provides children and young people within settings to be provided with the same opportunities as well as support during

the most important and crucial time of a child education and development (Early Years Alliance, 2019).

The scenario mentioned previously relates to a seven-year-old child named Jack. Jack lives with his father who has full parental responsibility. Jack's father has previously overcome addiction and has been assessed as able to care for Jack by himself. Jack does well in school however teachers have noticed how he does not interact well with other children in the classroom and playground. Jack is a very shy and nervous child, in addition to this the majority of the time plays independently. Jack's dad is also come across as extremely shy as well as not wanting to interact with other parents at pick up and drop off, other parents also refrain from interacting with him. Jack's dad also refrains from attending parents' evenings and also keeps away from interacting with teachers unless it is necessary.

Due to Jack's father's previous addiction to substances this means that a range of agencies will be working with Jack's father to ensure that the care the father provides for Jack is adequate, the multi-agency working will ensure that Jack is well looked after due to the fact that the (NSPCC, 2023) states that "multi-agency working is key to effective safeguarding and child protection" ensuring Jack's safety through the multi-agency working ensures that his dad is able to care for him through being assessed by the agencies. The (NSPCC, 2023) also states that practitioners need to work together in order to support a child's development and learning, however due to being extremely shy Jack's dad may struggle in the future to ask for help or advise if he requires it, agencies which Jack's dad may have used would include the school, social workers and drug misuse support officers. Jack has remained in his father's care due to the fact that his father has shown the social workers that he is able to take care of him and provide him with all the necessities that Jack will need in order to develop and learn, furthermore this is ensuring that Jack's rights are being protected due to the fact that the United Nations Convention on the Rights of the Child states that "Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them" (Unicef, no date) the government has protected Jack's rights due to the fact that they have checked that his father is equipped to look after him despite having a past with drug misuse and they have also protected him by allowing him to stay in his father's care as long as it is safe to do so (Unicef, no date).

Jack's dad may avoid speaking to other parents or interacting with teachers as well as other people due to feeling embarrassed or ashamed of his drug addiction and worried about the stigma he may have and feel that other parents are judging him due to his past (NHS Inform, 2023). According to (NHS Inform, 2023) Jack's dad may also suffer from self-stigma, this is when "a person feels unworthy of help and results in people excluding themselves from services" this could be why Jack's dad refrains from communicating with Jack's teachers. The scenario also mentions how other parents refrain from interacting with Jack's dad, a study showed that many people have negative views on people who suffer/ suffered with substance abuse, the study also showed that people were against policies being made to help those with substance abuse (John Hopkins Bloomberg School of Public Health, 2014)

Additionally, it is also mentioned within the scenario that Jack struggles to interact with other children, this could be due to the fact that due to his Dad's struggle with drugs that Jack now has ACEs, this means Jack has Adverse Childhood Experiences, ACEs are traumatic events that happen during childhood and have a long lasting effect on a child, including their behaviour

and ability to socialise (Public Health Scotland, 2021). Jack's dad struggled with a substance issue this means that this can undermine the child's sense of safety and belonging, affecting how they interact with others (Violence Prevention, 2022). Jack has been exposed to ACEs therefore this can have a big impact on his learning and development, "exposure to ACEs can disrupt child development, resulting in cognitive, social, emotional and behaviour deficits" (Violence Prevention Unit, 2023). Therefore it is extremely important to be an inclusive leader in a situation like this, many schools offer THRIVE this is a programme children go to when they require support in relation to social and emotional wellbeing, The Thrive Approach is "to help children and young people become more emotionally resilient and better placed to engage with life and learning" (Thrive, 2023). Jack would benefit from this as he could be taken for one to one sessions as well as group sessions, in addition to this, within THRIVE many activities take place such as turn taking and this will allow Jack to be able to learn how to interact with other children accordingly and appropriately. In addition to this, Jack could be copying and imitating his father's behaviour, social psychologist theorist Albert Bandura, suggests that children copy and imitate their parent/ main care givers behaviours "Albert Bandura is a social psychologist who pioneered the Social Learning Theory which suggests that children learn behaviour from observing and imitating others" (Revise Essay, 2014), this insinuates that Jack copies his Dad's behaviour due to his Dad not interacting with other parents or teachers Jack then copies this behaviour by not interacting with other children and solely playing by himself, similarly with how both Jack and his father come off shy.

Due to Jack's dad being shy and unwilling to interact with others it can be extremely difficult for practitioners within the setting to carry out inclusive leadership, due to Jack's father being too shy to come to school events such as parent evenings and coffee mornings, a big part of inclusive leadership is parent involvement, parent involvement in schools and settings plays a vital role on a child's learning and development, due to the fact that behaviour improves, attendance improves and the child's self esteem also improves (Oxfordshire County Council, no date), Jack's dad's lack of involvement can have a big impact on his behaviour and self esteem, which could be the root of why Jack is so shy.

Substance abuse can have a large impact on the community as well as the child, this is supported by (Sator, 1991) as they state that "drug abuse is often accompanied by devastating social impact upon community life", drug abuse can leave a devastating impact across a community due to the fact that the community can get a bad reputation if there is an unseen amount of drug misuse happening within an area, it can affect inclusive leadership as often people from the local community come in and volunteer within the settings, however people may not want to take part in the schools activities if children's parents are drug misusers. Collaboration is a big part of inclusive leadership (IMD, 2022) therefore it is extremely important and beneficial that the wider community feel like they are able to help and support their local settings despite issues that may go on in and around the community.

Overall, inclusive leadership is a vital role in bring communities, parents and setting together, it allows children to feel safe, feel like they are being heard and that any issues or problems they may have will be dealt with in a serious manner, as well as being their issues and problems being solved appropriately. Inclusive leadership allows children as well as their parents of all genders, races, religions and sexual orientation to feel like they are apart of the setting as well as that they are included within the setting and are able to speak up and interact with practitioners without fear of judgement or being ignored. Inclusive leadership is

crucial and beneficial to a child's learning and development as it allows them to interact with others whilst having an open mind and be understanding about everyone's different situations, understanding that everyone has different beliefs and that they shouldn't be judged based upon that.

## Section 2

In this section, one or two policies will be discussed on how they may claim to support inclusive leadership in an early years setting.

Policies help schools and settings to ensure they are providing appropriate practice and ensuring that they are being followed, according to (Merriam Webster, 2023) policies can be defined as "a definite course or method of action selected from among alternatives and in light of given conditions to guide and determine present and future decisions". The importance of policies is crucial as they ensure that schools and settings are providing practice that is set out with clear guidelines, ensures that it is consistent and that it allows members within the setting to hold accountability (CMHC, 2018). Policies ensure that clear boundaries are established for both staff and children within the setting. In order to maintain inclusive leadership within a setting, it is important and beneficial that schools and settings follow policies such as the Additional Learning Needs and Educational Tribunal Wales Act (ALNET) to ensure that their practice and leadership is inclusive for staff members and children within their care.

Additional Learning Needs and Educational Tribunal Wales Act is a new policy brought in by the Welsh Government, it was set in order to reconstruct the help as well as the support systems that children with Additional Learning Needs (ALN) require whilst studying in settings within Wales (Welsh Government, 2018). As stated by (Rhondda Cynon Taf County Borough Council, no date) "The Welsh Government aims to transform the expectations, experiences and outcomes for children and young people with additional learning needs." Its aim is to support children and young people with their additional learning needs as well as their development from the age of 0-25 years (Rhondda Cynon Taf County Borough Council, no date). According to (Disability Wales, 2022) Additional Learning Needs and Educational Tribunal Wales Act "is replacing the special educational needs system and the learning difficulties and/or disabilities system".

The Additional Learning Needs and Educational Tribunal Wales Act was brought in due to The White Paper that was released by the Welsh Government addressing the inadequacy in the carrying out of ALN provision (Hopkins, 2021). The Additional Learning Needs and Educational Tribunal Wales Act had to be made due to the fact that in 2014 the model set for educating children with Additional Learning Needs was made over 3 decades ago, therefore was irrelevant and ill-equipped when practitioners are supporting children due to the needs of the children changing vastly (Welsh Government, 2014). This is extremely crucial when it comes to inclusive leadership due to the fact that open mindedness is critical when implementing new policy, there will be difficulty and mistakes will be made. When it comes to following The Additional Learning Needs and Educational Tribunal Wales Act and being an inclusive leader, it ensures that areas such as the classrooms have provisions that are available to all (Central South Consortium et al, 2021).

Another policy schools and settings use to enforce and ensure inclusive leadership within a setting is an Inclusion Policy. Inclusion is "the culture in which the mix of people can come

to work, feel comfortable and confident to be themselves, and work in a way that suits them and delivers your business or service needs. Inclusion will ensure that everyone feels valued and importantly, adds value” (Inclusive Employers, 2023). An inclusive leader must ensure that everyone in the setting needs to be included as well as feels respected and apart of the setting despite their race, religion or disability. Inclusive leaders will ensure all staff, parents and children feel like they are valued members of the school and setting, they can do this by inviting parents in for sessions with their children, involving them in planning and offering coffee morning, these are great as it gives parents opportunities to get to know one another as well as build relationships with staff. According to (Lee, 2023) “Inclusion and inclusive practice in the early years is about practices which ensure that everyone “belongs”: the children and their parents and/or carers, staff and any other people connected with the early years setting in some way”.

Using the Inclusive Policy, it ensures that a child’s needs are being met through the United Nations Convention on the Rights of the Child (UNCRC) this is due to the fact that all children have the right to be included despite race, religion and disability every child has rights “without discrimination of any kind, irrespective of the child’s or his or her parent’s or legal guardian’s race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status” (Article 2)” (Unicef, no date). Inclusive Policies and inclusive leadership are extremely important when it comes to a child’s education due to the fact that its goal is to bring everyone together as a collective rather than individuals, providing them with equal opportunities and chances to grow and learn regardless of one’s needs (University of Bolton, 2020). (University of Bolton, 2020) also states that as a result of an inclusion policy and inclusive leadership “it can foster relationships outside of school, boosting cooperation and collaboration in the local area between parents, children and neighbours”.

In conclusion, policies have a big impact on how inclusive leadership is carried out within early year settings. Policies allow staff members, members of the community, parents and children to know the clear boundaries that are set out in order to achieve inclusive leadership across the setting. Inclusive leadership allows children to feel safe and secure within the setting and allows them to know that their rights are being respected even though they may have different characteristics, policies are there to protect them and their rights to ensure they are provided with the same opportunities.

### Section 3

In this section, a blog will be written highlighting my thoughts on how to promote inclusive leadership within the early years settings.

It is important that schools and settings are inclusive and that they follow inclusive practice and ensure that a child’s rights are being met, schools and settings do this by facilitating for the learners but also ensuring that all practice is inclusive for the children within their care, “the ability to be inclusive and to foster and sustain an inclusive culture in groups, workplaces, and communities is a critical component of 21st-century leadership” (Ferdman, Prime & Riggio, 2020, page 3). The power that effective inclusive leadership has on settings is what is needed to ensure children are provided with essential learning experiences to get them prepared for when they are in the real world. Ensuring that they are equipped with the knowledge that everyone is the same despite their individual characteristics.

Within this section the importance of parent involvement specifically father or father figure involvement will be discussed, as well as how it is beneficial to a child's development and often found that fathers are not as involved with children's education, according to (Garfield, 2019) fathers who are involved in their child's development and education, leave a positive impact on their child rather than those who are absent or have fleeting or intermittent contact, this is also supported by (Zero to Three, 2016). Families today are extremely different to the 'normal' family people may imagine, families are different, in addition to this they may include single mother, single father, same sex parent families, parents with disabilities, but I am going to be focussing on the importance on the inclusivity of single father's as their affluence of their child's learning.

Single-fatherhood has been described as "lonely" by (Perlman, 2023), this is due to the fact that there are many stereotypes towards men such as being strong and being a real man, but what does be a 'real man' really mean, single father's face even more barriers due to fact that evidence shows that mothers are commonly found to primarily be the care taker of the child (Bornstein & Putnick, 2016). According to (Haworth & Sobo-Allen, 2020) being a single father has its "challenges for socially constructed gendered norms, hegemonic masculinity and how children and families social work is practiced."

Inclusive leadership is extremely important when engaging fathers in their child's education as well as their development, it is important that settings take charge of engaging fathers with their child's learning (Families, Housing, Community Services, and Indigenous Affairs (FaHCSIA), 2009). Schools and further childcare settings are found to be female dominant according to (GOV.UK, 2023) "75.7% of teachers were women, and there were more female than male teachers in every ethnic group", this can make it even harder for fathers to ask for support or help due to feeling judged by staff. However, to correct this, schools and settings can offer coffee mornings specifically for the dads, it allows parents to interact with one another and allows the dads to feel comfortable speaking to staff about any issues they may have about their children. Further examples can include getting the dads involved with the children's sports activities, such as dads helping to coach the school's football team as well as allowing parents to take part in events like fundraisers and sports days.

In conclusion, father figures play a vital role in in their child's learning, development and well as their child's well-being, and father's missing out on this can affect the child drastically. However, it is extremely important that schools and setting use their inclusive leadership to allow the single dads to feel involved with their child's life.

## Reference List

Betz, S. (2023) *Inclusive Leadership: Why It's Important and How to Improve It*. Available at: <https://builtin.com/diversity-inclusion/inclusive-leadership#> [14/06/2023].

Bornstein, M. & Putnick, D. (2016) 'MOTHERS' AND FATHERS' PARENTING PRACTICES WITH THEIR DAUGHTERS AND SONS IN LOW- AND MIDDLE-INCOME COUNTRIES', *Monogr Soc Res Child Dev*. 81(1): 60–77. DOI: [10.1111/mono.12226](https://doi.org/10.1111/mono.12226)

Central South Consortium Et Al (2021) *Inclusion, additional learning needs and additional learning provision*. Available at: <https://www.cscjes-cronfa.co.uk/api/storage/00dff21d-12a8-4eda-a8d7-3013870547b0/Inclusion,%20additional%20learning%20needs%20and%20additional%20learning%20provision.pdf?preview=true> [Accessed: 14/06/2023].

Centre for Creative Leadership (2023) *Inclusive Leadership: Steps to 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/#:~:text=Inclusive%20leadership%20also%20means%20that,to%20achieve%20their%20full%20potential.> [Accessed: 18/06/2023].

Childhood Education International (2021) *Inclusive Leadership in Education*. Available at: <https://ceinternational1892.org/wp-content/uploads/2021/07/InclusiveLeadershipBriefJuly2021.pdf> [Accessed: 14/06/2023].

CMHC (2018) *Why are policies important?* Available at: <https://www.cmhc-schl.gc.ca/en/professionals/industry-innovation-and-leadership/industry-expertise/affordable-housing/managing-affordable-housing/manage-affordable-housing-projects/policy-information/why-are-policies-important#:~:text=Policies%20provide%20guidance%2C%20consistency%2C%20accountability,on%20how%20an%20organization%20operates.> [Accessed: 13/06/2023].

Early Years Alliance (2019) *Equality and inclusive practice*. Available at: <https://www.eyalliance.org.uk/equality-and-inclusive-practice#:~:text=Effective%20inclusive%20practice%20provides%20all,aspire%20to%20in%20the%20future.> [Accessed: 16/06/2023].

Families, Housing, Community Services, and Indigenous Affairs (FaHCSIA) (2009) *Father-inclusive practice guide*. Commonwealth of Australia: Australia.

Ferdman, B.M., Prime, J. and Riggio, R.E. (2020) *Inclusive leadership: transforming diverse lives, workplaces, and societies*. Edited by B.M. Ferdman, J. Prime, and R.E. Riggio. New York: Routledge. Available at: <https://doi.org/10.4324/9780429449673>. [Accessed: 12/06/2023].

Garfield, C. (2019) 'Fathers' influence on development and well-being of children', *Contemporary PEDS Journal*, Vol 36 (Issue 6). Available at: <https://www.contemporarypediatrics.com/view/fathers-influence-development-and-well-being-children> [Accessed: 12/06/2023].

Gov.Uk (2023) School teacher workforce. Available at: <https://www.ethnicity-facts-figures.service.gov.uk/workforce-and-business/workforce-diversity/school-teacher-workforce/latest> [Accessed: 12/06/2023].

Student Number: 2015461  
Module Code: ECEY6004  
Word Count: 3606

Haworth, S. & Sobo-Allen, L. (2020) 'Social Work with Single and Non-Resident Fathers: How Inclusive Is Our Practice and Where Do We Go from Here?' *IntecOpen*. DOI: 10.5772/intechopen.90641

Hopkins, R. (2021) *Leading Practice: The Additional Learning Needs (ALN) Transformation Programme in Wales*. Early Childhood Studies Degree Network: University of Wales Trinity Saint David. Available at: <https://www.ecsdn.org/wp-content/uploads/2021/12/Rachel-Hopkins-UWTSD.pdf> [Accessed: 13/06/2023].

IMD (2022) *The 6 Cs of Inclusive Leadership & How to be an inclusive leader*. Available at: <https://www.imd.org/reflections/6-cs-of-inclusive-leadership/> [Accessed: 17/06/2023].

Inclusive Employers (2023) *What is inclusion?* Available at: <https://www.inclusiveemployers.co.uk/about/what-is-workplace-inclusion/?cn-reloaded=1> [Accessed: 15/06/2023].

John Hopkins Bloomberg School of Public Health (2014) *Study: Public Feels More Negative Toward People With Drug Addiction Than Those With Mental Illness*. Available at: <https://publichealth.jhu.edu/2014/study-public-feels-more-negative-toward-people-with-drug-addiction-than-those-with-mental-illness> [Accessed: 15/06/2023].

Lee, E. (2023) *What is Inclusive Practice?* Available at: <https://cpdonline.co.uk/knowledge-base/safeguarding/inclusive-practice/#:~:text=any%20extracurricular%20activities,-.What%20is%20inclusive%20practice%20in%20early%20years%3F,years%20setting%20in%20some%20way>. [Accessed: 16/06/2023].

Merriam Webster (2023) *Policy*. Available at: <https://www.merriam-webster.com/dictionary/policy#:~:text=%3A%20a%20definite%20course%20or%20method,policy> [Accessed: 12/06/2023].

NHS Inform (2023) *Challenging drug and alcohol stigma*. Available at: <https://www.nhsinform.scot/campaigns/challenging-drug-and-alcohol-stigma> [Accessed: 15/06/2023].

NSPCC (2023) *Multi-agency working*. Available at: <https://learning.nspcc.org.uk/child-protection-system/multi-agency-working-child-protection#heading-top> [Accessed: 14/06/2023].

Oxfordshire County Council (no date) *Parental Engagement and the impact it has on children's Attendance*. Available at: <https://www.oxfordshire.gov.uk/sites/default/files/file/early-years-childcare/parentalengagementandattendance.pdf> [Accessed: 17/06/2023].

Public Health Scotland (2021) *Adverse Childhood Experiences (ACEs)* Available at: <https://www.healthscotland.scot/population-groups/children/adverse-childhood-experiences-aces/overview-of-aces> [Accessed: 15/06/2023].

Revise Essay (2014) *Social Learning theory*. Available at: <http://reviseeasy.com/bandura.html#:~:text=Albert%20Bandura%20is%20a%20social,to%20try%20and%20copy%20it>. [Accessed: 15/06/2023].

Rhondda Cynon Taf County Borough Council (no date) *Information relating to Additional Learning Needs Education Tribunal Act (ALNET)*. Available at:

Student Number: 2015461  
Module Code: ECEY6004  
Word Count: 3606

<https://www.rctcbc.gov.uk/EN/Resident/SchoolsandLearning/AccessandInclusiontoEducation/AdditionalLearningNeedsAct/InformationrelatingtoAdditionalLearningNeedsEducationTribunalActALNET.aspx> [Accessed: 13/06/2023].

Sartor R. (1991) 'The social impact of drug abuse on community life.' *Med Law*. Available at: <https://pubmed.ncbi.nlm.nih.gov/1886469/> [Accessed: 17/06/2023].

Thrive (2023) *About Us*. Available at: <https://www.thriveapproach.com/about-thrive/about-us> [Accessed: 15/06/2023].

Unicef (no date) *HOW WE PROTECT CHILDREN'S RIGHTS WITH THE UN CONVENTION ON THE RIGHTS OF THE CHILD*. Available at: <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/> [Accessed: 16/06/2023].

University of Bolton (2020) *Why is Inclusive Education So Important?* Available at: <https://www.bolton.ac.uk/blogs/why-is-inclusive-education-so-important/#:~:text=It%20aims%20to%20bring%20different,between%20parents%2C%20children%20and%20neighbours.> [Accessed: 16/06/2023].

Violence Prevention (2023) *Fast Facts: Preventing Adverse Childhood Experiences*. Available at: <https://www.cdc.gov/violenceprevention/aces/fastfact.html> [Accessed: 15/06/2023].

Violence Prevention Unit (2023) *Adverse Childhood Experiences (ACEs)* Available at: [https://www.violencepreventionwales.co.uk/cy/ymchwil-thystiolaeth/adverse-childhood-experiences-aces#:~:text=Exposure%20to%20ACEs%20can%20disrupt,e.g.%20alcohol%20and%20drug%20use\).](https://www.violencepreventionwales.co.uk/cy/ymchwil-thystiolaeth/adverse-childhood-experiences-aces#:~:text=Exposure%20to%20ACEs%20can%20disrupt,e.g.%20alcohol%20and%20drug%20use).) [Accessed: 15/06/2023].

Welsh Government (2018) *Additional Learning Needs Education Tribunal Act Explanatory Memorandum*. Available at: <https://www.gov.wales/sites/default/files/publications/2018-04/additional-learning-needs-and-education-tribunal-wales-act-2018-explanatory-memorandum.pdf> [Accessed: 13/06/2023].

Welsh Government (2015) *Foundation Phase Framework*. Welsh Government: Cardiff

Welsh Government (2014) White Paper. Available at: <https://dera.ioe.ac.uk/20172/1/140522-consultation-document-en.pdf> (Accessed: 13/06/2023)

Zero to Three (2016) *The Daddy Factor: How Fathers Support Development*. Available at: <https://www.zerotothree.org/resource/the-daddy-factor-how-fathers-support-development/#:~:text=The%20relationship%20between%20father%20and,and%20long%2Dterm%20healthy%20development.&text=Children%20whose%20fathers%20are%20involved,stronger%20social%20connections%20with%20peers.> [Accessed: 12/06/2023].