

Catalytic Leadership

Priest and Middleton (2016) state effective leaders are individuals who guide others to achieve individual or a common goal by motivating and influencing them. A leader can be anyone who has responsibility of others and does not have to be a specific role such as a manager, as a leader is someone who aims to promote engagement of others towards achieving continuous improvement for effective practice (Priest and Middleton, 2016).

For effective leadership, the practitioner can engage in catalytic leadership as this means they influence positive change in adults and children which allows for efficient and effective practice (Clark, 2012). Acton and Glasgow (2015) believe a catalytic leader has the responsibility to empower and inspire others in promoting change as practitioners feel like they can make a difference within the setting which improves their confidence and attitude about change, therefore increasing engagement and participation. Ella Baker states that “strong people do not need strong leaders” as she believed an effective approach to change is to inspire and encourage others which she conducted through communication and collaboration with people and the community by including co-active spaces which are transformative (Cantarow, 1980, p.53 *cited in* Parker, 2020, p.80). Toomer, *et al.* (2018) believes a catalytic leader is an individual that inspires curiosity and new ideas through developing a positive dynamic including trust and respect for each other. Furthermore, Skosana and Monyai (2013) states catalytic leadership enables practitioners to feel part of the team and confident in contributing to the setting with their skills and expertise, as an effective catalytic leader delegates responsibilities in accordance with practitioner’s individual capabilities. LSME (2018) discusses delegation in Early Years settings enables practitioners to achieve the goal with the highest quality as they are provided with the time to analyse the goal in-depth and are given the freedom to explore multiple solutions to achieving the goal. However, as discussed by Harris (2013) delegation of responsibilities is challenging as there could be a responsibility where practitioners lack knowledge and expertise, therefore, meaning the catalytic leader would still have to choose someone which can be deemed unfair to the individual practitioner.

To overcome this, the catalytic leader can assess each responsibility and implement continuous professional development, also known as CPD approaches, to improve practitioners' knowledge and understanding through engagement opportunities such as training (Patton, Parker and Tannehill, 2015). Ferdman and Deane (2014) states CPD enables practitioners to improve the quality of their practice in accordance with continual discovery and expansion of how children's learning can be scaffold effectively. Ferdman, Prime and Riggio (2020) enables practitioners to positively engage in improving the setting to scaffold children effectively and catered to their individual needs. In utilising catalytic leadership, the leader can scaffold adults and children as their responsibility is to provide support catered to their individual needs, this allows for the leader to understand what support strategies will be more effective towards them on an individual basis (Leyva, *et al.* 2015). Nordlof (2014) discusses the Vygotskian theory emphasises understanding children's development area to ensure there is unique support provided because this enables each child to have the support they need as every child has different capabilities which need to be scaffolded by a more knowledgeable other. Shabani and Ewing (2016) state the Vygotskian constructivist theory is applicable to adults as they develop and expand their own knowledge in a similar way; being scaffolded by a more knowledgeable other. Providing an understanding that a catalytic leaders responsibility would include ensuring they can scaffold others to provide CPD by utilising, implementing and promoting the learning theory through their leadership role (Shabani and Ewing, 2016).

Additionally, Shabani and Ewing (2016) also discuss collaboration in participating in CPD enables practitioners to contribute with their own knowledge and experiences, therefore, allowing for all practitioners to feel represented and encouraging engagement with one-another and providing everyone with the opportunity to be a catalytic leader. However, as discussed by Douglass (2019) this can be challenging for the practitioners if they lack the confidence to collaborate in sharing their own knowledge and experiences as they may feel like their expertise is not at a high enough level. This can be prevented by encouraging and inspiring all practitioners to contribute regardless of their background, as every practitioner has a unique skill set

which will be beneficial towards the setting (Blaylock, *et al.* no date). Bronfenbrenner's ecological systems theory discusses the influence of the environment as it can dictate how the practitioner perceives the world and how they interact with others, a factor which can affect the practitioner is how the setting engages and interacts with the individual (Hayes, O'Toole and Halpenny, 2017). A catalytic leaders responsibility includes being inclusive as this ensures every practitioner and child feels included and represented within the setting, therefore, enabling every individual to engage effectively in the setting and preventing practitioners feeling excluded (Shen, *et al.* 2015). An inclusive and engaging setting promotes positive relationship building and communication to be implemented, therefore empowering others and being a catalyst to inspiring practitioners to collaborate and implement positive change (Cologon and Mevawalla, 2017).

It unlikely that every practitioner has a positive relationship with one-another, and they will most likely have disagreements, however, it is then the responsibility of those practitioners to ensure their relationship does not negatively impact their practice when supporting each other and children (Lazzari, 2012). During situations such as an agreement practitioners must remain professional and not exclude others because practitioners must focus on supporting each other to achieve an inclusive and representing setting that aim to support children utilising efficient and effective provision (Lazzari, 2012). Additionally, Clark and Murray (2012) state professionalism and continual engagement encourages all practitioners to become catalytic leaders which builds neurological pathways as they have a positive attitude and are open to new ideas and concepts towards effectively scaffolding children. Hanson, Bangert and Ruff (2016) believe having a growth mindset and openness means a practitioner listening to information which challenges their morals and abilities in supporting children, therefore enabling the practitioner to be open to developing their practice. Furthermore, Clark and Murray (2012) believe a catalytic leader should ensure other practitioners feel valued even when there is an occurrence of a disagreement as they should be open to others' opinions and beliefs.

McDowall Clark (2012) believes catalytic leadership is about empowering others to allow for them to become inspired to take actions in changing and improving an aspect of their lives. As discussed by Balkar (2015) empowerment allows for practitioners to feel like they are making a difference towards the setting and children, therefore causing them to be satisfied and inspiring the individual to keep striving for success and efficiency. This improves practitioners' confidence in approaching others during challenges they may experience, as they are confident in understanding others within their team are there for supporting one another (Sennett, 2021). Practitioners can therefore work in collaboration to solve problems, which further improves each individual's confidence as they are contributing to discover solutions and delegating tasks to each person's expertise (Douglass, 2019). Beat (2017) believe empowering practitioners and children enables them to develop self-respect and feel represented in the setting which builds their resilience because they can believe in themselves and others to support them during challenges they experience. In an early years setting empowering the practitioners enables the practitioner to believe in their capability to provide effective provision towards children (Block, 2016). Leitch (2017) states this is because the practitioner is inspired by the catalytic leader to continually develop their practice in correspondence with the everchanging discovery of the most effective ways to provide learning and development opportunities.

To become a catalytic leader a practitioner must ensure they can participate in self-reflection as Barry and McManigle (2021) discuss a leader must ensure they are displaying positive behaviour and leadership skills when supporting others. During a self-assessment the catalytic leader is participating in CPD to identify areas of improvement and expand their own knowledge, whilst being self-aware of how their actions impact others around them (Barry and McManigle, 2021). Additionally, during a self-assessment a catalytic leader can ask others in their team of what they believe the catalytic leader should improve on as a positive catalytic leader values the opinions of others and takes actions to change and improve (Venus, Stam and Knippenberg, 2013). Critically analysing themselves also displays that the leader is wanting to develop themselves to provide better practice as they are showing a willingness to listen to any constructive criticism (Clark and Murray, 2012). However, continually

critically analysing yourself can also be challenging as the catalytic leader may doubt their own abilities as they constantly analysing their skills (Venus, Stam and Knippenberg, 2013). To overcome this, it is to be understood that it is as equally important for the practitioner to also identify areas of strengths as it provides the practitioner with encouragement to engage holistically, therefore reducing the possibility of teacher burnout (Mérida-López and Extremera, 2017). Teacher burnout is “a psychological condition that leads to exhaustion, depersonalization, and decreased teacher achievement and self-worth” which causes the practitioner to become unable to provide effective practice at their full potential (Bousquet, p.19, 2012). Therefore, emphasising the importance of ensuring all practitioners can understand their own strengths along with areas of improvements (Mérida-López and Extremera, 2017). Additionally, to decrease the risk of teacher burnout, a practitioner can ensure they implement boundaries and participate in activities they enjoy, rather than continually focusing of their job role (Tapp, no date).

A practitioner may also feel like a fraud and that they are faking their abilities; this is known as imposter syndrome and can cause the practitioners mental health to deteriorate as they lack a sense of belonging and self-worth (Wilkinson, 2020). Identifying this at an early stage enables catalytic leaders to implement strategies of support and reassurance, however, when not recognised the practitioner will become unable to engage and may become distant (School of Education, 2021). Nedegaard (2016) states strategies of support include involving continual appraisals as this provides reassurance of positive practice and allows the practitioner to believe in their skills, therefore, increasing confidence, develop a healthy mindset and having an optimistic outlook on life. Additionally, the leader can ensure they have realistic standards for the practice of the practitioners as this can release stress and pressure on the practitioner, otherwise they may feel worthless or inadequate (Clark, 2012).

Additionally, a challenge in which practitioners who are catalytic leaders can face are that other practitioners can be resistant to participate and engage in change as it can seem scary for the adult or child, due to becoming normalised to specific events, they

may find it challenging to accept new ways of thinking or procedures (Lovejoy, 2017). Kershner and McQuillan (2016) states that change is inevitable, however when change takes place individuals can be reluctant to want to participate in the change due to becoming comfortable with specific strategies. However, as Yılmaz and Kılıçoğlu (2013) state the overall reason to why change can be deemed scary is because they may lack the knowledge on that topic, in which the catalytic leader must implement strategies to expand the knowledge of the practitioners and children previous to implementing the changes as this allows for them to transition into the change. Transitioning into change is more effective towards implementing change because it provides practitioners, children and families with an ability to become accustomed to change slowly, instead of them becoming overwhelmed by the change because it is unfamiliar (Department for Education, 2017). Additionally, to support practitioners, children and families through becoming familiar with change, the catalytic leader can ask them for their opinions of what should be changed and how they think the change should be implemented as this allows for them to become included in implementing change (Nutbrown, Clough and Atherton, 2013). Fitzgerald and Kay (2016) believe involving those who are impacted by the change enables the catalytic to develop a positive relationship which is trusting, and everyone feels valued as the catalytic leader is addressing the concerns that the practitioners, children and families have.

The History of Physical Punishment

Toomer, *et al.* (2018) states change takes place continuously throughout the world and it is the responsibility of leaders to ensure that positive change is supported and implemented. McDowall Clark (2012) believes within child settings early years professionals (EYPs) are to ensure they take the responsibility of becoming a catalytic leader because a catalytic leader influences others instead of being an authoritative voice because inspiration is more powerful than negative attitudes and dynamics. During this section of the portfolio there will be a discussion of different catalytic leaders who have imbedded positive change towards ensuring children are provided with their rights and protected from harm throughout the years, because as discussed

by Unicef (no date) and Donaldson (2015) children must be provided with the opportunity to learn and develop to achieve success in life.

The majority of the focus will be on the *Children (Abolition of Defence of Reasonable Punishment) (Wales) Act 2020* new measure and how change has taken place in achieving the new measure. The new measure is being implemented to ensure children are provided with legal protection of violence in the same ways an adult is, in which the adult will be prosecuted for harming and injuring a child (Welsh Government, 2022). Additionally, Welsh Government (2022, p.1) state this protects children from “smacking, hitting, slapping and shaking” among others, as “it will give children the same protection from assault as adults”. End Violence Against Children (2020) state physical punishment in public child settings became illegal the United Kingdom (UK) in 1986 and 1998 for private schools in England and Wales. This was declared illegal due to the UK being part of The European Court of Human Rights as they banned corporal punishment in settings in 1985 (Council of Europe, 2006). However, The European Court of Human Rights at the time stated that prohibiting physical punishment outside of child settings would violate the rights for the privacy of family life (End Violence Against Children, 2018). Previous to the implementation of banning corporal punishment, children were treated like small adults, however unlike for adults, physical punishment upon children was not only allowed but encouraged as a means of disciplining children (Durrant and Ensom, 2012). As Glicksman (2019, p.1) discusses, disciplining children through physical punishment can cause a long-term impact to children’s holistic development as it teaches children to “resolve conflicts with physical aggression”. Gershoff and Lee (2020) suggest physical punishment can cause the opposite effect on the purpose of disciplining the child, they believe it can increase the risk of violence and possible prosecution of illegal activities.

The banning of physical punishment was further emphasised in the United Nations Convention on the Rights of Child, also known as UNCRC which was implemented in 1989 (Unicef, 2010). Eglantyne Jebb was an advocate for children and founded Save the Children (2022) in 1919, which she aimed to provide children with effective learning

opportunities that would enable them to achieve aspirations and for children to be safe from harm. According to Kerber-Ganse (2015) Eglantyne Jebb believed that Save the Children (2022) was not enough to ensure every child is provided with opportunities and safety, in which she believed the government should be advocating for children as well. Therefore, in 1923 she created a document which listed the human rights that she believed children must be provided with which was then adopted and extended by the United Nations in 1924. Later, this document written by Eglantyne Jebb would become part of the UNCRC which comprises of 193 countries who have pledged to abide by each of the measures that the United Nations (2022) have implemented, Eglantyne Jebb is therefore known as a pioneer of the UNCRC.

According to Children's Commissioner for Wales (2022) the Welsh government has a duty to promote children's rights including safeguarding children. In ensuring these duties take place Wales have implemented the *Children's Commissioner for Wales Act 2001*. The *Children's Commissioner for Wales Act 2001* was implemented to expand the depth of knowledge and understanding of the roles and responsibilities a children's commissioner has which is briefly discussed in the *Care Standards Act 2000*. Currently, there have been three commissioners for Wales; Peter Clarke (2001-2008), Keith Towler (2008-2015) and Sally Holland (2015-2022), and there will be a fourth commissioner in April 2022; Rocio Cifuentes, when Sally Holland's seven years tenure ends (Welsh Government 2022b: The Commission on Justice in Wales, 2019).

Nursery World (2007) discusses Peter Clarke was the first children's commissioner for Wales in 2001 and advocated for children in promoting Article 12 of the UNCRC as he believed children should not only be provided with their voice, but for their voice to be heard, listened to and respected in all aspects of the child's life. Additionally, Peter Clarke identified an area of concern is that police chiefs did not listen to children who were reporting crimes and therefore, children are not reporting any crimes they experience which results in an unfair justice system (*BBC NEWS*, 2002). An unfair justice system can increase the amount of violence children experience, whether it be from their community or their family member, therefore, this does not allow for Article

19 of the UNCRC to be promoted (Unicef, no date). Peter Clarke therefore encouraged community collaboration and changed the perspective and opinion the police had on children reporting crimes (Children's Commissioner for Wales, 2004). Furthermore, as discussed by *Wales Online* (2013) Peter Clarke also focused on reducing bullying within schools as previous to becoming the children's commissioner for Wales, in 1995 he was the director of Childline Cymru and wished to continue preventing children from possible harm.

During Peter Clarke's tenure the UK government updated the previous *Children Act 1989* to become the *Children Act 2004* as it was identified there needed to be further understanding on the responsibilities of adults and for there to be more structure towards local authorities regulating safeguarding procedures. The *Children Act 2004* focuses on ensuring each decision made which impacts a child's life, should be with a child centred approach as it ensures there is consideration of children's needs and capabilities when making choices. Moreover, the *Children Act 2004* provides professionals with an understanding of what their duties are as an organisation and an individual as they must ensure children are safeguarded and protected from violence and possible harm (HM Government). Peter Clarke ensured the *Children Act 2004* and all other policies and procedures were implemented positively by having an interview panel consisting of children who were then in charge of interviewing staff, and he ensured there were multiple meetings with children to ensure they felt like there was positive change to schools and what they believe should be the next steps (Children's Commissioner for Wales, 2006).

In 2007 Keith Towler became the second children's commissioner for Wales and focused on promoting children's rights because he believes children could be in danger as there is a lack of leadership from the Welsh Government (Thomas, 2021). Thomas (2021) also states that during Keith Towler's tenure he made an inquiry and investigated the abuse that children may have been experiencing in the 1970s and 1980s which was not investigated at the time. During the investigation *BBC News* (2012) reported that Keith Towler had a multiagency approach as he believed that the

investigation should be a priority in ensuring the allegations do not go unnoticed and the adults that experienced trauma are provided with closure and a fair justice system. Therefore, as Ungar (2013) states, the adults can then be provided with the support they need to develop positive coping strategies which allows for the adult to improve holistically and feel resilient and confident in dealing with everyday challenges. To ensure children are provided with their rights, the Welsh Government (no date, p.1) states that during Keith Towler's tenure he published reports on advocating for children and providing child protection from possible harm, therefore, promoting Article 19 of the UNCRC as he provided strategies and a reflective account on how children should be protected from harm.

During Keith Towler's tenure Wales was the first to legislate the UNCRC and implemented the *Rights of Children and Young Persons (Wales) Measure 2011* which emphasises the importance of having a duty recognise and implement children's rights into every event that includes children. Welsh Government (2022a) discuss the reasoning for implement the measure is to ensure there is further emphasis ensuring children are provided with their rights regardless of the circumstances; ensuring each practitioner has a duty of due regard in adhering to children's rights. Implementing the *Rights of Children and Young Persons (Wales) Measure 2011* as discussed by Welsh Government (2022a) and Unicef (no date) also promotes Article 42 of the UNCRC in respecting children and young people's rights as Wales has including a measure that states the structure of how to ensure children are provided with their rights.

Keith Towler also focused on supporting the Youth as he believed there was a lack of advocacy for children and young people in providing them with their rights (Towler, no date). This was especially prevalent according to Towler, during the investigation into the 60s and 70s crimes against children, which were not further investigated (Thomas 2021). Additionally, Towler (no date) states there is an emphasis on the importance of working in collaboration with children and young people as they are a valuable part of the community and will become the next generation to contribute economically and socially to the community. At the end of Keith Towler's tenure there was an

implementation of the *Wellbeing of Future Generations (Wales) Act 2015* with the aim to ensure children are provided with their voice in controlling their own decisions and outcomes. Welsh Government (2015, p.3) also states the *Wellbeing of Future Generations (Wales) Act 2015* “is about improving the social, economic, environment and cultural well-being of Wales” as this ensures children are provided with opportunities throughout their lives to make their own choices and decisions. Therefore, promoting Article 12 of the UNCRC as children’s voices are heard and made priority (Unicef, no date).

Sally Holland was the third children’s commissioner for Wales and her tenure began in 2015, her focus was on ensuring children were provided with the same protection as adults are (Children’s Commissioner for Wales, 2022a). Similarly, to Keith Towler, Sally Holland believed the Welsh Government were not committed to ensuring children are provided with their rights and protected from harm in adherence to Article 19 of the UNCRC (Children’s Commissioner for Wales, 2022a). Sally Holland wanted to ensure that physical punishment was not only banned in schools, but everywhere including the private family home (Morgan, 2020). As a result, in March 2022 the *Children (Abolition of Defence of Reasonable Punishment) (Wales) Act 2020* was implemented into Wales. Article 19 from the UNCRC states that children are to be protected from violence and free from abuse of any nature, however, previous to the implementation of the *Children (Abolition of Defence of Reasonable Punishment) (Wales) Act 2020*, children were not protected from all violence as adults could excuse their behaviour. The new legislation prohibits adults from using a “law defence of reasonable punishment” where they may excuse their behaviour by stating they smacked, shook or slapped the child which would have been previously excused (Morgan, 2020, p.1). North Wales Safeguarding Board (2021) states all forms of physical punishment are now prohibited which enables children to be protected from violence of any type and therefore allowing for every child to be safeguarded appropriately with a much clear understanding of the expectations of adults. Additionally, North Wales Safeguarding Board (2021) also states this new legislation provides communities with reassurance that they are commitment to promoting children’s rights as they are implementing legislations which provide in-depth expectations for adults to have with children.

The Coronavirus Influence upon Poverty

A socioeconomic factor children may experience is economic poverty which is especially prevalent due to coronavirus pandemic (Joseph Rowntree Foundation, 2020). Economic poverty is when individuals are economically deprived and are unable to acquire the basic necessities they need in life, therefore, they may live in poor conditions and have a poor diet which can cause them to be frequently unwell as they are deprived of the necessities in life (Economics Online, 2020). Poverty can be caused by unemployment, adverse childhood experiences (ACEs), low pay, lack of education or a lack of access to facilities (Hair, *et al.*, 2015). Furthermore, as discussed by Lee, *et al.* (2021) child poverty can also cause children to experience ACEs due to the conditions they are living in or experiencing, it is therefore the responsibilities of practitioners to support children and families to reduce the impact the ACEs has upon them. Boullier and Blair (2017) state that ACEs are a negative or traumatic experiences a child has had which is likely to impact them throughout their lives, including their social, emotional development and causing a large influence on the child's resilience in coping with challenges. Hughes and Tucker (2018) suggest that poverty is an accumulation of ACEs because the child is encountering multiple negative experiences simultaneously, a few examples include toxic stress due to financial difficulty, household dysfunction, poor health due to living standards and lack of exposure to safe environments. Children who are subject to these experiences are likely to engage in high risk activities, engage in substance abuse, have poor relationships and poor education; therefore, it is probable that parents and families have experienced ACEs themselves (Steele, *et al.*, 2016).

As a result of the coronavirus pandemic the Joseph Rowntree Foundation (2020) states that there was an additional 700,000 people who fell below the poverty line due to loss of jobs, 90% furlough pay on current minimum wage and lack of childcare provision. A quarter of people living in Wales before the pandemic were below the poverty line and the pandemic exacerbated their poverty, meaning people and families fell behind in paying utility bills and rent which meant many people and families did not

have food or heating which is a basic human necessity as discussed in the *Human Rights Act 1998* (Joseph Rowntree Foundation, 2020). Therefore, during the coronavirus pandemic there would be an increase in children who experience adverse childhood experiences that could impact their long-term development (Treanor, 2020). As Welsh Government (2021) states, this impact should be recognised, and support should be implemented for the community, families and children in order to reduce the impact of the negative experience.

A strategy of preventing the impact that poverty has had upon children and families especially during the coronavirus pandemic is Flying Start who are a Government funded intervention directed towards combating the impact upon children and families who are within poverty community areas (Welsh Government, 2017). Flying Start as an intervention supports the child by providing them with access to a range of positive learning opportunities which is through practitioner's provision (Blaenau Gwent, no date). Each practitioner who is within the Flying Start setting will have also had specialist training into recognising possible additional learning needs (ALN) that children may have (Welsh Government, 2014). Camarata (2014) states that early identification of possible ALN enables early intervention to take place by the practitioners to ensure children's development is not staggered or starts regressing because their ALN. Additionally, early identification as stated by Raspa, *et al.* (2015) prevents development delays as when children are diagnosed at a late stage, they can struggle to complete tasks and interact, however, when provided with the individual support they need it will allow for the child to be provided with equity. The Vygotskian theory demonstrates the importance of ensuring children are scaffolded with the understanding of their holistic needs and capabilities as it allows for a child-centred approach where the child's individual needs and supported by the more knowledgeable other (Gredler, 2012).

Liu (2012) states that affordable housing for those who are in poverty usually has an unsafe environment in the community as the parks and areas around the housing are not regularly cleaned, taken cared of or checked for hazardous items and is therefore

unsuitable for children to play independently outside. Flying Start aims to provide children with safe environment opportunities which they may not have access to within their home life community environment, for example many people who are within poverty may not have access to a back garden or a park that is safe to play in (Welsh Government, 2014). Providing children with safe environments to explore and engage in self-discovery enables children's development to improve holistically which as theorised by Piaget and Montessori is more effective towards children because they are having hands-on learning experiences (Ültanir, 2012). Kalogiannakis, *et al.* (2018) believes hands-on learning enables children to learn how they do something, rather than someone telling them how to do it whilst also allowing for the child to make mistakes and understand the solutions to challenges they may experience, this enables children to develop resilience and complex thinking skills.

Flying Start practitioners have a duty to support the parents and families of the child and collaboration and supporting the parents enables the child to be provided with the most effective opportunities (Welsh Government, 2017a). Additionally, it is understood by practitioners that parents and families of the children may have experiences ACEs in their childhood as well as it is a likely occurrence to be the reasoning behind them being in poverty (Liao, *et al.* 2021). To support parents, practitioners from Flying Start will develop a positive relationship with parents as this allows for trust to be built with one another and therefore, enabling continual engagement and communication (Welsh Government, 2017a). Furthermore, practitioners will listen to parents and encourage them to engage in activities which will further their knowledge and abilities, whilst also implementing multi-agencies into the setting that will provide individualised support for the parents (Ceredigion County Council, 2022).

However, due to the coronavirus pandemic it can be difficult for practitioners in Flying Start to communicate effectively with parents and children as they must adhere to the Governments guidelines in combating and reducing the cases of coronavirus (Spark, 2022). In overcoming this challenge Flying Start launched an app which meant that during the pandemic practitioners were still able to support children and families by

including multi-agency approaches, activity booklets for children to utilise, continual communication with parents and for practitioners to inform parents of activities and groups that can participate in (Exchange Wales, 2021).

To conclude, socioeconomic factors such as poverty which was increased by the coronavirus pandemic can have a long-term impact on children's development, however it is understood that it is the responsibility of practitioners to decrease the possible outcome that factor has on the child (Welsh Government, 2017). Interventions such as Flying Start are in place to support children and families through the socioeconomic factors and can allow for parents to feel confident in aiming towards new goals which will benefit them and their children (Welsh Government, 2014).

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