

Section 1

What is inclusive leadership?

There are various different definitions to the terms 'inclusive leadership' and 'inclusive leaders' as these terms have been used by different researchers and practitioners. Some leadership theories may even use different terms for inclusive; however, these theories will still mention phrases and terms such as fostering diverse opinions, different ways of contributing and co-leadership (Inclusive Leadership Theoretical Framework, 2018). Younas *et al* (2022, p.175) state inclusive leadership stays ahead of other leadership styles and concepts as it has the capabilities to fulfil people's needs for belongingness and meeting their unique needs. According to Ferdman (2021, p.3) inclusive leadership goes beyond cultural competence or managing diversity to create, include and foster conditions that will allow for everyone to not have to hide their identity and who they are but even with their differences they are able to do their best, to be their best selves and to be their true selves. These people feel as though they belong and they are able to participate in ways that are safe for them, they are engaging and everyone is appreciated and it is fair. Similarly to Ferdman (2021) and Younas *et al* (2022) Booysen (2014, p.306) also talks about how inclusive leadership enables individuals and collectives to to feel fully part of a whole and they are directed and committed towards shared outcomes while they also feel they are retaining a sense of authenticity and uniqueness.

Scenario

A 5 year old autistic/ADHD boy is finding it difficult to deal with his parents' separation. Parents have shared care over the boy, each having him on a week on week off basis. Staff have noticed when the child is staying with mum he appears cleaner and comes to school with an appropriate lunch box. When it is a dad week the boy comes to school in dirty clothes and a lunch box that contains two packs of ham, a packet of meatballs and cheese and onion crisps.

The mother is very compliant with the school and takes on any information shared and shares her own issues she may be experiencing at home with her son. However, dad is closed off, he does not communicate with the school or share any issues with staff as he does not like the class teacher.

Since the separation staff have also noticed a change in the boy's behaviour and have come to the conclusion that the separation spending a week at mums and a week at dads on rotation is having an effect on the child's development and learning. This is more so on a dad week than a mum week. For example, he is more calm coming into school during a mum week, he will participate in activities and complete his tasks however, on a dad week he is quite oppositional and demanding for things he wants. It was also noted by staff that the 5 year old is having more frequent accidents, he is wanting to wear a nappy more when before the separation he was making good progress in toilet training. Staff want to meet with professionals and the child's parents to find the best ways to support them and their son.

In the scenario it was noted by staff there was a change in the child's behaviour when it is a dad week, the child presented to be more oppositional, frustrated and emotional when he is directed from something that he should not be doing. A strategy to support the child when they are in a heightened state of frustration and emotion to apply deep pressure. Deep Pressure therapy as mentioned by Himani (no date) is a type of sensory processing intervention which involves applying pressure in a strategic way to help stimulate the recipient's senses. According to Sensory Owl (2021) and Applied behavioural analysis (2023) deep pressure is very beneficial for children with autism and/or ADHD. The benefits include helping to reduce any anxiety and stress, it brings them a sense of calmness and encourages a happy mood. Applied behavioural analysis (2023) goes on to mention that when deep pressure is applied it calms and brings a sense of well-being to the recipient. Deep pressure also helps with releasing dopamine and serotonin. These hormones help with positive social behaviours, attention, motivation and impulse control.

Strategies to support the child

Inclusive leadership can best support the child by ensuring there are strategies in place that will help the child to regulate their behaviour as mentioned in the Additional learning needs transformation program (2018) which states as part of what's changing, this transformed program will focus in the importance of identifying children's needs and putting into place effective interventions in a timely matter. The transformed program also says it will ensure learners with ALN are supported to overcome barriers to learn and for them to be able to reach their full potential. Deep pressure is an effective intervention as previously stated it helps children to regulate, to calm them whilst also motivating them which will encourage a readiness to learn therefore helping them to achieve their full potential.

According to the Welsh Government (2022) by 2024 all primary school aged children in Wales will receive free school meals. This shows an act of inclusive leadership as it is ensuring all children in Wales are getting food as referenced by children in Wales (2021) Jemermey Miles said "No child should ever go hungry in school". In reaction to the child in the scenario, when he is on a dad week it is noticed his packed lunch lacks a nutritious value. As the child is entitled to receive free school meals, practitioners can be inclusive by providing the child with both his lunch box and a free school meal as this gives the child a variety of food to eat with a more nutritional balance.

Strategies to support the parents

To help support both parents a meeting was called. The members present were the parents, the class teacher, ALNco and practitioners from the team around the family. Team around the family is a part of the welsh government's family first programme (how action for children works, no date). Team around the family works with the families to help identify any problems early on and to help change things for the better whilst also preventing problems escalating into something more serious (Isle of anglesey, 2023). According to the Neath Port Talbot Council (no date) team around the family came to support in a variety of ways such as parenting support and groups, helping parents to set routines and boundaries, relationship building and

more. From the meeting it came to light dad did not have a routine in place when his son stayed at his house and quite often the child spent a lot of time on his ipad. This then caused behaviour issues from the child and dad was not sure how to manage the outburst. The matter of toileting was also discussed. Both parents disclosed that at home their child was reluctant to wear pants in the house, the class teacher imputed that in school the child would wear pants all day even communicating his need to go to the toilet.

The inclusive leadership here is the class teacher and team around the family both support dad with his struggles in the house starting with techniques he could use to limit screen time. They also provided dad with the help of mum to create similar routines to also help the child with limiting screen time. The class teacher and ALNco both agreed to supply both parents with a social story they could use at home to help promote toileting training which they will also use in school as well. Social stories are a great way to help promote to children the importance of going to the toilet and how not wearing nappies is a part of growing up (NHS CAMHS North Derbyshire,2018). Informative websites such as NHS CAMHS North Derbyshire can be passed along to the parents read which provides different tips to help support their child with toileting. Another strategy that can be suggested by the professionals to best help support dad is visual aids such as now and next. Visual aids provide an effective way for children to be able to follow routines (Norfolk County Council, 2018). A visual aid will be helpful for limiting ipad usage, the child still gets to have time but it will help dad in moving on to the next thing such as coming off the ipad for food, bath time or before bed. And finally the team around the family have offered dad support groups he can attend which will help him and learn about techniques he can use in the house to deal with his child behavioural outburst. These support groups are what interlink the community into inclusive leadership as some groups can be held at the school run by staff who work with children with ALN providing parents like the father in the scenario with advice and knowledge about ALN and ADHD.

Conclusion

To conclude inclusive leadership there are many ways for practitioners to ensure they are promoting an inclusive environment for not only the children but for their

families and staff. With the scenario practitioners were able to be inclusive by ensuring they are meeting the needs of the child and by supporting a father who was not confident in his abilities to manage a child with additional learning needs and working with the school and other professionals to help not only himself and his well-being but also his son's.

Section 2

Cambridge dictionary (2023) defines a policy as a set of ideas or a plan that outlines what to do in particular situations and has been agreed and used by a business organisation, a government or a political party. According to Levin (1997) cited in Boldock, Fitzgerald and Kay (2013, p.2) any policy will always include belongingness, commitment, status and specification. The policy process sequence can be depicted as a cycle. Very few policies start with a blank piece of paper (University of Oxford, 2023). This means a policy is not just made without there being an issue that needs a plan to resolve. The policy cycle can be described as a representation of the life cycle for policy decisions and the implementation of these policies. The policy cycle depicts stages that have a mutual influence on each other (Höchtel, Patycek and Schöllhammer, 2016). These stages are as follows stage 1, issue identification and definition. Stage 2, data, research and analysis for policy making. Stage 3 is policy formulation, stage 4 is consultation, stage 5 is policy adoption and stages 6 and 7 are implementation and policy monitoring and evaluation (emm2.0, 2023). According to Patel (2020) impacting a policy can be difficult, not only for the challenges from translating research into policy-speak but also challenges that come along in the policy making process. Some examples of these challenges include cross cutting policies or lack of emphasis in prevention.

The policy this section of the paper is going to look at is Anti-racist Wales action plan. Back in 2020 the Welsh Government started work on the action plan for race equality but due to the COVID-19 pandemic this was put on hold. In May 2020 the upsetting event of the killing of George Floyd shone a light upon the systematic racism people from black, asian and minority ethnic backgrounds face (Welsh Government, 2022). The Anti-racist Action plan (2022) mentions previous attempts to tackle institutionalised racism however, dispute the good intentions of the previous

approaches; it was found they failed due to putting too much emphasis on trying to 'fix' the communities and people of ethnic minority backgrounds rather than finding a solution to fix broken systems.

The Anti-racist Wales action plan was created in collaboration with people from a wide range of communities and with organisations from all around Wales. The goals and actions of the plan have been shaped jointly with ethnic minority people (Welsh Government, 2022).

The vision of the Anti-racist Wales action plan is to create an anti-racist Wales by 2030. According to the Welsh Government (2022) When developing the goals of the Anti-Racist Wales action plan it was decided by all those involved to take radical steps rather than incremental steps. From this it is understood that those who were involved in the conceptions of the action plan believe that for changes to be made they needed to take a path that will influence the bigger change in society to create an anti-racist Wales.

It was felt by some that in the draft for the Anti-racist Wales action plan the goals and actions they were trying to achieve too much and not focus on prioritising the right things to help tackle systematic and institutional racism. It has been stated that this concern in the draft has been reflected on and in the current action plan they are focused on tackling institutionalised racism (Welsh Government, 2022).

The Anti-Racist Wales action plan was launched in June 2022. According to NHS Wales (no date) the Welsh Government have stated that they want to make a real difference to the current generations of people from ethnic minority people and also the future generations. The Welsh Government wants them to be able to thrive in society in a nation that is fairer, stronger and also greener. They want everyone in Wales to feel as though they are valued.

There is no update or reviews as of yet to suggest if the new action plan has had a positive impact for change. Welsh Government (2022) states the revised plan only covers action between June 2022 and June 2024. It will be in this period that they will be able to learn and identify any achievements and in doing so revise their goals

and actions. The Welsh Government is aware and agrees with people when they say that the next 8 years to 2030 is a very short time to try to reverse and eradicate not a couple of years, but decades to racism. The action plan does not stop at 2030, the action plan is long term and goes beyond 2030, reviewing, rewriting goals and actions to continue to make Wales a place that inclusive and equal, to change the system and 'design-out' racism within institutions and to create a society and culture that has zero tolerance to racism (Welsh Government, 2022)

In relation to inclusive leadership and education the goals of the Anti-racist Wales action plan include, improving the diversity of the teaching workforce, embed professional learning that is anti-racist, to improve experiences for learners and teachers in schools who are from a black, Asian and minority ethnic background. Another goal is to ensure to offer an environment that feels safe, positive and inclusive to students and staff in further education and where racial harassment and discrimination is addressed and resolved.

Schools can support anti-racism in a variety of ways such as providing training for all school staff across Wales with DARPL to develop an understanding of anti-racism practice (Welsh Government, 2022). Other ways schools can support this is by teaching children about different cultures and religions, showing them the importance of respecting others and how words and actions can be harmful to others.

To conclude section 2, policies take a lot of planning, consideration and input from all to ensure they are obtaining achievable goals to make change whether they be small gradual steps or more radical. The Anti-racist Wales Action plan is taking more radical steps to achieve their desired outcome of an anti-racist Wales. There is not a great deal to critique as of yet due to the fact the Anti-racist Wales action plan is a new policy that has not long been implemented, there is no information to say when a review will take place however the action plan is a long term plan which suggest even if it is not quite as successful as the Welsh Government would like in the first few years they are committed to making a Welsh society that is anti-racist.

Section 3

Why is it important for children to learn about other cultures and beliefs?

The world is full of people who are from different cultures, religions, people who have different beliefs, traditions and ways of living. By teaching children cultural diversity and celebrating it, it is allowing them to have a deeper understanding of the differences, to have more compassion, empathy and appreciation for those who are different to them.(University of the people, 2023. and Dorset, 2022). Pennstate Extension (no date) mentions by teaching children about cultural diversity it helps them to realise that despite these differences everyone is human.

According to Miraz (2023) racist attitudes develop at a young age and they often start at home. Children develop racial attitudes by observing the world around them and they draw conclusions from observing the way the adults in their life act around a person of a different culture or race. In 2020/21 childline carried out 285 counselling sessions when children were subject to racist bullying, racism or being bullied because of their cultural, spiritual or religious beliefs (nspcc, 2023). Kids Matter (2013) states racism increases children's sense of difference and vulnerability as it devalues their culture and makes them feel unwelcome. By valuing diversity and being inclusive it helps to promote respectful relationships to children and also helps to reduce the likelihood of children from diverse backgrounds facing discrimination and isolation.

Schools play an important role in the lives of children and their families. In order for schools to meet the social and well-being needs of the children and their families from diverse backgrounds it is important the schools have knowledge and understanding of the children, their families and their particular circumstances (Kids Matter, 2023). This is in line with article 2 of the UNCRC which states parties will take appropriate measures to ensure children are not discriminated against because of their families region, beliefs, race or colour (Unicef, 2023).

The Allport scale is used to measure the manifestation of prejudice in society (the classroom, 2012). According to Bahasa, Seni and Budaya (2022, p.1422) and the

classroom (2012) the Allport scale consists of five stages and is ranked based on the harm which is caused after the act of prejudice is done. The first stage is antilocution. The second stage is avoidance. Discrimination is the third stage. The fourth stage of Allport's scale is physical attacks and the final stage of prejudice is extermination. To summarise the scale the first stage is what is believed to be harmless, as it could be making jokes. However, these jokes are still harmful to the one at the receiving end and can damage their self-esteem and mental health. Therefore, it is important to teach children the value of everyone, the importance of treating everyone with respect despite differences and the effects racism and discrimination can have on people.

To conclude, schools play an important role in shaping the future generations. Therefore by teaching them about cultural diversity schools are helping to change the views society has on people who are different from them. Schools are teaching them the importance of being understanding, kind and respectful and also how words and actions can be harmful to others.

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