

Promoting and improving emotional health through building resilience in children and young people using whole school approaches.

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Executive summary

Background

Resilience refers to the ability to withstand adversity, shock or disadvantage in any form and still achieve good outcomes. It contributes to better outcomes including healthy behaviours, higher qualifications and skills and better mental health. It is important to child welfare because it enables individuals to overcome the effects of socio-economic disadvantage. Schools are key to improving resilience for children and young people as all aspects of the school experience can have an impact on their pupils' emotional wellbeing. They are also in a unique position to be able to work with parents, families and the wider community to build resilience.

Aims and Objectives

The aim of the review is to synthesise current evidence regarding whole school based interventions and approaches for promoting and improving emotional resilience in children and young people and provide schools and commissioners with the key principles of successful programmes.

Methodology

A database search was undertaken for journal publications as well as a Google search which produced a number of significant grey literature publications. All of the publications identified were assessed and those which were relevant were reviewed in more detail.

Main Findings

Benefits of the whole school approach:

Whole school approaches incorporating social and emotional learning are proven to be effective in improving children's resilience, social and emotional skills, attitudes, behavior, and academic performance. Programmes disproportionately benefit those students facing the greatest disadvantage, reducing inequalities and levelling up outcomes.

Principles of effective whole school programmes:

1. Interventions should be focused at whole schools rather than individual class groups.
2. A safe environment should be provided which nurtures and encourages young people's sense of self-worth and self-efficacy, reduces the threat of bullying and violence, promotes mutual respect, and values diversity
3. School based Interventions should be run continuously and for more than a year.
4. Students' should be provided with a voice to influence development of programmes.
5. Social and emotional skills development should be embedded within all areas of the curriculum, teaching, learning and leadership and management.
6. Programmes should be delivered by teachers.
7. Social and emotional wellbeing should be integrated within the training and continuing professional development of practitioners and governors to support their own wellbeing and that of students.
8. School should work in partnership with parents, carers and other family members to promote young people's social and emotional wellbeing and help parents and carers develop their parenting skills.
9. Targeted interventions should be embedded in universal approaches in order to reduce stigmatising of targeted pupils.

Conclusion

Building resilience in children and young people is vital for improving outcomes, levelling up inequalities and preparing for adulthood. Whole school approaches are effective in building resilience and improving emotional health and can be beneficial for the community at large.

Background

The concept of resilience and its potential implications is a growing area of interest. Resilience refers to the ability to withstand adversity, shock or disadvantage in any form and still achieve good outcomes. It has developed from the need to understand why some individuals facing adversity may have better outcomes than others facing similar adversity. It can be considered as the opposite of vulnerability.

Resilience is not a particular characteristic of individuals but is shaped by the conditions in which we experience the life course. The environment, opportunities and our relationships all impact on the individual in terms of risk factors and protective factors. Risk factors such as a difficult family environment would lead to reduced resilience and poorer outcomes where as a positive family environment, as a protective factor, would increase resilience and positive outcomes. Those with the highest level of disadvantage are also those who are most vulnerable and more likely to have lower levels of resilience and thus suffer from a double burden.

Resilience is important to child welfare because it enables individuals to overcome the effects of socioeconomic disadvantage. Building resilience in childhood and adolescents can also be protective for future episodes of adversity throughout the life course. Although it is important to note that improved resilience will not eliminate the impact of disadvantage.

Resilience contributes to better outcomes including healthy behaviours, higher qualifications and skills and better mental and emotional health. Effective emotional competencies in children and young people are associated with greater health and wellbeing and better achievement as well as physical, social and mental wellbeing in adulthood.

Schools have a distinctive opportunity to build resilience. Resilience and vulnerability are distributed unequally throughout society. As schools provide a universal service for all children and young people they can impact on that gradient.

The whole school approach is defined by the Department for Education as “cohesive, collective and collaborative action in and by a school community that has been strategically constructed to improve student learning, behaviour and wellbeing and the conditions that support these. All aspects of the school experience can have an effect on their pupils’ emotional wellbeing, from the school ethos and environment to the curriculum and specific opportunities. Interventions within the school can improve experiences and outcomes. They are also in a unique position to be able to work with parents, families and the wider community to build resilience. In this review we look at the evidence around the whole school approach.

Aims and Objectives

This review looks at the current evidence regarding whole school based interventions and approaches to promoting and improving emotional health through building resilience in children and young people.

The objectives were to:

- Search the literature to identify relevant guidelines, systematic reviews, primary studies and grey literature.
- Summarise the key evidence.
- Provide schools and commissioners with the key principles of whole school programmes to improve resilience and emotional health among pupils.

Methodology

The scope of the review included UK and international publications.

The population was defined as school age children and young people aged between 5-18 years.

A database search was undertaken for journal publications by the Public Health Knowledge and Intelligence Team using Medline, Pyschinfo and Embase (see Appendix 1 for details of the search history). The search returned 47 results. A Google search was also carried out which produced a number of significant grey literature publications.

All of the publications identified were assessed and those which were relevant were reviewed in more detail.

Main Findings

The following resources were accessed and reviewed as part of the evidence review:

- 2 evaluations of specific interventions: Evaluation of the Full Service Extended Schools² (2007) and Social and Emotional Learning⁶(2011)
- 2 systematic reviews by Wells et al³ (2003) and Stewart et al⁴ (2012)
- 1 evidence review by West Sussex County Council⁵ (2014)
- 2 Public Health England Publications (Local action on health inequalities: Building children and young people's resilience in schools⁷ (2014) and A whole school and college approach, Public Health England¹⁰ (2015)
- NICE guidance on Social and emotional wellbeing in primary education⁸ (2008) and Social and emotional wellbeing in secondary education⁹ (2009)

Wells et al.³ in 2003 specifically looked at universal approaches to mental health promotion in schools. They reviewed 17 papers and identified three approaches:

1. Whole school interventions which also involved changing some aspects of the social environment of the school and involving the wider community
2. Classroom-based interventions that were confined to changes in the curriculum or changes in the classrooms teacher's approach
3. Interventions that extended beyond the classroom to other parts of the school but that did not meet the criteria for being a whole-school approach.

They found programmes which adopted a whole school approach were the most effective. Key aspects of the whole school approach included interventions running continuously and for more than a year, involving changes to the school climate, and were aimed at the promotion of mental health as opposed to the prevention of mental illness were more likely to be successful than brief class-based mental illness prevention programmes.

Stewart et al⁴ undertook a systematic review in 2012 evaluating the effectiveness of school-based health promotion interventions in relation to resilience. Health promoting schools are an example of a whole school approach to improving resilience. The approach involves teaching health education in the curriculum, changing the schools social and/or physical environment and engaging students' families and the local community. The review looked at 6 studies and found that staff and students in health-promoting schools reported higher resilience scores than in non-health-promoting school. Students new to a school and those with special needs gained the most benefit, showing this approach can potentially level up the gradient in outcomes.

West Sussex County Council⁵ (2014), undertook a review of the literature in order to explore the evidence base for building emotional resilience among children and young people, aged 5 – 19, focusing on factors and interventions that help build children and adolescents.

The review found the following evidence in promoting children's emotional resilience

- School based interventions that adopt a whole school approach have been evidenced to be more effective compared to classroom based interventions.
- Content of interventions: Principles of SEL are proven to be effective in building children's resilience and also programs that provide multi-component and with interactive element.
- Parental/ family engagement is crucial for the success of programmes to promote emotional wellbeing. Parental engagement involves parent training and involvement in children's learning activities and group activities.

- Faith has been identified as protective factor and therefore, interventions that support young people's access have been recommended.
- Taking a universal approach that focuses on preventing difficulties by developing social and emotional wellbeing for all, not just targeting those who have been identified as having problems.
- Integrating carefully targeted interventions into more general approaches, for example by reinforcing small-group learning through classroom activities.

A meta-analysis of 213 school-based, universal social and emotional learning (SEL) programs⁶ (2011) was undertaken in the United States involving 270,034 kindergarten through to high school students. SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance with an 11% gain in academic results compared to controls. SEL programmes aim to build social-emotional competencies including self-awareness, self-management, social awareness, relationship skills and responsible decision making. Programmes delivered by teachers were found to be most effective.

The **Department for Education and Skills** ran a project called the Full service extended schools initiative in 2003². The project involved 138 schools which provided health services, adult learning and community activities as well as study support and 8am to 6pm childcare. A 3 year review was undertaken which including detailed case studies of 17 projects, case studies of comparator schools and questionnaire surveys of pupils. The results demonstrated:

- A positive impact on pupils' attainment, particularly for those facing difficulties
- Increased engagement with learning, family stability and enhanced life chances
- More stable domestic environments
- Improvements in the qualifications and employability of the local community
- A reduction in unhealthy behaviours and an increase in positive health-related outcomes
- A reduction in youth crime and disorder

Increased self-confidence and social skills

In 2014 **Public Health England** published the evidence review 'Building children and young people's resilience in schools'⁷. They examined the role of the whole school approach and found that they may be successful in reducing inequalities and levelling up outcomes. Furthermore they concluded that these approaches were shown to be more effective than targeted programmes, which may be related to the risk of stigmatising the targeted pupils.

NICE published two sets of guidance (2008,2009)^{8,9} regarding social and emotional well-being in primary and secondary schools. The guidance supports the use of a 'whole school' approach to ensuring children's social and emotional wellbeing. Below are the main recommendations from the guidance specifically regarding strategies to develop social and emotional wellbeing.

Social and emotional wellbeing in primary education, NICE guidelines [PH12]

- Create an ethos that supports positive behaviours for learning and for successful relationships.
- Develop a curriculum that integrates the development of social and emotional skills within all subject areas.
- Support all pupils and help parents or carers develop their parenting skills.
- Staff training and support in developing children's social, emotional and psychological wellbeing.

Social and emotional wellbeing in secondary education, NICE guidelines [PH20]

- Adopt an organisation-wide approach to promoting the social and emotional wellbeing of young people, encompassing organisation, management issues, curriculum and extra-curriculum provision.
- Foster an ethos that promotes mutual respect, learning and successful relationships among young people and staff.
- Provide a safe environment which nurtures and encourages young people's sense of self-worth and self-efficacy, reduces the threat of bullying and violence and promotes positive behaviours.
- Ensure young people have access to pastoral care and support, as well as specialist services.
- Integrating social and emotional skills development within all areas of the curriculum.
- Work in partnership with parents, carers and other family members to promote young people's social and emotional wellbeing and help parents and carers develop their parenting skills.
- Provide young people with opportunities to build relationships, e.g developing a peer support programme
- Integrate social and emotional wellbeing within the training and continuing professional development of practitioners and governors involved in secondary education.

In March 2015 **Public Health England** published 'Promoting children and young people's emotional health and wellbeing, A whole school and college approach'¹⁰. They outlined 8 principles to promote emotional health and wellbeing in schools.

1. Leadership and management that supports and champions efforts to promote emotional health and wellbeing.
2. An ethos and environment that promotes respect and values diversity.
3. Curriculum, teaching and learning to promote resilience and support social and emotional learning.
4. Enabling student voice to influence decisions
5. Staff development to support their own wellbeing and that of students.
6. Identifying need and monitoring impact of interventions
7. Working with parents/carers
8. Targeted support and appropriate referral

Further information from this report regarding examples of organisations providing support to schools to provide emotional wellbeing support and approaches to promoting emotional wellbeing in children and young people can be found in Appendices 2 and 3 respectively.

Summary

There are a wide variety of interventions which have been implemented by schools to improve the resilience and the emotional wellbeing of their students as part of a whole school approach. Although it is not possible to directly compare the effectiveness of these programmes a number of common themes can be identified.

Benefits of the whole school approach:

We have seen that interventions which adopt a whole school approach to emotional health and resilience promotion are more likely to be successful than short term or classroom based interventions. In health-promoting schools (a type of whole school approach) staff and students reported higher resilience scores than in non-health-promoting schools.

Whilst whole school interventions benefit all, they have the greatest impact on those who face the most disadvantage. Those children who experience the greatest disadvantage are also those more likely to have the least resilience. However, resilience, like adversity, occurs along a gradient and it is beneficial to improve resilience for all children and young people not just those suffering from the highest levels of adversity. As such adoption of these programmes has the potential not only to show improvement across the board but can also be successful in reducing inequalities and levelling up outcomes.

Principles for effective programmes:

There are a number of common threads to producing effective whole school approaches. Those interventions which run continuously and for more than a year have been shown to be most effective. Schools need to provide a safe environment which nurtures and encourages young people's sense of self-worth and self-efficacy. They should reduce the threat of bullying and violence, promote mutual respect, and value diversity. They need to be able to identify need, provide targeted support and appropriate referral to pastoral care, as well as specialist services.

It is important that students' have a voice in influencing decisions. Faith has also been identified as a protective factor and therefore, interventions that support young people's access have been recommended.

The integration of social and emotional skills development within all areas of the curriculum, teaching and learning is key. This should also encompass organisation, leadership and management issues, and extra-curriculum provision.

Principles for involvement of staff and family:

Those programmes which are delivered by teachers have been shown to be the most effective. The NICE guidance and Public Health England publications support the integration of social and emotional wellbeing within the training and continuing professional development of teachers and governors to support their own wellbeing and that of students.

For interventions to be successful it is also essential to work in partnership with parents, carers and other family members to promote young people's social and emotional wellbeing. It has been identified that helping parents and carers develop their parenting skills is an important part of this.

Whole school approaches can have an impact on staff, parents and the wider community as well as the pupils. Various whole school approaches have been shown to increase staff resilience, create more stable domestic environments and produce improvements in the qualifications and employability of the local community. Schools can build on the whole school approach and act as a

local hub, building trust, cohesion, influence and co-operation, and supporting networks within the community. Thus, schools can help to lessen socio-economic and related health inequalities.

Use of social and emotional learning (SEL)

Interventions which involve a universal programme of Social and Emotional Learning have been shown to be effective in building children's resilience as well as social and emotional skills, attitudes, behavior, and academic performance. Those programmes are multi-component and use interactive elements are particularly effective.

Whilst there is a place for targeted support for specific individuals with the greatest need, these interventions have been shown to have more impact as part of a general approach. Universal approaches to developing social and emotional wellbeing for all are more effective which may be related to the risk of stigmatising the targeted pupils.

The use of curriculums that integrate the development of social and emotional skills within all subject areas is supported by the NICE guidance on social and emotional wellbeing in both primary and secondary education. It also forms one of the 8 principles for promotion of emotional health and wellbeing in schools outlined by Public Health England. For schools looking for potential interventions this may be a good place to start.

Conclusion

Building resilience in children and young people is vital for improving outcomes, levelling up inequalities and preparing for adulthood. Whole school approaches are effective in building resilience and improving emotional health and can be beneficial for the community at large.

The NICE guidance and 2015 publication from Public Health England, 'Promoting children and young people's emotional health and wellbeing', support the use of a whole school approach and provide clear guidance on the key principles to promote emotional health and wellbeing in schools.

References

1. T. Newman, Barnardos, What works in building resilience, 2004
2. Cummings C, Dyson A, Muijs D, Papps I, Pearson D, Raffo C, et al. Evaluation of the Full Service Extended Schools Initiative, final report: Nottingham : DfES Publications; 2007
3. Wells et al. A systematic review of universal approaches to mental health promotion in schools, Health Education, Vol. 103 Iss: 4, pp.197 – 220, 2003
4. Stewart D, Wang D. Building resilience through school-based health promotion: a systematic review. International Journal of Mental Health Promotion. 2012;14(4):207-18.
5. West Sussex County Council, Children and young people’s emotional resilience evidence review. 2014
6. Durlak JA, Weissberg RP, Dymnicki AB, Taylor RD, Schellinger KB. The impact of enhancing students’ social and emotional learning: a meta-analysis of school-based universal interventions. Child Dev. 2011;82(1):405-32.
7. Local action on health inequalities: Building children and young people’s resilience in schools, Health Equity Evidence Review: September 2014, Public Health England, UCL Institute of Health Equity, PHE Publications Gateway number:2014334
8. Social and emotional wellbeing in primary education, NICE guidelines [PH12] Published date: March 2008
9. Social and emotional wellbeing in secondary education, NICE guidelines [PH20] Published date: September 2009
10. Promoting children and young people’s emotional health and wellbeing, A whole school and college approach, Public Health England, Published March 2015 PHE publications gateway number: 2014825

Appendix 1

Search History

1. Medline; exp RESILIENCE, PSYCHOLOGICAL/; 1961 results.
2. Medline; resilience.ti,ab; 8879 results.
3. Medline; exp ADAPTATION, PSYCHOLOGICAL/; 112519 results.
4. Medline; coping.ti,ab; 36166 results.
5. Medline; 1 OR 2 OR 3 OR 4; 137050 results.
6. Medline; 5 [Limit to: Publication Year 2005-2015 and (Language English) and (Age group Child or Adolescent or Young Adult) and Humans]; 19678 results.
7. Medline; exp SCHOOLS/ [Limit to: Publication Year 2005-2015 and (Language English) and (Age group Child or Adolescent or Young Adult) and Humans]; 14405 results.
8. Medline; 6 AND 7 [Limit to: Publication Year 2005-2015 and (Language English) and (Age group Child or Adolescent or Young Adult) and Humans]; 646 results.
9. Medline; 8 [Limit to: Publication Year 2005-2015 and (Document type Review) and (Language English) and (Age group Child or Adolescent or Young Adult) and Humans]; 17 results.
10. Medline; 1 OR 2; 9600 results.
11. Medline; 10 [Limit to: Publication Year 2005-2015 and (Language English) and (Age group Child or Adolescent or Young Adult) and Humans]; 1850 results.
12. Medline; 7 AND 11 [Limit to: Publication Year 2005-2015 and (Language English) and (Age group Child or Adolescent or Young Adult) and Humans]; 82 results.
13. Medline; exp FAMILY/ [Limit to: Publication Year 2005-2015 and (Document type Review) and (Language English) and (Age group Child or Adolescent or Young Adult) and Humans]; 2505 results.
14. Medline; 11 AND 13 [Limit to: Publication Year 2005-2015 and (Language English) and (Age group Child or Adolescent or Young Adult) and Humans and (Document type Review)]; 62 results.
15. PsycInfo; exp "RESILIENCE (PSYCHOLOGICAL)"/; 7956 results.
16. PsycInfo; resilience.ti,ab; 12893 results.
17. PsycInfo; 15 OR 16; 14808 results.
18. PsycInfo; 17 [Limit to: Publication Year 2005-2015 and (Language English) and (Age group Childhood birth-12 Yrs or School Age 6-12 Yrs or Adolescence 13-17 Yrs)]; 2921 results.
19. PsycInfo; exp SCHOOLS/ [Limit to: Publication Year 2005-2015 and (Language English) and (Age group Childhood birth-12 Yrs or School Age 6-12 Yrs or Adolescence 13-17 Yrs)]; 13114 results.
20. PsycInfo; 18 AND 19 [Limit to: Publication Year 2005-2015 and (Language English) and (Age group Childhood birth-12 Yrs or School Age 6-12 Yrs or Adolescence 13-17 Yrs)]; 184 results.
21. EMBASE; exp COPING BEHAVIOR/; 41751 results.
22. EMBASE; resilience.ti,ab; 10855 results.
23. EMBASE; 21 OR 22; 50183 results.
24. EMBASE; 23 [Limit to: Human and English Language and Publication Year 2005-2015 and (Human Age Groups School Child 7 to 12 years or Adolescent 13 to 17 years)]; 3627 results.
25. EMBASE; exp SCHOOL/ [Limit to: Human and English Language and Publication Year 2005-2015 and (Human Age Groups School Child 7 to 12 years or Adolescent 13 to 17 years)]; 18487 results.
26. EMBASE; 24 AND 25 [Limit to: Human and English Language and Publication Year 2005-2015 and (Human Age Groups School Child 7 to 12 years or Adolescent 13 to 17 years)]; 360 results.
27. EMBASE; 22 AND 25 [Limit to: Human and English Language and Publication Year 2005-2015 and (Human Age Groups School Child 7 to 12 years or Adolescent 13 to 17 years)]; 124 results.

Appendix 2

Examples of organisations providing support to schools to provide emotional wellbeing support.

Achievement for All (AfA) delivers a whole school improvement framework that raises the aspirations, access and achievement of vulnerable and disadvantaged pupils, including those with special educational needs and disabilities, EAL, looked-after children and children on free school meals. The programme has four elements: leadership, teaching and learning, parental engagement, and wider outcomes

www.afa3as.org.uk/achievement-for-all/programme-guide/case-studies

www.afa3as.org.uk/

AcSEED encourages all UK schools to achieve and maintain an acceptable threshold of support and to align on best practices that provide a common language and understanding between schools, parents, young people, and associated organisations and charities. The AcSEED initiative was founded by young people with direct personal experience of mental illness at a young age, and is entirely dedicated to supporting the emotional wellbeing and mental health of young people in schools

www.acseed.org/

ADDISS is the National Attention Deficit Disorder Information and Advice Service which provides training for schools on ADHD management and information about ADHD. 'School Report: Perspectives on ADHD' illustrates what it is like to be a child with ADHD in the school system

www.addiss.co.uk/schoolreport.pdf

www.addiss.co.uk/

Boing Boing is an evidence based resilience framework for parents, practitioners and young people www.boingboing.org.uk/index.php/resilience-in-practice Promoting children and young people's emotional health and wellbeing

www.boingboing.org.uk/

Children and young people's mental health coalition produced a resource entitled *Resilience and results* that helps schools understand why it is important to promote emotional wellbeing within the school. Insights into a range of support offers available to support schools are also provided

www.cypmhc.org.uk/resources/resilience_results/

Family Links offers a range of 'transforming learning' workshops for schools and trainee teachers to create a school community in which children aspire, flourish and achieve. It also offers training in a parallel programme for parents, providing a consistent positive approach at home and at school. The following link provides more information about its work in schools

www.familylinks.org.uk/schools/evaluation-and-case-studies/case-studies

www.familylinks.org.uk/

Humanutopia is a social enterprise that works with schools to offer a range of workshops and courses for students that focus on personal, social development and employability skills. The workshops can help to build confidence, leadership skills, peer mentoring skills and help students overcome barriers to engaging in their own education

www.humanutopia.com/

Mental Health Foundation provides useful information about mental health

www.mentalhealth.org.uk/

Mentoring and Befriending Foundation provides services that increase the effectiveness and quality of mentoring and befriending as methods of enabling individuals to transform their lives and/or reach their full potential. It has produced guidance and quality standards to help schools implement peer mentoring support for students

www.mandbf.org/wp-content/uploads/2011/02/Peer_Mentoring_in_Schools.pdf
<http://www.mandbf.org/>

Nurture Group Network promotes the development of nurture groups that are small groups of children who need short, focussed support to help address issues connected to social, emotional and behavioural difficulties. It ensures the continuing quality of delivery through accredited training programmes, research on effective practice, relevant publications and information exchange
www.nurturegroups.org/

Place2Be provides counselling services for children and support for teachers and parents. It also provides continuous professional development training sessions that address themes related to children's emotional wellbeing in schools, such as safeguarding, attachment, understanding risks and resilience and others. The sessions help reduce teacher and staff stress by providing practical approaches that help them deliver effective support. It also provides a range of professional qualifications around counselling in schools

www.place2be.org.uk/

Royal College of Psychiatrists provides a wide range of leaflets and other information for parents, young people and professionals

www.rcpsych.ac.uk/expertadvice.aspx

Samaritans can support schools by giving talks, providing a teaching resource called DEAL, and hosting a suicide response service to support schools following a suicide

www.samaritans.org/your-community/supporting-schools *Promoting children and young people's emotional health and wellbeing*

YoungMinds in Schools programme was funded by the Department for Education and piloted a programme of consultancy and training to four cluster schools in England. This YoungMinds website also provides a useful library of resources for schools

www.youngminds.org.uk/training_services/young_minds_in_schools

Therapeutic story writing from YoungMinds is an approach to helping support students' emotional wellbeing whilst at the same time improving writing skills

vimeo.com/40733400

Academic Resilience from YoungMinds is a free resource to help schools support pupils' academic resilience and was devised by Lisa Williams and Professor Angie Hart

www.youngminds.org.uk/training_services/academic_resilience

Appendix 3

Approaches to promoting emotional wellbeing in children and young people

Circle time is an approach used in classrooms with a group of children that can help them to develop social and emotional skills

www.circle-time.co.uk/page/our-approach/quality-circle-time-1

Classroom Dinosaur Curriculum is a prevention program delivered by teachers in the classroom and includes group activities and activities for parents and children to do at home

incredibleyears.com/programs/child/classroom-curriculum/

Friends for life is a cognitive behavioural (CBT) intervention designed to help children with significant emotional problems

www.interactive-connections.co.uk/The%20Books.htm

The PATHS curriculum is a comprehensive programme from the USA that promotes emotional and social competencies, and reducing aggression and behaviour problems in preschool and primary age children

www.pathseducation.com/

Roots of Empathy offers empathy-based programmes for children. The following video shows how it is being used in schools

www.tes.co.uk/teaching-resource/Teachers-TV-Babies-in-School-6044451/

www.rootsofempathy.org/en/where-we-are/united-kingdom.html

Social and emotional aspects of learning (SEAL) are materials used in primary and secondary schools to deliver a whole-school approach to promoting social, emotional and behavioural skills

webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/87009

UK Resilience Programme/Penn Resilience Programme – How To Thrive provides expertise in the skills that allow children and young people to thrive and flourish www.howtothrive.org/

Zippy's Friends is a programme that helps young children, aged five, six and seven, to develop coping and social skills

www.partnershipforchildren.org.uk/zippy-s-friends.html Promoting children and young people's emotional health and wellbeing