



## **EDUCATION FOR LIFE SCRUTINY COMMITTEE – 24TH APRIL 2018**

**SUBJECT: SUPPORT FOR MENTAL HEALTH FOR CHILDREN AND YOUNG PEOPLE**

**REPORT BY: CHIEF EDUCATION OFFICER**

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### **1. PURPOSE OF REPORT**

- 1.1 To update members on the progress made in relation to the challenges faced by children and young people, and the developments for meeting children and young people's emotional wellbeing and mental health needs.

### **2. SUMMARY**

- 2.1 Wellbeing is a priority nationally and local and features as a priority within the directorate.
- 2.2 Inclusions teams provide direct advice and support to schools, provide individual work to support children and young people and provide training and support to build capacity and schools and alternative provisions in relation to wellbeing.
- 2.3 The Educational Psychology Service (EPS) are involved in strategic work to develop guidance and seek the views of children and young people.
- 2.4 Data collection in relation to vulnerable groups is being developed further and a framework for wellbeing is being developed by the EPS.
- 2.5 Officers are working with the Education Achievement Service (EAS) and partners in relation to the wellbeing strategy.
- 2.6 Development work is proposed to continue to support building capacity in schools and educational provision. The financial implications are included in the main report.

### **3. LINKS TO STRATEGY**

- 3.1 There is a broad range of activities that the Local Authority (LA) undertakes to ensure compliance with the requirements of the Education Act 2002, Children Act 2002, Equality Act 2010, Wellbeing of Future Generations (Wales) Act 2016.
- 3.2 Work on wellbeing and mental health relates directly to the LA's objective to improve outcomes for all learners particularly those vulnerable to under achievement (WBO2 CCBC Wellbeing plan 17-18).
- 3.3 Within the Donaldson report (Donaldson 2015) which will inform the new curriculum for Wales, there are references to emotional resilience and good mental health throughout the recommended Areas of Learning and Life Experience.

- 3.4 Policies and strategies to support emotional health and wellbeing will contribute to the wellbeing goals within the Wellbeing of Future Generations Act (Wales) 2016;
- A prosperous Wales: Learners with good mental health are more likely to enjoy and achieve at school, to work productively and make a positive contribution to the community.
  - A resilient Wales: Resilience is an important aspect of wellbeing. The Health Education Authority defines mental health as “ The emotional and spiritual resilience which enables us to enjoy life and to survive pain, disappointment and sadness”.
  - A healthier Wales –A more equal Wales: Resilience and good mental health are strongly correlated with good physical health and longer life expectancy.
  - A Wales of cohesive communities: Strategies which promote wellbeing also encourage children and young people to become involved in their local communities through an underlying belief in their own and others’ dignity and worth.
  - A globally responsible Wales: Good mental health is built upon the foundation of strong and respectful relationships which take account of others’ rights. Work in this area provides a foundation for citizenship, ethical accountability and global responsibility.

## 4. THE REPORT

### BACKGROUND INFORMATION

#### National Context

- 4.1 Published statistics for children and young people’s mental health continue to suggest an alarming increase in the prevalence of poor mental health. For example:
- 4.1.1 According to Young Minds (2016), 1 in 10 children (5-16yrs) and 1 in 5 young adults have a diagnosable mental health disorder.
- 4.1.2 Between April 2010 and July 2014 Child and Adolescent Mental Health Service (CAMHS) (Wales) experienced a 100% increase in demand, with referrals increasing from 1204-2342 over this time (National Assembly for Wales, 2014).
- 4.2 From recent research into the effects of Adverse Childhood Experiences (ACEs) we know that there is a clear link between childhood trauma and poor outcomes for physical health and reduced life expectancy, as well as poor socio-economic outcomes and poor outcomes for adult mental health. Data from a recent study (Adverse Childhood Experiences Study, Public Health Wales, 2015) suggests that 1 in 7 of the current adult population has experienced 4 or more ACEs during their childhood.
- 4.3 The current view (e.g. Donaldson report) is that in order to tackle the growing escalation in mental health problems and to increase children and young people’s resilience, then we need to hold the broadest possible view of “wellbeing”, encompassing such factors as engagement in and enjoyment of education, alongside good physical health and stress management, and with positive psychology and strong relationships at the core. This follows the World Health Organisation’s definition of mental health:
- “a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community” (World Health Organisation, 2014).
- 4.4 For children who have experienced traumatic experiences such as violence, abuse and a stressful home environment, protective factors which build resilience are crucial. Recent review documents have highlighted the pivotal role of healthy relationships in building resilience (e.g. Transforming Psychological Trauma, NHS Scotland, 2017), and the wellbeing of staff in schools is a key factor in achieving strong, positive and sustainable relationships (Child and Family Clinical Psychology Review, British Psychological Society, 2017). Good mental health also depends upon resilience and there are aspects of teaching and learning which promote resilience, for example by supporting children to solve problems and learn from mistakes.

- 4.5 Links with Directors of Education in Wales, and with the National Association of Principal Educational Psychologists help to ensure that developments in policy and practice are well informed.

### **Local Context**

- 4.6 Wellbeing is a priority within the County and the Directorate. Within the Inclusion team, our work relates directly to the objective of “improving outcomes for all learners, particularly those vulnerable to under achievement” (Wellbeing Objective 2, Caerphilly County Borough Council, 2017). Work to support children and young people’s mental health includes preventative approaches to develop individuals’ resilience, work on awareness raising in schools, work to support staff wellbeing and healthy relationships, along with targeted support to address identified needs.
- 4.7 The current Service Improvement Plan for Inclusion includes improvement actions to review our roles and functions in relation to wellbeing. Local authority teams are working collaboratively with other partners and agencies, for example CAMHS, EAS to develop our approach to wellbeing, working towards a LA “framework for wellbeing”. It is intended that this will lead to better identification of vulnerability, earlier and more effective use of evidence based intervention, and improved monitoring of a broader range of outcomes for children and young people.
- 4.8 Within the Service Improvement Plan, targets are in place to raise awareness of ACEs and attachment needs in children and young people as a priority. The anti-bullying policy is under review, work is underway in conjunction with the healthy schools team, to develop an approach to young people’s risk taking behaviour. There is a focus on staff wellbeing in schools, and planning to develop a “wellbeing framework of interventions”. This development work is undertaken alongside an ongoing advice and consultation service for schools, a continuing programme of training for staff in schools, provision of school based counselling and steps to develop the roles of school based counsellors.
- 4.9 In Caerphilly, we know that within the last year there have been 51 referrals into Education Other Than At School (EOTAS) for emotional and mental health reasons, and that 452 young people have sought and participated in counselling.
- 4.10 In addition to the provision of good advice and support to staff working across schools and early years settings, there are effective training programmes in place for school staff, along with a developing support group for practitioners working with the most vulnerable and potentially challenging young people. Training has been provided to support staff wellbeing as well as to support the wellbeing of learners.
- 4.11 There has been a continued emphasis on staff training, to ensure that local authority officers maintain high quality service delivery with up to date knowledge and skills. The recent emphasis has been upon mental health and wellbeing.
- 4.12 Evidence shows that School Based Counsellors continue to provide an effective service for pupils in Year 6 and in secondary schools.
- 4.13 As a result of collaborative work with CAMHS, advice has been provided to support schools with suicide prevention and support to pupils returning to school after an incident of significant self-harm.
- 4.14 There are robust systems in place for monitoring discriminatory incidents. Guidance is updated to reflect any new categories as they arise.
- 4.15 A research project is underway (using a questionnaire) to investigate children and young people’s experiences of bullying at school. This will inform future policy and practice.

## **Current provision**

### **Direct Advice and support to school staff**

- 4.16 Learning Education and Inclusion (LEI) teams visit each school, special school and specialist resource base for a planning meeting twice per year. Teams comprise representatives of the Educational Psychology Service, Education Welfare Service (EWS), Advisory Teaching Team and Behaviour Support Service. Meetings include consultation, advice, and signposting regarding the needs of a range of vulnerable learners. Opportunities are also taken during meetings to update schools on relevant topics. During the past year there has been an emphasis on raising awareness of ACEs, encouraging schools to cascade information on ACEs at a whole school level, and to develop practice to support pupils with Autistic Spectrum Disorder (ASD) in line with the strategies and guidance from ASD Info Wales. We encourage schools to adopt person centred practice to inform the most targeted and personalised support packages.
- 4.17 The Educational Psychology Service also provides a consultation service to staff working in Flying Start settings, and to staff working with the very vulnerable learners currently accessing EOTAS (Education Other Than at School) provision.
- 4.18 In addition to the above, educational psychologists are available for informal advice by telephone, particularly where unexpectedly challenging or critical incidents occur.
- 4.19 In accordance with the policy for responding to critical incidents, schools can access support for staff and pupils from the Educational Psychology and school counselling teams.
- 4.20 During the last year, a collaborative project with CAMHS and EPS has resulted in written guidance to schools about appropriate action and intervention to support pupils returning to school after a suicide attempt or incident of significant self-harm.

### **Work with individuals**

- 4.21 The School Based Counsellors provided individual counselling for 452 pupils in Ys 6 -11 at school during the academic year 2016-17. Evaluations indicate a high level of success in improving reported symptoms. Following counselling, only 14% of the young people needed onward referral to specialist services such as CAMHS.
- 4.22 Counselling has continued to be delivered to similar numbers of young people during the current academic year. Pupils attending counselling have completed an outcome measure using the 'Young Persons Core' measurement tool at the start and end of their counselling episode. Analysis of the results obtained has shown that on average the YP Core scores reduced significantly between the start and the end of counselling, indicating a reduction in the severity of symptoms.
- 4.23 EPs and BSOs continue to work with individual pupils and their families, to assess need, to develop hypotheses about the nature of the presenting need, and to use psychological principles to suggest ways forward. Some of this work is carried out in a multi-agency context, for example in collaboration with Social Services, Supporting Family change, Action for Children and/or CAMHS.
- 4.24 Within the next academic year we propose to introduce specific programmes to support young people suffering from anxiety, particularly those who are finding it difficult to access school or be socially included within their local community (as outlined later in the report).

### **Training and support to promote wellbeing**

- 4.25 Short courses in the form of half day workshops are available at Ty Penallta for this academic year and include a diverse range of topics to help school staff to support vulnerable learners:

- Using Positive Psychology
- Overview of Social Communication Interventions including Time To Talk, Socially Speaking and Awareness of Talkabout
- Using Mindfulness to Support Wellbeing of Teaching Staff
- Building Resilience in Children and Young People
- Literacy Interventions
- Making the curriculum accessible for pupils with moderate learning difficulties
- Strategies to prevent and manage bullying

- 4.26 To date, 79 people have attended sessions this academic year. They represent 52 different schools. The immediate response to training is already evaluated via questionnaires at the end of each training session. Feedback has been positive, for example with 83% of attendees stating that the training provided will inform positive changes in their future practice. For the future, there is an intention to measure the actual impact of workshops in effecting change within attendees' practice.
- 4.27 Longer training courses are also being delivered by the EPS. These contain an element of ongoing supervision for school staff to support training into practice and sustainability.
- 4.28 2 cohorts of ELSA (Emotionally Literate Support Assistants) training have been delivered. The impact measures so far indicate not only increased skills, knowledge and understanding, but also that practitioners have increased confidence in addressing needs. In the future, the impact on learners will be evaluated, along with learners' views of the impact of the interventions delivered.
- 4.29 Training in Thrive has also been introduced (through an EP who is a trained trainer), to supplement the training many schools have already accessed through direct commissioning with the private provider. The current focus within the LA is to train those staff who can support others in an outreach capacity, i.e. Behaviour Support Officers and staff from the learning centre. There is an assessment and review facility within the on-line assessment programme which will allow us to measure learners' progress in emotional development.
- 4.30 Attachment training has been delivered to staff in the PRU Learning Centre, in collaboration with Gwent Attachment Service, over a course of 5 months, again to embed training into practice. PRU staff working with the most vulnerable pupils will continue to be supported with attachment friendly practice in the future.
- 4.31 Mindfulness. Training options include a taster course, an 8 week course for adults and a 6-12 week course for primary school students. 152 teachers and teaching assistants have attended courses in the past year. This has included school staff wanting to increase knowledge with a view to supporting groups of learners, as well as school staff seeking to develop their own resilience and stress management skills. The feedback has been overwhelmingly positive.
- 4.32 A further initiative to support staff wellbeing has been development of a "wellbeing pack" for schools. This is introduced via a whole school training session, and then materials are left with the school to support their support and self-care.
- 4.33 Staff working in a nurture and inclusion capacity across the LA in LA managed and school managed bases have been invited to a peer support group facilitated by the EPS. These members of staff are likely to be working with high numbers of pupils who are vulnerable as a result of having 4+ACEs and/or being LAC/ adopted.
- 4.34 In order to support the above programme of training, LEI staff have participated in training in "Therapeutic skills", "Emotion Coaching" and "Anxiety". 5 members of the Behaviour Support Service are currently attending training in Thrive (please see section on proposals below).

## **Strategic work**

- 4.35 One EP is involved in work with the Youth forum to review the current policy on bullying. As part of this work a questionnaire has been produced to canvas young people's views of their own experiences of bullying in the school environment.
- 4.36 One EP is working collaboratively with the Healthy Schools team to develop guidance for schools regarding substance misuse and other risk taking behaviour.
- 4.37 A Senior EP is working with CAMHS to develop a protocol to support schools with suicide prevention and to support pupils returning to school after an incident of significant self harm. This will be an update of and extension to the advice already provided in this area.

## **Data monitoring and audit**

- 4.38 The EPS is involved in monitoring and scrutiny of data on discriminatory incidents, and collecting data from pupils regarding their experiences of bullying in order to inform contribution to policy and practice developments.
- 4.39 A focus group has being set up (March 2018) to develop a framework for wellbeing. The aim is to create a framework to assist schools in monitoring the breadth and effectiveness of their provision and thus support self-evaluation. The framework will also include clear links with LA policies and procedures, and enable the LA to collect and monitor more robust data on pupils' wellbeing and the impact of interventions.

## **Proposals for development**

### **To support children and young people who have suffered trauma (ACEs)**

- 4.40 It is crucial that within further training and development for school staff, there is work to build awareness of the impact of ACEs (Adverse Childhood Experiences) and training to enhance the capacity of school staff to build young people's resilience and meet their ACEs related social and emotional needs. Continued work alongside CAMHS will promote awareness of attachment needs, and it is anticipated that this will be enhanced by the training packages currently under development within the ACEs hub set up by the Welsh Government, all of which will support schools to become "trauma informed".
- 4.41 In addition, school staff need support to enhance their capacity to meet the emotional and mental health needs of this group of vulnerable learners through appropriate intervention strategies.
- 4.42 The Thrive programme is an attachment based programme which addressed challenging behaviour and supports the development of social and emotional skills through specific and targeted relational strategies. Thrive training is already being delivered to those LEI staff who work in an advisory capacity and can thus promote implementation of the approach in a sustainable way model across the County. The next step will be to train those members of the LA staff who work with the most vulnerable children and young people in provisions outside mainstream school, that is within PRUs, LPCs and other EOTAS provision such as "Innovate" and "The Hive". The model works best if understood across a multi agency support system around the child and family. Ideally, Youth Workers and family support workers will therefore be included in this training.
- 4.43 In addition to the cost implication of initial training, specific strategies are accessed via an on-line assessment programme which involves on-going costs in the form of an annual license. There are further costs incurred in maintaining the quality of delivery through ongoing CPD for licensed practitioners.
- 4.44 For sustainability it is proposed that 2 of the currently licensed practitioners will be trained as Thrive trainers and thus be able to support practitioners across the County and provide for ongoing CPD requirements locally.

**To support the development of healthy relationships and resilient learners through restorative approaches.**

- 4.45 Positive and respectful relationships are the foundation upon which all successful strategies rest. This refers to relationships at all levels, including those within the organisation (between staff, staff to pupil, pupil to pupil) and relationships with parents/carers/ local community/local authority and other visiting agencies.
- 4.46 (***“What good looks like in psychological services for schools and colleges. Primary prevention, early intervention and mental health. The Child and Family Clinical Psychology Review, autumn 2017, and an NHS Scotland Education document “Transforming Psychological Trauma”, May 2017***)
- 4.47 We would aim to target one cluster of schools with a willingness to change, develop restorative practices and to move forward progressively. This cluster would be funded / part funded to work with this approach for up to 3 years, and would then be encouraged to support other schools across the authority to spread good practice.
- 4.48 In addition the evidence suggests that the approach can support individual schools causing concern (i.e. those in a category, or where there are high levels of exclusion for example).
- 4.49 Opportunities to building skills within the LEI teams will also be explored in order to facilitate and support learning leaning groups

**To support anxious pupils**

- 4.50 In Caerphilly, both the Education Welfare Service, Schools Based Counselling Team, and EOTAS have identified this group of children and young people as a current priority. There are targets in their Service Improvement Plans to increase the rates of return to school, and/or to facilitate movement from home based tuition to community based tuition, for those children identified as anxious.
- 4.51 Available data indicates that since August 2017, there have been over 60 referrals into EOTAS for emotional/mental health reasons.
- 4.52 The EWS has estimated that at present they have in excess of 50 anxious children on their caseload and in situations where the anxiety is having a significant detrimental impact upon school attendance.
- 4.53 The School Based Counsellors have reported that within the past year, 47 of their clients were referred with anxiety as a presenting issue, and 26 of those had anxiety as a predominant issue within counselling sessions.
- 4.54 “Overcoming anxiety” is a programme based upon CBT (Cognitive Behavioural Therapy) which is an evidenced based approach for treating anxiety. Materials are designed for parents to support their own children such that there is an impact upon anxiety within the family as well as an impact for targeted children. The programme can be delivered to groups of parents in schools, as a preventative measure as well as to individual parents within the home. There is no necessity for the adults delivering to have formal qualifications in psychology and therefore the programme can be delivered cost effectively and with sustainability.
- 4.55 The proposal is to fund training for Education Welfare Officers and others, alongside colleagues in schools, community tuition venues, and family support workers to deliver the programme.

### **To extend and develop Mindfulness in schools.**

- 4.56 An MBACP accredited school based counsellor already delivers Mindfulness courses developed by the Mindfulness in Schools Project (MiSP) across schools in Caerphilly. For sustainability purposes there is a plan for 2 further members of staff to receive training. This will enable them to deliver mindfulness to support the wellbeing of staff in schools and to deliver training to children and young people in primary and secondary schools.

### **To support the development of empathy and social skills in primary school children**

- 4.57 Consideration will be given to piloting “Roots of empathy” is a classroom program that has been shown to have a dramatic effect in reducing levels of aggression among school children by raising social/emotional competence and increasing empathy.
- 4.58 This is a volunteer run programme for 5 -13 year olds, delivered in school classrooms. It is sustainable after the initial training for instructors. It has been delivered with support from Action for Children in neighbouring counties and is highly recommended by CAMHS practitioners.
- 4.59 Initially it is proposed that 2 instructors are identified to deliver the programme in two schools. Going forward if evaluation identified this as being successful a further 3 trainers would be identified. Each trainer would have the potential to deliver the 27 week programme to at least 2 schools per year.

### **Monitoring and evaluation**

- 4.60 LA staff will be involved in developing specific evaluation plans for each of intervention programmes including outcome data in order to assess the impact of the work.

## **5. WELL-BEING OF FUTURE GENERATIONS**

- 5.1 This work contributes to the Well-being Goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act and more specifically for the principles noted below.
- **Integration** – Developments to promote wellbeing are integrated with the LA’s wellbeing goals. Better emotional health and wellbeing will enable learners to achieve better outcomes in terms of their school achievement, future aspirations and health across the life span.
  - **Long-term** – The work described above recognises the importance of balancing short-term needs with the needs to safeguard meeting long-term needs. The longer term aims of enhanced capacity to meet needs, and development of policy and practice, are balanced with the provision of advice and guidance to meet immediate needs, including needs arising as a result of critical incidents.
  - **Prevention** – Building the capacity of staff in schools will support the development of universal and preventative programmes, early identification of need, and the provision of appropriate targeted support.
  - **Collaboration** – Plans and proposals are being developed in collaboration with partner agencies including EAS, CAMHS and Gwent Attachment Service for example, along with LA teams e.g. Youth Forum.
  - **Involvement** - A range of stakeholders including school staff, and representatives from different LA services will continue to be consulted regarding future developments.

## **6. EQUALITIES IMPLICATIONS**

- 6.1 An equalities impact assessment screening has been completed in accordance with the Council's Strategic Equality Plan and supplementary guidance. No potential for unlawful discrimination and/or low level or minor negative impact has been identified, therefore a full EIA has not been carried out.

## **7. FINANCIAL IMPLICATIONS**

- 7.1 Further to cabinet approval (31st January 2018) an amount of £173k has been earmarked as a contribution towards pressures in relation to behaviour and mental health.

- 7.2 The following outline the current spend proposals against this allocated funding:

- Attachment based training programme (Thrive) (£90k) – to address challenging behaviour and supports the development of social and emotional skills through specific and targeted strategies. The proposal is to extend training to LA staff who work with the most vulnerable children and young people in provisions outside mainstream schools. This funding will provide training for 48 delegates and for 2 of the current licenced practitioners to be trained as Trainers. The Trainers would be able to support practitioners across the County and provide for ongoing CPD requirements.
- Training to support the development of healthy relationships and resilient learners (£51k). This funding would support a pilot in a cluster of school and targeted funding for an individual secondary school.
- Cognitive Behaviour Therapy (£3.5k) – training for adults to support anxious pupils.
- Extending the Mindfulness training (£3k) – training for 2 staff to support the wellbeing of staff in schools and to deliver training to children and young people in primary and secondary schools.
- Potential for pilot programme to support and develop empathy and social skills in primary school children, reducing levels of aggression (4k).

- 7.3 In progressing these training proposals there will be some circumstances where supply cover will be necessary and this will be considered against the allocated amount of funding. There will be no impact from these proposals on current service delivery.

## **8. PERSONNEL IMPLICATIONS**

- 8.1 There are no personnel implications.

## **9. CONSULTATIONS**

- 9.1 The report reflects the views of the consultees.

## **10. RECOMMENDATIONS**

- 10.1 That Scrutiny note the contents of the report and the details of the usage of the sum previously agreed by Cabinet on 31<sup>st</sup> January 2018 (see attached papers).

## **11. REASONS FOR THE RECOMMENDATIONS**

- 11.1 Development work is proposed to continue to support building capacity in schools and educational provision to contribute to meeting children and young people's emotional wellbeing and mental health needs.

## 12. STATUTORY POWER

- 12.1 Well-being of Future Generations (Wales) Act 2015  
Education Act 1996  
Equality Act 2010  
United Nations Convention On The Rights Of The Child.

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Consultees: Christina Harrhy, Interim Chief Executive  
Councillor Philippa Marsden, Cabinet Member for Education & Achievement  
Councillor Wynne David, Chair of Education for Life Scrutiny Committee  
Councillor Gaynor Oliver, Vice Chair of Education for Life Scrutiny Committee  
Keri Cole, Chief Education Officer  
Sue Richards, Interim Head of Planning, Strategy & Resources  
Jane Southcombe, Financial Services Manager  
Steve Harris, Interim Head of Corporate Finance  
Sarah Mutch, Early Years Manager  
Paul Warren, Strategic Lead for School Improvement  
Lisa Lane, Legal Services  
Anwen Cullinane (Senior Policy Officer)  
Debbie Harteveld, Managing Director Education Achievement Service (EAS)  
Kathryn Bevan, Equity and Wellbeing Lead (EAS)

Background Papers:

Cabinet report (31<sup>st</sup> January 2018) Update on reserves

Appendices:

Appendix 1 – Information and links regarding interventions and programmes

## Information and links regarding interventions and programmes

**Thrive:** The Thrive approach draws on insights neuroscience, attachment theory and child development to provide a powerful way of working with children and young people that supports optimal social and emotional development. In particular, the approach equips adults to work in a targeted way with children and young people who have struggled with difficult life events to help them re-engage with life and learning.

[www.thethriveapproach.com](http://www.thethriveapproach.com)

**Restorative approaches:** Restorative approaches include the day to day skills involved in pre-empting conflicts and harm. They build and maintain relationships and community, as well as reacting/ responding when things go wrong. Restorative approaches engage and develop positive relationships and resilient communities, to reduce harm, and de-escalate conflict quickly by problem solving effectively. A restorative approach can be adopted wherever there is human conflict, from the everyday home or work situation to schools, local authority agencies, the police and criminal justice system.

**Mindfulness:** Mindfulness focuses on paying attention to what is happening in the present moment and being aware of ones own thoughts and feelings. The aims of developing a mindful approach are to improve self control, objectivity, tolerance, concentration and emotional intelligence.

[www.mindfulnessinschools.org](http://www.mindfulnessinschools.org)

[www.bangor.ac.uk](http://www.bangor.ac.uk)

**Cognitive behaviour therapy:** commonly referred to as talking therapy that can change the way you think and behave.

[www.nhs.uk](http://www.nhs.uk)

[www.mind.org.uk](http://www.mind.org.uk)

[www.bacp.com](http://www.bacp.com)

**Roots of Empathy:** An evidenced based classroom programme that has a significant effect in reducing aggression by raising social and emotional competence.

[www.rootsofempathy.org](http://www.rootsofempathy.org)