

Introduction

This poster will provide a comprehensive overview of three main concepts. It is pertinent to note that these three concepts are health, wellbeing, and lifestyle. The purpose of this poster is to define these concepts, explain why they are significant, and demonstrate how these concepts may be applied to the practice of early childhood.

Health

When we think about health we usually think in general, health is the absence of physical illness, disease, and mental distress. **Health** is a “state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity” as defined by the World Health Organization (WHO). **Health** was introduced by the World Health Organization in 1984 as a dynamic resource rather than as a state. This revised definition of **health** defines it as “the extent to which an individual or group is able to realize aspirations and satisfy needs and to change or cope with the environment” (WHO). However, **health** – “is having a state of sound body and mind” **according to Health, social care and children services**. On the other hand, **Cambridge Dictionary** defines **health** as “the condition of the body and the degree to which it is free from illness or the state of being well”.

Children's health is the foundation for their growth and development. Individuals should consider all aspects of their child's health and development together in order to determine their overall well-being.

It is apparent that individuals' health is influenced by the conditions in which they grow, live, work, play, and age. Several factors influence health, including income, employment, education, housing, social connections, the environment, behaviors, and genetics (WHO, n.d).

What happens during pregnancy and the first few years of life influences physical, cognitive, and emotional development in childhood and may affect health and well-being outcomes in later life. An example is the nutritional intake of a mother, her smoking habit, and other aspects. Breastfeeding provides the best possible nutritional start in life for a baby, protecting the baby from infection and offering important health benefits for the mother (Lean and Combet, 2017; Gov. UK, 2018). Nutrition is crucial to a child's health during pregnancy and the first few years of life. A lack of adequate nutrition during this critical period can adversely affect children's development and health.

Poverty is linked to health problems in children. A child growing up in deep and persistent poverty is likely to face an array of health, social, educational, and parenting problems as an adult (Maholmes, 2014; Chiang and Chiang, 2019). Under nutrition may have long-term effects on individuals living in poverty (1,000 Days Partnership, 2013 cited in Hyson, 2014).

As children interact with their environments, their brains develop moment by moment. Every second, more than one million neural connections are formed in the first few years of life. Learning, health, and behavior throughout life are strongly influenced by a child's early experiences as their brains develop (Berlinski and Schady, 2015).

In relation to health, many theories can be examined:

Bronfenbrenner's ecological systems theory - This theory is widely accepted as one of the most comprehensive explanations of how social environments affect human development. The environment plays an influential role in every aspect of a person's life, according to this theory (Hayes, Toole, and Halpenny, 2017). Social factors have an influence on your thinking, emotions, and preferences. The interactions between these five systems influence a child's development. One system that can be looked at here is the Chronosystem. This system is described as an individual's life changes over time-based on the changes that occur in their life (Chachar, Younus and Ali, 2021). For example, a death in the family can lead to serious health problems in a child's life whether panic attacks or depression. In the early years, interactions between a child and various caregivers shape his or her experiences. There is an old saying that states that it takes a whole village to raise a child.

Maslow Hierarchy of Needs – Sheldon *et al.* (2001) found that individuals' lives were positively correlated with the fulfillment of their needs. Maslow described a hierarchy of motivational needs that must be met before an individual can reach their full potential. In Maslow's model, the basic biological needs of children must be met before they can consider higher-order needs, such as a balanced diet and access to water. The Maslow model is usually depicted as a triangle with basic physiological needs at the base and self-actualization at the top. Having all the building blocks of health at their disposal helps children feel happier and more open to new experiences. Having healthy self-esteem, feeling worthwhile, and contributing positively is part of well-being. There is also growing recognition of the biological relationship between physical health and emotional well-being.

BOWBLY- Children must have secure attachments in their early stages of development. In a secure attachment situation, children are confident about approaching their caregivers for help and expect to receive unconditional support (Veltkamp, Karasaki and Bröer, 2020). A child's sense of trust extends to other relationships as well. Young children must form attachments during their early years to form lasting and loving relationships later in life. The feeling of being loved and cared for, along with the knowledge that your needs will be met, boosts a child's self-esteem and promotes healthy mental development (Wilson, 2016).

Well-being

Research indicates that wellbeing is “a state of being comfortable, healthy, or happy”. According to Gov.UK (2013) **wellbeing** “comprises an individual's experience of their life; and a comparison of life circumstances with social norms and values”. The Department of Health (no date) defines **wellbeing** as “the study of the individual's experience of their life and the comparison of his or her life circumstances with the social norms and values that exist around him or her”.

However, Collins English Dictionary defines **wellbeing** as “the condition of being contented, healthy, or successful; welfare.” **Wellbeing** is about how individuals feel about themselves, feeling healthy, happy, and well off. Having a good self-concept gives an individual a feeling of well-being according to Health, social care, and children services, n.d. Furthermore, Cambridge Dictionary defines **wellbeing** as “a state of feeling healthy and happy”.

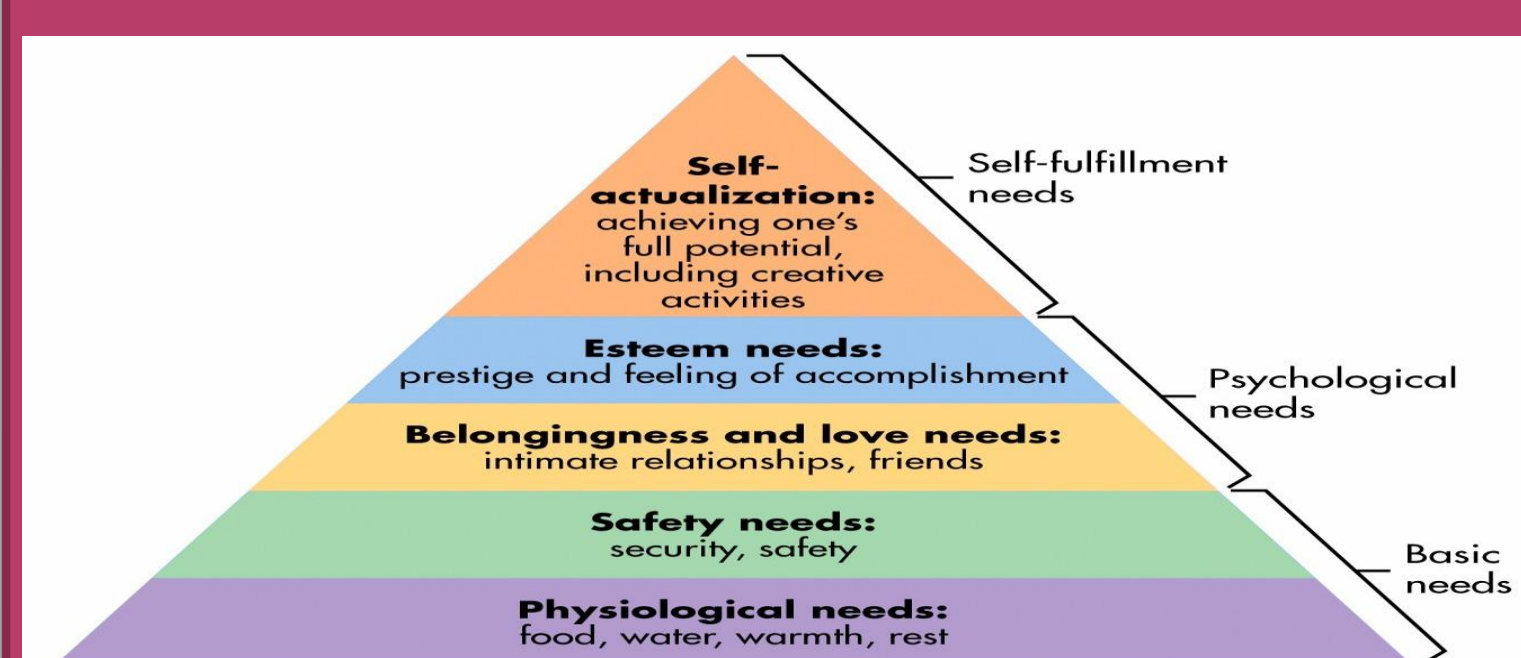
The wellbeing of a person can be viewed from two perspectives: subjective and objective wellbeing (Gov.UK, 2013). An individual's subjective well-being is their opinion of their life and how they feel about it (Bradshaw, 2016).

It is well known that wellbeing is closely related to happiness and life satisfaction. A person's wellbeing is primarily determined by how they feel about themselves. The term 'well-being' is normally associated with health.

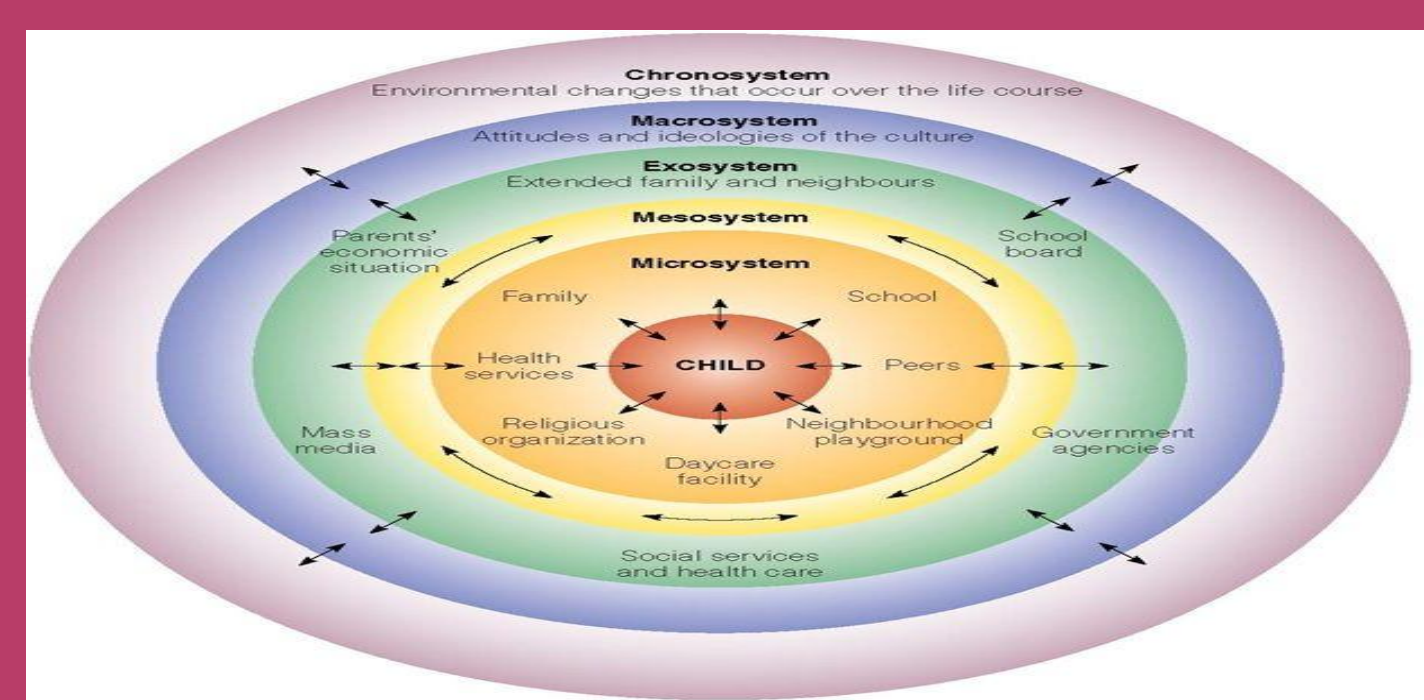
Using the ABC model of wellbeing, one can get a clear and reliable picture of how a child is doing as a whole. A holistic approach to child development is offered by this model in a practical and useful manner (Roberts, 2010).

In the Early Years Foundation Stage, children's well-being is without a doubt at the center. Child well-being is intrinsically linked to the extent to which they are involved in and motivated to learn. Several provisions are included in the Statutory Framework for the Early Years regarding the role of key persons in supporting the well-being of their children. Children's key persons should be aware of any changes in their children's well-being and communicate with parents and carers about these changes. The Foundation Phase is centered upon the development of children's emotional and social skills, their well-being, as well as their cultural diversity, and through the use of experiential learning activities both in and outside the classroom, the Foundation Phase aims to develop children's skills across all Areas of Learning (Welsh Government, 2015). Taking a holistic approach to health and well-being is the focus of the Health and Well-being Area of Learning and Experience (Area). The purpose is to prepare learners to navigate life's opportunities and challenges. There are three fundamental components to this area: physical health, mental health, and emotional well-being. In addition, it recognizes that healthy living and well-being are key to enabling learning success, and it will assist learners in understanding and appreciating the interconnectedness of each component (Welsh Government, 2020). According to Walker and John (2012) factors that influence wellbeing are: genetics, increasing inequality, social change, capability and resilience, temperament and poverty.

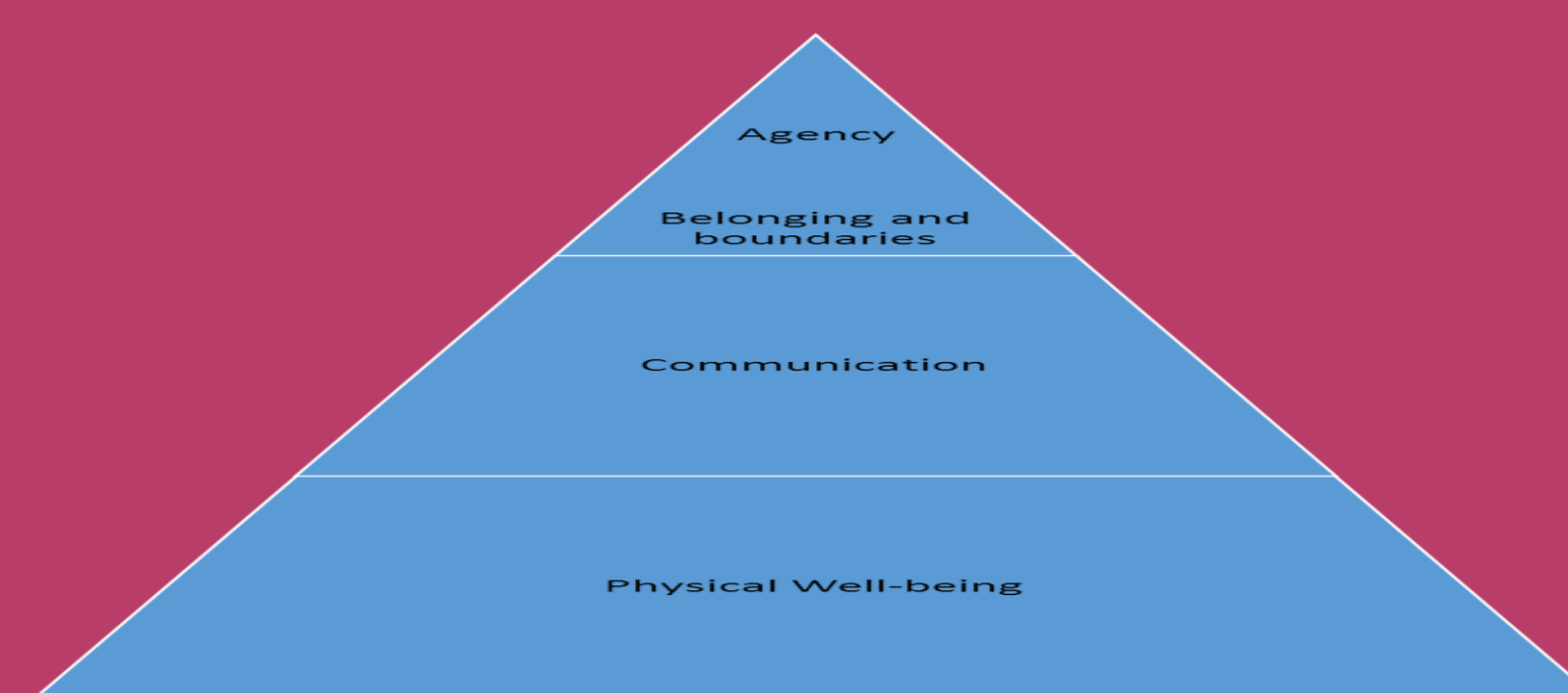
The Welsh Government (2015) aims to eliminate poverty among children by 2020; however, poverty has risen since then. It is more likely that children who live in poverty will suffer from behavioral problems and emotional disturbances and have difficulty interacting with their peers. Children living in poverty are also likely to experience anxiety, unhappiness, and dependence as a result of long-term poverty (Bolger *et al.*, 1995; McLoyd & Wilson, 1991 cited in Maholmes, 2014). It is important for a child to feel unconditionally accepted, liked, and loved because when the child feels this way, he or she is more open to learning (Underdown, 2007). Jordan and Rees (2020) state that during their research children stated that positive relationships, safe spaces and things to do, health and wellbeing, skills and schools, basic needs, and a happy future are what make them happy. The number one factor to consider when dealing with the well-being of children is happiness. Article 31 of the United Nations Convention on the Rights of the Child 1989 cited in UNICEF (n.d) states that children should have the right to play, relax, and take part in cultural activities. Playing is essential when working with children since children enjoy it and it improves their well-being, health, and lifestyle. Children are at their happiest when they are playing. Parents and teachers must encourage children to play and be creative to enhance their well-being (Mainstone-Cotton, 2017). Physical activity is one of the leading factors in children's well-being and holistic health development (Lynch, 2019).



Maslow's Hierarchy of needs Source: (Get Psyched,



Bronfenbrenner's ecological systems theory Source: (Guy-Evans, 2020)



ABC Model of Well-being Roberts (2010)



Determinants of health Dahlgren and Whitehead, 1991 (Source: Bing, n.d)

Lifestyle

Cambridge Dictionary defines ***lifestyle*** as “someone’s way of living; the things that a person or a particular group of people usually do”. On the hand, Collins Dictionary defines ***lifestyle*** as “the lifestyle of a particular person or group of people is the living conditions, behavior, and habits that are typical of them or are chosen by them”.

Children lifestyle are influence by several factors such as poverty, home environment, parenting ability, income and diet and nutrition. Healthy habits established at a young age can help establish lifelong healthy behaviors. Participating in a healthy lifestyle can enable children to lead active and healthy lives, reduce their risk of developing certain illnesses, and enhance their quality of life. Thomas and Lewis (2016) outlines three key actions: developing good habits, developing positive ways of thinking and being motivated.

Collaborating across agencies is crucial for meeting the needs of children and young people with complex needs (Horwath, Morrison and Sloper, 2004 cited in Solomon, 2019). The concept of multi-agency working refers to practitioners from different professions working together at one time, rather than in parallel or sequentially ((Payler & Georgeson 2013). Partnership working is the key to addressing the needs of the entire family in a comprehensive manner, both collectively and individually (Gasper, 2009). Practitioners should have confidence in their knowledge and ability in order to help both children and their families. For example, a practitioner should have confidence that they have observe a healthy lifestyle by a child and knows how to deal with the situation.

When it comes to lifestyle one model we can use is the transtheoretical model of behavior change (Prochaska & DiClemente, 1983; Prochaska, DiClemente, & Norcross, 1992 cited in Lynch, 2019). Among the five stages of lifestyle change proposed by Prochaska and colleagues are: first step precontemplation - I do not want to change. The second step, I am contemplating a change. The third step ,I am preparing to make a change in my lifestyle. The fourth step. Action - I have adopted some new lifestyle habit. 5. Maintaince - as often as possible, I maintain a healthy lifestyle.

Application

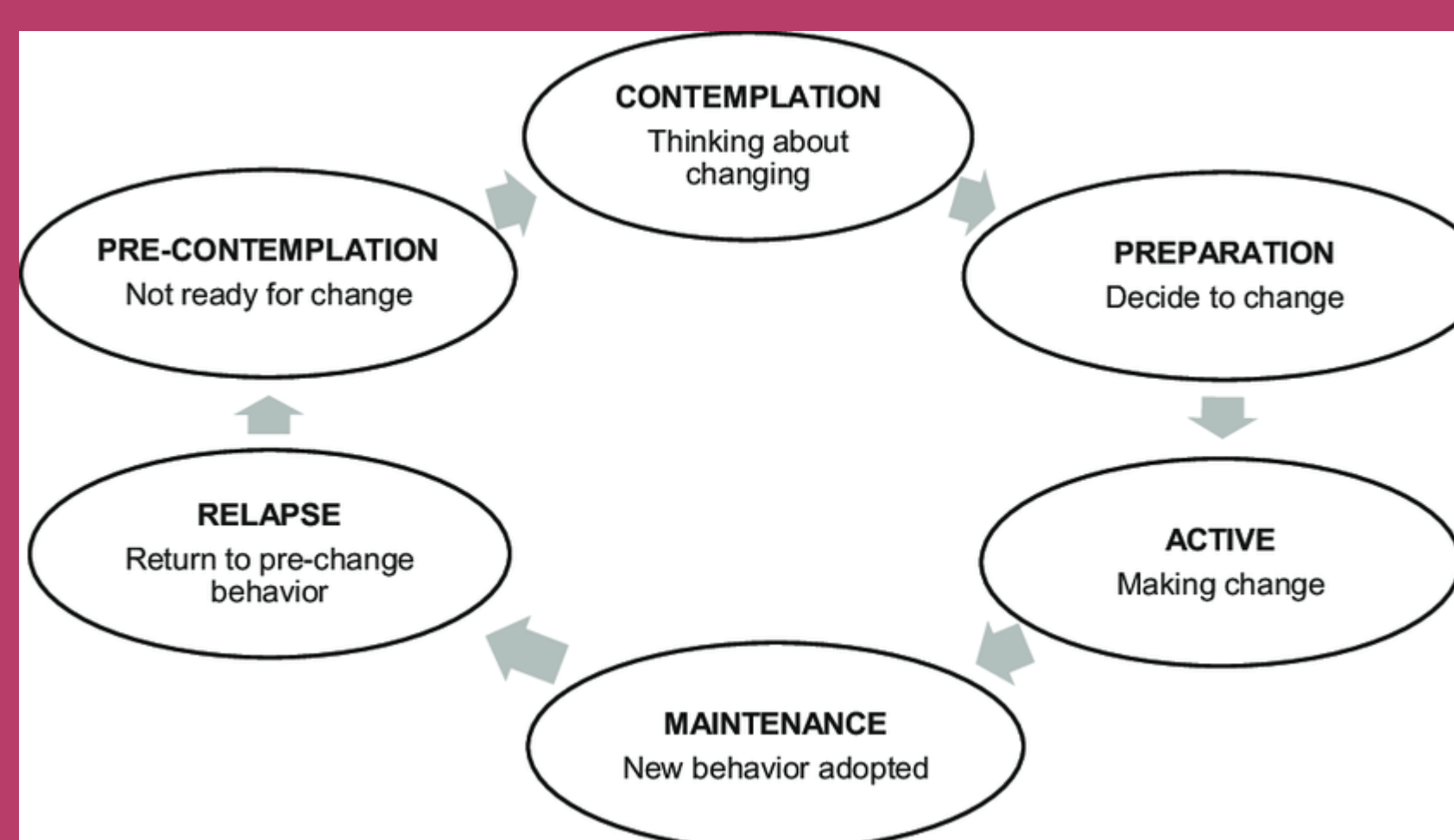
- ❖Practitioners can host a parent’s teacher meeting or a workshop in which they discuss health, well-being and lifestyles to parents.
- ❖By providing families with adequate time to adjust to the birth or adoption of a new child, parental leave policies are intended to promote enhanced bonding and responsive caregiving. This is essential to a child’s healthy development (Harvard University, n.d).
- ❖ Facilitating the co-design of solutions that benefit communities, children, and families through the dissemination of information and knowledge. Practitioners may allow parents to provide solutions that they believe will benefit their young children in order to improve their health, wellbeing, and lifestyle (NHS Wales, n.d).
- ❖Provide staff with appropriate training on safeguarding issues and encourage multi-agency collaboration to assist families facing multiple problems (Welsh Government, 2016).
- ❖ Practitioners can encourage children to part take in the daily mile wellbeing policy every day (Breheny, *et al.* 2018)

Conclusion

It can be concluded that the first five years of a child’s life are the fastest period of growth and development. By the age of five, 90 percent of a baby’s brain has already been developed. It is imperative to invest in the early years to break the cycle of poverty, address inequality, and boost productivity. Children’s emotional health and well-being are crucial for developing a positive sense of themselves and others during their early years. As a result, one must be able to form positive relationships, have confidence and resilience, and develop the necessary coping skills as one progresses in life. It is also important to consider the lifestyle of children when it comes to their health and well-being. The health and well-being of children may be impacted by their lifestyles. To enhance children’s health, well-being, and lifestyle, open communication and partnerships are needed.



Healthy lunch example (Source: Donovan, n.d)



Transtheoretical Model of Change (Source: Shorter, 2017)

Reference List (Poster)

Beckley, P. (2012) Learning in early childhood : a whole child approach from birth to 8. Thousand Oaks: Sage Publications Ltd.

Berlinski, S. and Schady, N. (2015) *The Early Years : Child Well-Being and The Role of Public Policy*. New York: Springer Open.

Bing (No Date) *The social determinants of health: Dahlgren and Whitehead's model* [Image]. Available at: [dahlgren and whitehead model - Bing](#) (Accessed: 20th November 2022).

Bolger, K.E. *et al.* (1995) 'Psychosocial Adjustment among Children Experiencing Persistent and Intermittent Family Economic Hardship', *Child development*, 66(4), pp. 1107–1129. Available at: <https://doi.org/10.1111/j.1467-8624.1995.tb00926.x>.

Bradshaw, J. (2016) *The well-being of children in the UK*. Bristol: Policy Press.

Breheny, K. *et al.* (2018) 'A cluster randomised controlled trial evaluating the effectiveness and cost-effectiveness of the daily mile on childhood obesity and wellbeing; the Birmingham daily mile protocol', *BMC public health*, 18(1), pp. 126–126. Available at: <https://doi.org/10.1186/s12889-017-5019-8>.

Cambridge Dictionary (No Date) *Lifestyle*. Available at: <https://dictionary.cambridge.org/dictionary/english/lifestyle> (Accessed: 20th November 2022).

Cambridge Dictionary (No Date) *Well-being*. Available at: <https://dictionary.cambridge.org/dictionary/english/well-being?q=wellbeing> (Accessed: 14th November 2022).

Chachar, A.S., Younus, S. and Ali, W. (2021) 'Developmental Understanding of Death and Grief Among Children During COVID-19 Pandemic: Application of Bronfenbrenner's Bioecological Model', *Frontiers in psychiatry*, 12, pp. 654584–654584. Available at: <https://doi.org/10.3389/fpsy.2021.654584>.

Chiang, W.-L. and Chiang, T. (2019) 'Early Poverty and Children's General Health at 8 Years of Age in the Taiwan Birth Cohort Study', *Child indicators research*, 12(6), pp. 2067–2077. Available at: <https://doi.org/10.1007/s12187-019-9626-z>.

Collins Dictionary (No Date) *Lifestyle*. Available at: [Lifestyle definition and meaning | Collins English Dictionary \(collinsdictionary.com\)](#) (Accessed: 28th November 2022).

Collins Dictionary (No Date) *Well-being*. Available at: <https://www.collinsdictionary.com/dictionary/english/wellbeing> (Accessed: 14th November 2022).

Department of Health (No Date) *Wellbeing and health*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/225525/DH_wellbeing_health.PDF (Accessed: 14th November 2022).

Gasper, M. (2009) *Multi-Agency Working in the Early Years : Challenges and Opportunities*. SAGE Publications Ltd.

Get psyched (2015) *Hierarchy of needs*. [Image]. Available at: <https://sites.psu.edu/rclerin/2015/04/10/hierarchy-of-needs/> (Accessed: 20th November 2022).

Donovan, B. (No Date) *School Lunch Box Ideas Kids nutrition Healthy kids meals Healthy children's lunch*. [Image]. Available at: <https://www.pinterest.com.au/pin/688980442966275935/> (Accessed: 20th November 2022).

Gov.UK (2013)

Gov.UK (2016) *Health matters: giving every child the best start in life*. Available at: <https://www.gov.uk/government/publications/health-matters-giving-every-child-the-best-start-in-life/health-matters-giving-every-child-the-best-start-in-life> (Accessed: 21st November 2022).

Gov.UK (2018) *Health of children in the early years*. Available at: <https://www.gov.uk/government/publications/health-profile-for-england-2018/chapter-4-health-of-children-in-the-early-years> (Accessed: 16th November 2022).

Guy-Evans. O. (2020) *Bronfenbrenner's ecological systems theory*. [Image]. Available at: <https://www.simplypsychology.org/Bronfenbrenner.html> (Accessed: 20th November 2022).

Hayes, N., O'Toole, L. and Halpenny, A.M. (2017) *Introducing Bronfenbrenner : a guide for practitioners and students in early years education*. London: Routledge.

Hyson, M. (2014) *The early years matter : education, care, and the well-being of children, birth to 8*. New York: Teachers College.

Lynch, T. (2019) *Physical Education and Wellbeing Global and Holistic Approaches to Child Health*. 1st edn. Cham: Springer International Publishing.

Maholmes, V. (2014) *Fostering resilience and well-being in children and families in poverty : why hope still matters*. New York : Oxford University Press.

Mainstone-Cotton, S. (2017) *Promoting young children's emotional health and wellbeing a practical guide for professionals and parents*. London: Jessica Kingsley Publishers.

Musgrave, J. (2017) *Supporting children's health and wellbeing*. London: Sage Publications Ltd.

Office for National Statistics (2020) *Children's views on well-being and what makes a happy life, UK: 2020*. Available at: <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/articles/childrensviewsonwellbeingandwhatmakesahappyifeuk2020/2020-10-02#what-children-told-us> (Accessed 22nd November 2022).

Payler, J. & Georgeson, J (2013) Multiagency working in the early years: confidence, competence and context, *Early Years*, 33:4, 380-397, Available at DOI: 10.1080/09575146.2013.841130

Roberts, R. (2010) *Wellbeing from birth*. London : Sage Publication Ltd.

Schanzenbach, D.W. and Thorn, B. (2020) 'Supporting Development through Child Nutrition', *The Future of children*, 30(2), pp. 115–142.

Sheldon, K. M. *et al.* (2001) 'What is satisfying about satisfying events? Testing 10 candidate psychological needs', *Journal of Personality and Social Psychology*, 80, pp. 325–339.

Solomon, M. (2019) *Becoming comfortable with chaos: making collaborative multi-agency working work*. EMOTIONAL AND BEHAVIOURAL DIFFICULTIES: Online. <https://www.tandfonline.com/doi/full/10.1080/13632752.2019.1633743>.

Underdown, A. (2007) *Young children's health and well-being*. Maidenhead : Open University Press.

UNICEF (No Date) *a summary of the United Nations convention on the rights of the child*. Available at: https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf (Accessed 25th November 2022).

Veltkamp, G., Karasaki, M. and Bröer, C. (2020) 'Family health competence: Attachment, detachment and health practices in the early years of parenthood', *Social science & medicine* (1982), 266, pp. 113351–113351. Available at: <https://doi.org/10.1016/j.socscimed.2020.113351>.

Walker, P. and John, M. (2012) *From public health to wellbeing*. Hampshire: Palgrave Macmillan.

Welsh Government (2015) Child poverty strategy for Wales. Available at: [Course: Well-being, care and healthy living/Lies, gqfal a bywn iach \(ECEY5009/C\) \(uwisd.ac.uk\)](#) (Accessed: 25th November 2022).

Welsh Government (2015) *Foundation phase framework*. Available at: <https://hwb.gov.wales/api/storage/d5d8e39c-b534-40cb-a3f5-7e2e126d8077/foundation-phase-framework.pdf> (Accessed: 20th November 2022).

Welsh Government (No Date) *Health and wellbeing*. Available at: <https://hwb.gov.wales/curriculum-for-wales/health-and-well-being/> (Accessed: 16th November 2022).

Wilson, T. (2016) *Working with parents, carers and families in the early years : the essential guide* . New York : Routledge.

World Health Organization (No Date) *Definition of health*. Available at: <https://www.publichealth.com.na/world-health-organizationwho-definition-of-health/> (Accessed: 14th November 2022).

Reference List (Presentation)

Better Health Channel (No Date) *Obesity in children- causes*. Available at: <https://www.betterhealth.vic.gov.au/health/healthyliving/obesity-in-children-causes#> (Accessed: 16th November 2022).

Boonpleng, W. *et al.* (2013) 'Ecological Influences of Early Childhood Obesity: A Multilevel Analysis', *Western journal of nursing research*, 35(6), pp. 742–759. Available at: <https://doi.org/10.1177/0193945913480275>.

Breheny, K. *et al.* (2018) 'A cluster randomised controlled trial evaluating the effectiveness and cost-effectiveness of the daily mile on childhood obesity and wellbeing; the Birmingham daily mile protocol', *BMC public health*, 18(1), pp. 126–126. Available at: <https://doi.org/10.1186/s12889-017-5019-8>.

Brown, V. *et al.* (2019) 'The potential for long-term cost-effectiveness of obesity prevention interventions in the early years of life', *Pediatric obesity*, 14(8). Available at: <https://doi.org/10.1111/jipo.12517>.

Centers for Disease Control and Prevention (No Date) *Health effects of overweight and obesity*. Available at: [Health Effects of Overweight and Obesity | Healthy Weight, Nutrition, and Physical Activity | CDC](#) (Accessed: 19th November 2022).

Centers for Disease Control and Prevention (No Date) *Preventing childhood obesity: 4 things families can do*. Available at: <https://www.cdc.gov/nccddphp/dnpao/features/childhood-obesity/index.html> (Accessed: 17th November 2022).

Croker, H. *et al.* (2020) 'Obesity prevention in the early years: A mapping study of national policies in England from a behavioural science perspective', *PloS one*, 15(9), pp. e0239402–e0239402. Available at: <https://doi.org/10.1371/journal.pone.0239402>.

Fu, J.F. (2019) 'Big challenges: obesity and type 2 diabetes in children and adolescents', *World journal of pediatrics*. 15(4), pp. 313–314. Available at: <https://doi.org/10.1007/s12519-019-00290-y>.

Gonzalez-Palacios, S. *et al.* (2019) 'Sugar-Containing Beverages Consumption and Obesity in Children Aged 4-5 Years in Spain: the INMA Study', *Nutrients*, 11(8), p. 1772. Available at: <https://doi.org/10.3390/nu11081772>.

Gov.uk (2017) *Childhood obesity: a plan for action*. Available at: <https://www.gov.uk/government/publications/childhood-obesity-a-plan-for-action/childhood-obesity-a-plan-for-action> (Accessed: 16th November 2022).

Janson, A. (2022) 'Sleeping it off? The value of sleep in children treated for obesity', *Acta Paediatrica*, 111(7), pp. 1296–1297. Available at: <https://doi.org/10.1111/apa.16366>.

Local Government Association (2019) *Obesity crisis: Type 2 diabetes in children up by nearly half in five years*. Available at: <https://www.local.gov.uk/about/news/obesity-crisis-type-2-diabetes-children-nearly-half-five-years> (Accessed: 16th November 2022).

Luque, V. *et al.* (2018) 'Unhealthy Dietary Patterns Established in Infancy Track to Mid-Childhood: The EU Childhood Obesity Project', *The Journal of nutrition*, 148(5), p. 752–.759 Available at: <https://doi.org/10.1093/jn/nxy025>.

Moraues, L. *et al.* (2012) 'Multi-level influences on childhood obesity in Sweden: societal factors, parental determinants and child's lifestyle', *International Journal of Obesity*, 36(7), pp. 969–976. Available at: <https://doi.org/10.1038/ijo.2012.79>.

National Heart, Lung, and Blood Institute (No Date) *What are overweight and obesity?* Available at: [Overweight and Obesity - What Are Overweight and Obesity? | NHLBI, NIH](#) (Accessed: 19th November 2022).

National Institute for Health and Care Excellence (2022) Obesity: identification, assessment and management. Available at: <https://www.nice.org.uk/guidance/cg189/chapter/Recommendations#physical-activity> (Accessed: 30th November 2022).

NHS (No Date) *Obesity*. Available at: <https://www.nhs.uk/conditions/obesity/> (Accessed: 15th November 2022).

NHS (2021) *Significant increase in obesity rates among primary- aged children, latest statistics show*. Available at: <https://digital.nhs.uk/news/2021/significant-increase-in-obesity-rates-among-primary-aged-children-latest-statistics-show> (Accessed: 16th November 2022).

NHS Wales (No Date) *Adolescents in Wales not meeting physical activity guidelines- updated analysis*. Available at: [Adolescents in Wales not meeting physical activity guidelines – updated analysis - Public Health Wales \(nhs.wales\)](#) (Accessed: 30th November 2022).

O'Dowd, A. (2015) 'Health committee backs sugar tax on soft drinks in fight against child obesity', *BMJ*, 351, pp. h6453–h6453. Available at: <https://doi.org/10.1136/bmj.h6453>.

Ornos, E.D.B. *et al.* (2022) 'The Growing Epidemic of Childhood Obesity in the Philippines and the COVID-19 Pandemic', *Journal of paediatrics and child health*, 58(6), pp. 1120–1121. Available at: <https://doi.org/10.1111/jpc.16004>.

Paat, Y-F. (2013) 'Working with Immigrant Children and Their Families: An Application of Bronfenbrenner's Ecological Systems Theory', *Journal of human behavior in the social environment*, 23(8), pp. 954–966. Available at: <https://doi.org/10.1080/10911359.2013.800007>.

Payler, J. & Georgeson, J (2013) Multiagency working in the early years: confidence, competence and context, *Early Years*, 33(4), pp. 380-397, Available at DOI: 10.1080/09575146.2013.841130

Pichère, P., Cadiat, A.-C. and Probert, C. (2015) *Maslow's hierarchy of needs*. Namur: Lemaitre Publishing.

Poulain, T. *et al.* (2020) 'Associations of Green Spaces and Streets in the Living Environment with Outdoor Activity, Media Use, Overweight/Obesity and Emotional Wellbeing in Children and Adolescents', *International journal of environmental research and public health*, 17(17), p. 6321. Available at: <https://doi.org/10.3390/ijerph17176321>.

Pulgaron, E.R. and Delamater, A.M. (2014) 'Obesity and Type 2 Diabetes in Children: Epidemiology and Treatment', *Current diabetes reports*, 14(8), pp. 508–508. Available at: <https://doi.org/10.1007/s11892-014-0508-y>.

Sahoo, K. *et al.* (2015) *Childhood obesity: causes and consequences*. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4408699/> (Accessed 16th November 2022).

Sheinbein, D.H. *et al.* (2019) 'Factors associated with depression and anxiety symptoms among children seeking treatment for obesity: A social-ecological approach', *Pediatric obesity*, 14(8), p. e12518–n/a. Available at: <https://doi.org/10.1111/jipo.12518>.

Solomon, M. (2019) *Becoming comfortable with chaos: making collaborative multi-agency working work*. EMOTIONAL AND BEHAVIOURAL DIFFICULTIES: Online. <https://www.tandfonline.com/doi/full/10.1080/13632752.2019.1633743>

Wachira, L-J. *et al* (2021) Association between dietary behaviours and weight status of school children: results from the International Study of Childhood Obesity, Lifestyle and the Environment (ISCOLE) -Kenya, *CHAO*, 4:(1), pp. 1-22. DOI: [10.1080/2574254X.2020.1842014](https://doi.org/10.1080/2574254X.2020.1842014).

World Health Organization (No Date) *Obesity*. Available at: https://www.who.int/health-topics/obesity/#tab=tab_1 (Accessed: 15th November 2022).

Yuca, S.A (2012) *Childhood Obesity*. IntechOpen. Available at: <https://doi.org/10.5772/11151>.

Ziauddeen, N. *et al.* (2020) 'Predicting the risk of childhood overweight and obesity at 4-5 years using population-level pregnancy and early-life healthcare data', *BMC medicine*, 18(1), pp. 105–15. Available at: <https://doi.org/10.1186/s12916-020-01568-z>.