



(Source: Lynes, 2018)

Mindful Me Mindful Children.



(Source: Yoga Education Resources, 2018)

Contents page

What is Mindful Me Mindful Children.....	3
My Experience.....	3
Benefits of Mindfulness.....	4
Challenges and barriers of Mindfulness in Early Years Settings.....	5
Why am I best placed to teach Mindfulness - My attributes.....	6
Benefits of taking Mindfulness into Early Years.....	7
Costs.....	7
How can Mindfulness benefit Early Years settings.....	8
Benefits of Mindfulness for children's development.....	10
Stakeholders.....	10
Conclusion.....	10

What is Mindful Me Mindful Children?

Mindful Me and Mindful Children is a business that I have designed based on the theory of mindfulness. Davies and Hayes (2011) define mindfulness as a psychological process that enables human beings to live in the present moment without letting past experiences, future worries affect them. Kabat-Zin (2012) supports this view and defines mindfulness as when someone is aware of what there experiencing, using their senses and state of mind. Deng et al (2012) suggest that mindfulness is the opposite to mindlessness, and that mindlessness happens when we lose ourselves in our busy hyper connected lives. Chang (2018) supports this view and suggests that on average a person experiences mindlessness for up to 47% of the day and that their mind wanders on past events and future worries.

My Experience

My experience of working within a number of different early years settings has provided me with knowledge on how children learn from a curriculum, a curriculum that has been designed to allow for children to learn in a fun and exciting way, this view is supported by the Welsh Government (2015) who note that the foundation phase ethos is that the curriculum enables its learners to learn through play, however my experience has also taught me that schools can also be a stressful place for young children, not so much down to the way children learn, but down to the way children interact socially in early years settings. I currently teach thirty-six four year olds alongside the class teacher, not only is this challenging and stressful for me but proves just as challenging and stressful for the children. My experience of working in a classroom with such a large number of children comes with many barriers, one of those barriers is not being able to give children enough quality time, although the curriculum we provide for children is play based, it proves challenging due to the high number of pupils in the class, I find it challenging to spend enough quality time with each child to ensure they benefit from the learning experiences we provide. The class teacher has made it somewhat easier by placing children into groups that are of the same ability, this allows us to work alongside a timetable to ensure that all children have the opportunity to experience the same learning activities as others in a differentiated way, however Rodger (2016) notes that theorist Vygotsky would not see placing children of the same ability into groups beneficial, as his social learning theory emphasises that children learn from their more knowledgeable peers, supporting this

view is Blackburn and Aubrey (2016) who suggest that to forward learning of all children, practitioners should implement heterogeneous groupings so children can learn from their more knowledgeable others. Another barrier I find by having a large class is that I find it difficult to listen to children, children I work with on a daily basis are not having the time to have their voices listened to, this goes against our own school's ethos and children's rights that every child's voice matters, UNICEF (2017) supports this view and explains that Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) notes that all children have the right to have their voices listened to and have their views taken seriously. I feel that having a large group of children in the class hinders my chance of listening to children and their opinions on a regular basis. I feel that mindfulness lessons would support children's way of thinking in my classroom, it will equip them with knowledge and skills on how to manage their feelings and emotions in a busy setting. Mindfulness according to Frieze and Hofmann (2016) supports adaptive self-regulation. Furthermore, Davis and Hayes (2011) suggest that mindfulness that is practiced regularly promotes creativity, innovation and divergent thinking.

Benefits of Mindfulness.

Mindfulness can benefit everyone, according to Blanke et al (2018) anyone of any age race or ethnicity can practice mindfulness, Blanke et al (2018) suggests that this is because it is something that we all naturally possess, Chambers and Hassed (2015) supports this view and suggest that we all have the capacity to be present as it is innate, and that we don't have to change who we are in order to practice mindfulness. Mindfulness.org (2018) suggests that some of the benefits of mindfulness are:

- Improves peoples personal relationships – it trains our brains to listen.
- It trains our brain on how to deal with emotions and worries.
- It improves peoples memory, concentration and cognitive skills.
- Reduces stress and anxiety.
- Improves sleep.
- Improves peoples wellbeing.
- Improves peoples productivity – teaches us how to deal with distractions.
- Increases creativity – teaches us to let go of our worries and be more imaginative.

Looking at the benefits of mindfulness and analysing children in early years settings has encouraged me to embed mindfulness into my practice. Equipping young children with mindfulness will not only benefit their wellbeing but will also promote good mental health, Chervonsky and Hunt (2018) support this view and emphasise that children who have good mental health are able to develop resilience, according to Nolan et al (2014) children who are resilient are more adaptable to the world they live in.

Challenges and barriers of Mindfulness in Early Years settings.

Time

Felver and Jennings (2015) note that for mindfulness to make a difference to whomever practices it, time should be allocated daily if it is to prove effective. Time would be a barrier in implementing mindfulness into my classroom, our school day is planned out using a timetable, english and handwriting in the morning, maths just before lunch followed by guided reading and topic work in the afternoon, I would find it difficult in my setting to make time for mindfulness due to the demands of the curriculum.

Age

Teaching mindfulness classes to children between the ages of three and five will at first prove challenging as in my experience children of this age are developing their listening and attention skills, Palmer and Bayley (2010) agree they suggest that children today are starting school with poor listening and attention skills. However, Kirkwood (2012) suggests that mindfulness practice has been proven to enhance children's listening and attention, therefore Mindful Me Mindful Children may at first prove challenging due to where children are at with their development, but commitment and drive from myself, parents and teachers will ensure that hard work and perseverance will in fact benefit children's holistic development.

Stakeholders

- Children** - Mindful Me Mindful Children is a business that requires interaction with children, the business requires listening to children and considering their ideas and thoughts when planning mindfulness sessions.

•**Parents/ Carers** – Mindful Me Mindful Children requires support from parents and carers. For any type of intervention including mine to be successful, professionals should ensure they work collaboratively with parents and carers, Ward (2013) supports this view and explains that it is parents and carers that shape children's wellbeing, Soni (2011) agrees and argues that parents are children's first educators so having them involved in children's learning benefits everyone.

•**Schools** – I have secured trials of Mindful Me Mindful Children in three local schools in my area. Schools prove to be an important factor in making my business succeed. The school's willingness to improve children's development is at their forefront, so allowing me to embed mindfulness into early years will enable me to work collaboratively with the school, I will be able to train practitioners by providing them with the knowledge on how mindfulness enhances children's development, I will teach them skills and provide them with ideas on how to practice mindfulness with children daily, I will monitor sessions on a regular basis and reflect alongside with the practitioners to ensure that mindfulness sessions enhance children's development.

Why am I best placed to teach mindfulness?

I have attended mindfulness classes for the last three years, mindfulness has enabled me to self regulate my emotions and cope with situations better as they arise. Working in early years settings has given me an insight into how stressful classrooms can be for children. Furthermore, children in the early years are expected to do a lot more today than what I was expected to do at that age, this view is supported by Gerver (2012) who notes that today's curriculum compared to previous curriculums places greater emphasis on creativity and problem solving. These extra pressures on children can prove detrimental towards their mental health, so by me recognising this and implementing mindfulness into early years classes will enable children to learn the valuable skills needed to cope in these challenging environments. Working for many years with children between the ages of three and five has also enabled me to understand children on a deeper level and realise that not all children are the same, and that they all learn and develop differently, so by me training their brains to develop self-regulation will ensure they develop their cognitive skills. I would describe myself as a democratic leader, Ang (2012) would support this leadership style when working with children as she notes that this style takes on a collaborative not competitive

approach, working as part of a team, considering other people's views proves beneficial for children, Ang (2012) agrees and suggests that working collaboratively enables children to learn more effectively.

Taking Mindfulness into Early Years Settings.

Mindfulness is used with people of all ages, The Foundation Phase curriculum promotes creativity and imagination in children (Welsh Government, 2015), taking mindfulness into early years classes would create opportunities for creativity, as research suggests that mindfulness enables people to declutter their brain and concentrate on the present which then makes way for creativity (Kirkwood, 2012). This idea is not unique as it is practiced in schools across the United Kingdom, however it has not been implemented in schools across my local area.

Costs.

Bronze Package	•Staff Training session x 1 per annum •Part access to Mindful Me Mindful Children internet programme: •Videos •Tips	£450 per annum
Silver Package	•Staff Training sessions x 2 per annum •Full access to Mindful Me Mindful Children internet programme: •Videos •Tips •Printable resources. •Two reflective sessions to monitor mindfulness practice per annum. •Parent workshop x 1 per annum	£750 per annum
Gold Package	•Staff Training sessions x 4 per annum •Full access to Mindful Me Mindful Children internet programme: •Videos •Tips •Printable resources •Access to a chat room, where ideas can be shared. •Termly reflective sessions to monitor mindfulness practice per annum. •Parent workshop x 2 per annum	£1000 per annum

For more information on Mindfulness visit:

www.annakaharris.com/mindfulness-for-children/

www.leftbrainbuddha.com/10-ways-teach-mindfulness-to-kids

This section will critically analyse mindfulness, and how taking it into early years settings proves beneficial for children's development.

How can Mindfulness benefit Early Years Settings?

McDowall et al (2017) suggests that schools can be a stressful place for early years children, Kingston et al (2013) supports this view and suggests that children as young as three are placed into school classrooms, and that they are expected to learn and develop new skills in a new foreign environment, furthermore Kocyigit note that there is a lot of pressure on children to achieve in schools today and that some children experience worry as they fear failure, Eggum-Wilkens et al (2014) emphasises that although some children thrive in these settings, not all do which in turn has a profound impact on children's mental health and wellbeing. Furthermore Ehmke (2018) points out that children as young as three experience stress in schools, supporting this view is McDowall (2017) who suggests that the most common causes of stress for children in early years settings is the fear of not fitting in, being bullied and being unaware of their own self-identity. Nieminen and Sajaniemi (2016) note that children's inability to regulate stress run the risk of failing to advance in their social emotional and cognitive development.

Mindfulness training with children between the ages of three and five according to Shonkoff et al (2016 cited in Nieminen and Sajaniemi ,2016) proves beneficial, as at this age children's prefrontal neural connections are still maturing, according to Rushton et al (2009) it is the prefrontal neural connections that support children's self-regulation of stress. Miyahara et al (2017) suggests that mindfulness helps children to train their brain to live in the moment, furthermore, Nieminen and Sajaniemi (2016) note that mindful training with children in the early years enables children to develop the skills needed to manage stress and anxiety at an early age, Zelazo and Lyons (2012) supports this view and suggests that children who are more mindful learn to engage more fully with themselves and the world around them.

However, Montroy et al (2016) suggests that some stress is necessary as it helps children develop resilience. Swick et al (2012) agree and suggest that everyone needs to experience stress including children as this is how we learn to problem solve and build knowledge. Furthermore, Montroy et al (2012) talks about positive stress and how positive stress proves beneficial for children, as it considered as a normal part of a child's healthy development, Swick et al (2012) agree and suggests that positive stress can provide children with opportunities to learn and develop when experienced in a loving and supportive environment. According to Tufnell (2013) tolerable stress is another form of stress that children can face, Tufnell (2013) notes that tolerable stress happens when children face the loss of a loved one or experience a frightening event, however Montroy et al (2012) notes that if children are protected and cared for in a loving environment, the child's brain can recover from tolerable stress, however one form of stress known as toxic stress can have a detrimental impact on children's physical and mental health, Gronski (2013) supports this view and notes that extreme poverty, abuse and neglect weakens children's developing brain and permanently set the body's stress response system on high. However, Nieminen and Sajaniemi (2016) suggests that providing an environment that is responsive and stable, can reverse the damages toxic stress has on the brain, Miyahara et al (2017) supports this view and explains that research suggests that people who practice mindfulness regularly produce new cells in the brain that helps people cope and manage stress in a healthier way.

Welsh Government (2018) note that there is no group more vulnerable than children and young people, and that there Together For Children and Young People Programme (T4CYP) was launched to tackle children's mental health and wellbeing. Subramanyam et al (2010) suggests that what happens in a child's early years has a lifelong impact on future aspects such as their mental health and wellbeing, Cloitre et al (2018) agrees and suggests that adverse Childhood experiences (ACES) in childhood are likely to lead to psychological problems in adulthood. Furthermore, Marmot et al (2012) suggests that the Marmot review has the highest regard for supporting children's mental health and wellbeing from an early age, as all children have the right to have the best start in life.

Benefits of Mindfulness for children's development

Mindfulness according to Rhal et al (2017) improves children's listening and attention skills, Özen Altinkaynak and Akman (2016) agree and suggest that listening and attention skills are needed in the early years to aide children's social, emotional and cognitive development, furthermore Harris (2015) notes that mindfulness also teaches empathy, Taylor et al (2013) supports this and suggests that children who display more empathy are more aware of other peoples feelings, Harris (2015) agrees and suggests that empathetic children are less likely to engage in bullying in schools.

Stakeholders

Wisner and Starzec (2015) supports Blanke et al (2018) view that mindfulness works for everyone, however if children are to benefit from mindfulness the person teaching them should also be fully immersed in mindfulness. Wisner and Starzec (2015) note that practitioners who practice mindfulness on a regular basis perform better in divergent thinking, Renshaw and Cook (2016) agree and suggests that mindfulness boosts creativity. Bronfenbrenner's ecological model places parents and practitioners in the micro system the closest layer to the child, supported by (Smith et al 2011), furthermore Smith et al (2011) notes that interactions in a child's environment is what influences them the most. Ingoldsby (2010) notes that keeping parents actively involved in child based interventions can prove difficult, however effective communication and considering the parents views prove beneficial for the child's attainment. Beiber et al(2007 cited in Ingoldsby 2010) suggest that parents religious and other beliefs should also be taken into account when implementing child based interventions, Wisner and Starzec (2015) support this view and suggest that schools serve children, families and practitioners from a variety of diverse backgrounds with different beliefs, furthermore Shook et al (2017) notes that mindfulness is a paradox and that some people see mindfulness as a Buddhist form, whereas the NHS sees mindfulness as a form to improving mental wellbeing (Nhs.uk, 2017).

Conclusion

Mindfulness according to Rhal et al (2017) appeals to children as the techniques used are self-managed, this in turn provides children with a sense of empowerment. Early childhood according to Wisner and Starzec (2015) is the ideal time to introduce mental health and wellbeing interventions, furthermore Wisner and Starzec (2015) note that

early interventions improve school based practices and have the potential to improve children's long term outcomes. Welsh Government (2018) note that there has been an increase rise in children developing mental health issues and that the Child and Adolescent Mental Health Service (CAHMS) is under pressure. Mindfulness sessions according to Rosenthal (2012) should be embedded into the curriculum to beat mental health issues in the classroom. Smith et al (2011) suggests that for any childhood intervention scheme to work a collaborative approach is needed, supporting this view is Cheminaise (2010) who suggests the Every Child Matters Framework emphasises that collaborative working contributes greatly to improving children's social and emotional wellbeing and future outcomes.

Reference list

Adelman, H. and Taylor, L. (2015). *Mental health in schools*. New york: Skyhorse Publishing.

Ang, L. (2012) 'Leading and Managing in the Early Years: A Study of the Impact of a NCSL Programme on Children's Centre Leaders' Perceptions of Leadership and Practice', *Educational Management Administration & Leadership*, 40(3), pp.289-304.

Blackburn, C. and Aubrey, C. (2016) 'Policy-to-practice context to the delays and difficulties in the acquisition of speech, language and communication in the early years', *International Journal of Early Years Education*, 24(4), pp.414-434.

Blanke, E., Riediger, M. and Brose, A. (2018) 'Pathways to happiness are multidirectional: Associations between state mindfulness and everyday affective experience', *Emotion*, 18(2), pp.202-211.

Chambers, R. and Hassed, C. (2015) 'Commentary on "Mindfulness Broadens Awareness and Builds Eudaimonic Meaning: A Process Model of Mindful Positive Emotion Regulation', *Psychological Inquiry*, 26(4), pp.326-335.

Chang, L. (2018) 'Mindfulness vs Mindlessness' <https://www.mindfulnessmuse.com/mindfulness/mindfulness-vs-mindlessness>

[Accessed: 23rd June 2018].

Chervonsky, E. and Hunt, C. (2018) 'Emotion regulation, mental health, and social wellbeing in a young adolescent sample: *A concurrent and longitudinal investigation*', *Emotion*, 16 (1), pp.22-34.

Cloitre, M., Khan, C., Mackintosh, M., Garvert, D., Henn-Haase, C., Falvey, E. and Saito, J. (2018) 'Emotion regulation mediates the relationship between ACES and physical and mental health', *Psychological Trauma: Theory, Research, Practice, and Policy*.

Davis, D. and Hayes, J. (2011) 'What are the benefits of mindfulness? A practice review of psychotherapy-related research', *Psychotherapy*, 48(2), pp.198-208.

Deng, Y., Li, S. and Tang, Y. (2012) 'The Relationship Between Wandering Mind, Depression and Mindfulness', *Mindfulness*, 5(2), pp.124-128.

Eggum-Wilkens, N., Valiente, C., Swanson, J. and Lemery-Chalfant, K. (2014) 'Children's shyness, popularity, school liking, cooperative participation, and internalizing problems in the early school years', *Early Childhood Research Quarterly*, 29(1), pp.85-94.

Ehmke, R. (2018) 'Anxiety in the Classroom Child Mind Institute' <https://childmind.org/article/classroom-anxiety-in-children/> [Accessed 23rd June 2018].

Everyday-mindfulness.org. (2018) 'The Benefits of Mindfulness' <https://www.everyday-mindfulness.org/the-benefits-of-mindfulness/> [Accessed: 24th June 2018].

Felver, J. and Jennings, P. (2015) 'Applications of Mindfulness-Based Interventions in School Settings: *an Introduction*', *Mindfulness*, 7(1), pp.1-4.

Friese, M. and Hofmann, W. (2016) 'State mindfulness, self-regulation, and emotional experience in everyday life', *Motivation Science*, 2(1), pp.1-14.

Gerver, R. (2012) 'Creating tomorrow's schools today. London: Continuum.

Kabat-Zinn, J. (2012) 'A *Serialization of Coming to Our Senses*', *Mindfulness*, 3(3), pp.247-248.

Gronski, M. (2013) 'Childhood Toxic Stress: A Community Role in Health Promotion for Occupational Therapists', *American Journal of Occupational Therapy*, 67(6), pp.e148-e153.

Harris, K. (2015) 'Children's spirituality and inclusion: strengthening a child's spirit with community, resilience and joy', *International Journal of Children's Spirituality*, 20(3-4), pp.161-177.

Hornor, G. (2015) 'Childhood Trauma Exposure and Toxic Stress: What the PNP Needs to Know', *Journal of Paediatric Health Care*, 29(2), pp.191-198.

Ingoldsby, E. (2010) 'Review of Interventions to Improve Family Engagement and Retention in Parent and Child Mental Health Programs', *Journal of Child and Family Studies*, 19(5), pp.629-645.

Kington, A., Gates, P. and Sammons, P. (2013) 'Development of social relationships, interactions and behaviours in early education settings', *Journal of Early Childhood Research*, 11(3), pp.292-311.

Kirkwood, D. (2012) 'Better classroom listening conditions can help all children to learn better', *The Hearing Journal*, 55(8), p.4.

Kocyigit, S. (2014) 'Preschool Age Children's Views about Primary School', *Educational Sciences: Theory & Practice*, 14 (5)(3), pp.1870-1875.

Lynes, V. (2018) 'Teaching Yoga and Mindfulness to Children - PranaShanti Yoga Centre' <http://pranashanti.com/services/yoga-mindfulness-children-ottawa/> [Accessed: 20th June 2018].

Marmot, M., Allen, J., Bell, R., Bloomer, E. and Goldblatt, P. (2012) 'WHO European review of social determinants of health and the health divide', *The Lancet*, 380(9846), pp.1011-1029.

Mental Health Foundation. (2018) 'Mindfulness' <https://www.mentalhealth.org.uk/a-to-z/m/mindfulness> [Accessed: 24th June 2018].

McDowall, P., Taumoepeau, M. and Schaughency, E. (2017) 'Parent involvement in beginning primary school: Correlates and changes in involvement across the first two years of school in a New Zealand sample', *Journal of School Psychology*, 62, pp.11-31.

McLellan, R. and Steward, S. (2014) 'Measuring children and young people's wellbeing in the school context', *Cambridge Journal of Education*, 45(3), pp.307-332.

Miyahara, M., Harada, T., Tanaka, S., Fukuhara, H., Kano, T., Ono, T. and Sadato, N. (2017) 'Mindfulness meditation for future early childhood teachers in Japan', *Teaching and Teacher Education*, 65, pp.136-144.

Montroy, J., Bowles, R., Skibbe, L., McClelland, M. and Morrison, F. (2016) 'The development of self-regulation across early childhood', *Developmental Psychology*, 52(11), pp.1744-1762.

National Assembly for Wales (2014) 'Inquiry into Child and Adolescent Mental Health Services (CAHMS)' <http://www.assembly.wales/laid%20documents/crld10016%20-%20report> [Accessed: 1st July 2018].

Nhs.uk. (2017) 'Mindfulness - NHS.UK' <http://www.nhs.uk/conditions/stress-anxiety-depression/mindfulness/> [Accessed: 8th July 2018].

Nieminen, S. and Sajaniemi, N. (2016) 'Mindful awareness in early childhood education', *South African Journal of Childhood Education*, 6(1), p.9.

Nolan, A., Taket, A. and Stagnitti, K. (2014) 'Supporting resilience in early years classrooms: the role of the teacher', *Teachers and Teaching*, 20(5), pp.595-608.

Özen Altınkaynak, Ş. and Akman, B. (2016) 'The Effects of Family-Based Literacy Preparation Program on Children's Literacy Preparation Skills', *TED EĞİTİM VE BİLİM*, 41(186).

Palmer, S. and Bayley, R. (2010). *Foundations of literacy*. London: Continuum International Pub. Group.

Rahl, H., Lindsay, E., Pacilio, L., Brown, K. and Creswell, D. (2017) 'Brief mindfulness meditation training reduces mind wandering: The critical role of acceptance', *Emotion*, 17(2), pp.224-230.

Renshaw, T. and Cook, C. (2016) 'Introduction to the special issue: Mindfulness in the schools-historical roots, current status, and future directions', *Psychology in the Schools*, 54(1), pp.5-12.

Rushton, S., Juola-Rushton, A. and Larkin, E. (2009) 'Neuroscience Play and Early Childhood Education: Connections, Implications and Assessment', *Early Childhood Education Journal*, 37(5), pp.351-361.

Rodger, R. (2016) *Planning an Appropriate Curriculum in the Early Years*. Taylor and Francis.

Rosenthal, M. and Gatt, L. (2010) 'Learning to Live Together': training early childhood educators to promote socio-emotional competence of toddlers and pre-school children', *European Early Childhood Education Research Journal*, 18(3), pp.373-390.

Shook, N., Ford, C., Strough, J., Delaney, R. and Barker, D. (2017) 'In the moment and feeling good: Age differences in mindfulness and positive affect', *Translational Issues in Psychological Science*, 3(4), pp.338-347.

Smith, E., Connell, C., Wright, G., Sizer, M., Norman, J., Hurley, A. and Walker, S. (2011) 'An Ecological Model of Home, School, and Community Partnerships: Implications for Research and Practice', *Journal of Educational and Psychological Consultation*, 8(4), pp.339-360.

Soni, A. (2011) 'Working with parents in early years settings', *Early Years*, 31(2), pp.203-204.

Subramanyam, M., Kawachi, I. and Subramanian, S. (2010) 'Reactions to Fair Society, Healthy Lives (The Marmot Review)', *Social Science & Medicine*, 71(7), pp.1221-1222.

Swick, K., Knopf, H., Williams, R. and Fields, M. (2012) 'Family-School Strategies for Responding to the Needs of Children Experiencing Chronic Stress', *Early Childhood Education Journal*, 41(3), pp.181-186.

Taylor, Z., Eisenberg, N., Spinrad, T., Eggum, N. and Sulik, M. (2013) 'The relations of ego-resiliency and emotion socialization to the development of empathy and prosocial behaviour across early childhood', *Emotion*, 13(5), pp.822-831.

Tufnell, G. (2013) 'Stress and reactions to stress in children', *Psychiatry*, 7(7), pp.299-303.

Unicef UK. (2017) 'UN Convention on the Rights of the Child (UNCRC) - Unicef UK' <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/> [Accessed: 24th June 2018].

Ward, U. (2013). *Working with Parents in the Early Years*. Exeter: SAGE Publications.

Wisner, B. and Starzec, J. (2015) 'The Process of Personal Transformation for Adolescents Practicing Mindfulness Skills in an Alternative School Setting', *Child and Adolescent Social Work Journal*, 33(3), pp.245-257.

Welsh Government (2018) 'Child and adolescent mental health' <https://gov.wales/topics/health/nhswales/mental-health-services/policy/child-mental/?lang=en> [Accessed 23rd June 2018].

Welsh Government. (2015) 'Foundation Phase Framework' <http://gov.wales/docs/dcells/publications/150803-fp-framework-en.pdf> [Accessed: 24th June 2018].

Yoga education resources. (2018) V1 Fergus – 5 yoga poses – early childhood. [Online]. Available at: <http://www.yogaeducationresources.com/shop/fergus-5-yoga-poses-early-childhood> [Accessed: 20th June 2018].

Zelazo, P. and Lyons, K. (2012) 'The Potential Benefits of Mindfulness Training in Early Childhood: A Developmental Social Cognitive Neuroscience Perspective', *Child Development Perspectives*, 6(2), pp.154-160.

