

Social, Emotional and Mental Wellbeing in Primary and Secondary Education Advisory Committee Interests Register

Publication Date: 06/07/2022

Name	Role with NICE	Type of interest	Description of interest	Interest arose	Interest declared	Interest ceased	Comments
David Croisdale-Appleby	Chair	Direct - non-financial professional and personal	Chairman of the Durham University Business School International Advisory Board	2007	12/2017		Declare and participate Rationale: interest is non-specific
David Croisdale-Appleby		Direct - non-financial professional and personal	Chair of the Royal College of Physicians	2019	09/2019		Declare and participate Rationale: interest is non-specific
David Croisdale-Appleby		Direct - non-financial professional and personal	Chairman of the Science Council	2017	09/2017	2020	Declare and participate Rationale: interest is non-specific
David Croisdale-Appleby		Direct - non-financial professional and personal	Chairman of Dementia UK	2013	09/2017		Declare and participate Rationale: interest is non-specific
David Croisdale-Appleby		Direct - non-financial professional and personal	Chairman of the Government Advisory Group on Carers	2015	09/2017		Declare and participate Rationale: interest is non-specific

David Croisdale-Appleby		Direct - financial	Director of Health Education England	2014	09/2017		Declare and participate Rationale: interest is non-specific
David Croisdale-Appleby		Direct – non-financial professional and personal	Member of the Advisory Panel on Public and Patient Involvement in Medical Research and Specialist Reviewer for the Medical Research Council	2012	09/2017		Declare and participate Rationale: interest is non-specific
David Croisdale-Appleby		Direct – non-financial professional and personal	Academy of Medical Educators: Council Member, Chair of Clinical Excellence Awards Committee and Chair of the Equality and Diversity Committee.	2017	09/2017		Declare and participate Rationale: interest is non-specific

David Croisdale-Appleby		Direct – non-financial professional and personal	Professor of Medical Education at the University of Aberdeen	2016	09/2017		Declare and participate Rationale: interest is non-specific
David Croisdale-Appleby		Direct – non-financial professional and personal	Professor of Human, Health and Life Sciences at Manchester Metropolitan University	2015	09/2017		Declare and participate Rationale: interest is non-specific
David Croisdale-Appleby		Direct – non-financial professional and personal	Professor of Social Policy and Social Work, Huddersfield University	2016	09/2017		Declare and participate Rationale: interest is non-specific
David Croisdale-Appleby		Direct – non-financial professional and personal	Professor of Corporate Strategy, Durham University Business School	1999	09/2017		Declare and participate Rationale: interest is non-specific
David Croisdale-Appleby		Direct – non-financial professional and personal	The Honorary Ambassador for the United Kingdom for the Nelson Mandela Legacy, the Children's Hospital in South Africa serving the 15 nations of the Southern Africa Development Community	2011	09/2017		Declare and participate Rationale: interest is non-specific
David Croisdale-Appleby		Direct – non-financial	Professor of Health Sciences and Community	02/2019	03/2019		Declare and participate

		professional and personal	Healthcare, University of Derby				Rationale: interest is non-specific
David Croisdale-Appleby		Direct – non-financial professional and personal	Think Ahead, Board Member	2015	03/2019		Declare and participate Rationale: interest is non-specific
David Croisdale-Appleby		Direct – non-financial professional and personal	Ministerial Adviser on the Carers Action Plan for the Department of Health and Social Care.	03/2019	04/2019		Declare and participate Rationale: interest is non-specific
David Croisdale-Appleby		Direct – non-financial professional and personal	Member of the Advisory Board for the NIHR East of England ARC	11/2020	12/2020		Declare and participate Rationale: interest is non-specific
David Croisdale-Appleby		Direct – non-financial professional and personal	Professor of Health Sciences at University of Gloucestershire	2018	06/2021		Declare and participate Rationale: interest is non-specific
David Croisdale-Appleby		Direct – non-financial professional and personal	Professor of Medicine, Health and Care Professions Education, University of Lincoln	2018	06/2021		Declare and participate Rationale: interest is non-specific
David Croisdale-Appleby		Direct – non-financial professional and personal	Professor of Health and Life Sciences, Teesside University	2019	06/2021		Declare and participate Rationale: interest is non-specific

Janis Baird	Core member	Direct – non-financial professional and personal	I, and a group of colleagues, at the MRC Lifecourse Epidemiology Unit, University of Southampton, are collaborating with Iceland Foods Ltd to evaluate the impact fruit and vegetable availability on diet.	2015	08/2017		Declare and participate Rationale: interest is non-specific and no funding was involved (collaboration only)
Janis Baird		Direct – non-financial professional and personal	I was a member of the NIHR Research for Patient Benefit Research Funding Committee for the South East and South Central from 2013 to 2018.	2013	08/2017	2018	Declare and participate Rationale: interest is non-specific and no funding was involved (committee only)
Janis Baird		Direct – non-financial professional and personal	MRC research grant for a project on social media and smartphone use and self-harm in young people (35 – YP study). I am one of the co-investigators.	03/2019	04/2019		Declare and participate Rationale: interest is non-specific

Janis Baird		Direct –non-financial professional and personal and indirect-financial	I, and a group of colleagues, at the MRC Lifecourse Epidemiology Centre, have funding from NIHR to develop and evaluate an intervention to improve diet and physical activity in young people aged 12-14 years.	10/2018	04/2019		Declare and participate Rationale: interest is non-specific and funding went to employer
Janis Baird		Direct –non-financial professional and personal	I am a member of the NIHR Public Health Research Programme Funding Committee	2013	08/2017	2018	Declare and participate Rationale: interest is non-specific and no funding was involved (committee only)
Janis Baird		Direct –non-financial professional and personal	I am a co-investigator on a project (EACH-B) that aims to improve young people's diet and physical activity levels with a multi-component intervention delivered in schools	2016	06/2021		Declare and participate Rationale: interest is non-specific and funding went to employer
Ross Cowan	Core member		None declared.		08/2017		
Hiten Dodhia	Core member	Direct –non-financial professional and personal	I am a member of the steering group for the LEAVO Trial (A Multicentre Phase III Double-masked Randomised Controlled Non-Inferiority Trial	12/2016	09/2017	04/2019	Declare and participate Rationale: interest is non-specific

			comparing the clinical and cost effectiveness of intravitreal therapy with ranibizumab (Lucentis) vs aflibercept (Eylea) vs bevacizumab (Avastin) for Macular Oedema due to Central Retinal Vein Occlusion (CRVO).				
Hiten Dodhia		Direct –non-financial professional and personal	Member of NICE Connect Pathways Committee – co-opted member	11/2018	03/2019	09/2019	Declare and participate Rationale: interest is non-specific
Hiten Dodhia		Direct –non-financial professional and personal	Expert Advisor CfG NICE	10/2017	03/2019		Declare and participate Rationale: interest is non-specific
Hiten Dodhia		Direct –non-financial professional and personal	Multiple Long Term Conditions Research Programme with Kings College, London – this is a 3 year research programme looking at reducing progression from one to many LTCs	12/2018	03/2019		Declare and participate Rationale: interest is non-specific
Hiten Dodhia		Direct –non-financial professional and personal	NIHR Research Design Service (London) Researcher in Residence	05/2021	05/2021		Declare and participate

							Rationale: interest is non-specific
Rose Durban	Core member	Direct –non-financial professional and personal	UKCCIS (UK Council for Child Internet Safety) Executive Board: I was the ADCS (Association for Directors of Children's Services) representative on the UKCCIS Executive Board. I served in a voluntary capacity.	05/2016	08/2017	11/2018	Declare and participate Rationale: interest is non-specific and no funding is involved
Rose Durban		Direct – non-financial professional and personal	The Laurel Trust: I am a trustee of the Laurel Trust, a charity focused on supporting school leaders serving challenging communities through small research and innovation grants. I serve in a voluntary capacity.	2006	08/2017		Declare and participate Rationale: interest is non-specific and no funding is involved
Rose Durban		Direct - financial	Hastings and Rother CCG & Eastbourne, Hailsham and Seaford CCG: I was a lay member of these two CCGs and chaired their finance and performance and also their procurement committees. These were paid positions.	10/2016	08/2017	04/2020	Declare and participate Rationale: interest is non-specific

Rose Durban		Direct –non-financial professional and personal	Samaritans: I volunteer in my local branch at Hastings.	10/2016	08/2017		Declare and participate Rationale: interest is non-specific
Rose Durban		Direct –non-financial professional and personal	The Baird, Hollington and Robsack Wood Academies in Hastings: I am chair of the Federated Local Board of these 3 academies. I serve in a voluntary capacity.	10/2016	03/2019		Declare and participate Rationale: interest is specific but no funding is involved
Rose Durban		Direct –non-financial professional and personal	I am a member of the University of Brighton (the MAT to which these schools belong) Education and Standards Committee. I serve in a voluntary capacity, helping provide oversight of progress and achievements across the Trust schools.	10/2016	03/2019		Declare and participate Rationale: interest is non-specific
Rose Durban		Direct – financial	Children’s services consultancy - I currently provide some independent children’s services consultancy to local authorities and their	08/2012	09/2019		Declare and participate Rationale: interest is non-specific

			partners, including leading peer reviews. Recently (in the last year) this has included leading a peer review into SEND provision in Trafford, supporting South London CCG/ICS in reviewing provision for children with learning disabilities and autism, and reviewing complaints and concerns in a local authority. I also currently support as a Staff College Associate some leadership development programmes and writing on cultural competence				
Rose Durban		Direct – non-financial professional and personal	Member of the NICE CfG Panel of Expert Advisers	10/2017	09/2019		Declare and participate Rationale: interest is non-specific
Rose Durban		Direct – financial	Independent person for Rother District Council. The function of this role is to support the council in its arrangements for dealing with any standards issues that may arise in Rother district. This is a four-year term to December 2023.	12/2019	02/2020		Declare and participate Rationale: interest is non-specific

Rose Durban		Direct – financial	<p>I currently support The Staff College as an Associate. The Staff College provides professional support for Directors of Children's Services. Work has focused on leadership development and equalities work. In the last year this has included leadership development work in a number of authorities, presentations at a number of national and regional conferences and co-writing on behalf of the College, 'Leadership in Colour – the fierce Urgency of Now' by Rose Durban, Meera Spillett and Rosemary Campbell-Stevens, published June 2020</p> <p>As part of the Staff College Associate work I am one of the evaluators for the HEE funded Restorative Practice project across the SE and Southern Region looking at the impact this is having on systems leadership to improve</p>	01/2019 And progres sively updated	02/2020		<p>Declare and participate</p> <p>Rationale: interest is non-specific</p>
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			children's mental health and wellbeing. The evaluation was 'frozen' because of the impact of Covid 19 in April 2020 and re-started in August 2021. It is due to complete in summer 2022				
Rose Durban		Direct –non-financial professional and personal	Chair of the federated Local Board for The Hastings Academy and St Leonards Academy, secondary schools in Hastings.	04/2020	09/2020		Declare and participate Rationale: interest is specific but no funding is involved
Rose Durban		Direct –non-financial professional and personal	Interim chair of governors at the Genesis Federation of schools (Peasmarsh C of E Primary and Beckley C of E Primary)	09/2021	09/2021		Declare and participate Rationale: interest is specific but no funding is involved
Rose Durban		Direct – non-financial professional and personal	Peer reviewer for forthcoming NICE Looked After Children and Young People guidance.	01/2021	01/2021		Declare and participate Rationale: open declaration is sufficient mitigation
Jasmine Murphy	Core member	Direct – financial	Member of the Families Research Advisory Group of the National Children's Bureau. This is an unpaid position however travel expenses are reimbursed and I receive a £15 gift	07/2018	07/2018		Declare and participate Rationale: interest is non-specific

			token for participating in each meeting. I have not been involved with any work relating to schools.				
Jasmine Murphy		Direct – financial	Consultant in Public Health to the Office of the Police and Crime Commissioner, working with the Leicester, Leicestershire and Rutland Violence Reduction Network. The initial focus will be on youth violence (under 25) with a particular emphasis on knife crime.	10/2019	10/2019	03/2020	Declare and participate Rationale: Interest is non-specific and is part of the member's salaried position.
Jasmine Murphy		Indirect – non-financial professional and personal	Has two children who are active members of the National Children's Bureau.	03/2015	10/2019		Declare and participate Rationale: interest is non-specific
Jasmine Murphy		Direct – non-financial professional and personal	Honorary Senior Clinical Teaching Fellow, University College London.	02/2018	06/2021		Declare and participate Rationale: interest is non-specific
Jasmine Murphy		Direct – non-financial professional and personal	Expert Adviser for the NICE Centre for Guidelines.	10/2017	06/2021		Declare and participate Rationale: interest is non-specific

Jasmine Murphy		Direct – non-financial professional and personal	Editorial Board member for Oral Diseases (a peer reviewed journal)	01/2016	06/2021		Declare and participate Rationale: interest is non-specific
Patrick Saunders	Core member	Direct – non-financial professional and personal	Board Member of the Faculty of Public Health	09/2015	08/2017		Declare and participate Rationale: interest is non-specific
Patrick Saunders		Direct - financial	Director of Carolan57 Ltd (Company does not provide consultancy on school issues)	04/2013	05/2018		Declare and participate Rationale: interest is non-specific
Lily Yao	Core member	Direct – financial	Attended the 10 th Wuyi Hypertension Summit Forum in Fuzhou, China as keynote speaker, held 15-17 November 2019. During this period, I also attended the ceremony of 60 th anniversary of School, Public Health, Fujian Medical University which was held on 17 th November 2019. My flights and accommodation were covered by the First affiliated hospital, Fujian Medical University. The topics of my talk were “economic evaluation in heart disease.” And	11/2019	09/2019	09/2019	Declare and participate Rationale: interest is non-specific

			<p>“economic evaluation in mental health”</p> <p>Update February 2020: speaker fees also received, also covered by the First affiliated hospital, Fujian Medical University but were donated to charity.</p>				
Lily Yao		Direct - financial	<p>I received wines as a Christmas gift from Boston Analysis group between 2015-2018.</p>	12/2018	09/2019	12/2018	<p>Declare and participate</p> <p>Rationale: interest is non-specific and personal gain is within reasonable amounts. No potential to benefit further from involvement in this guideline as a result of this interest.</p>
Lily Yao		Non-financial Professional and personal and Indirect, Financial	<p>Research funding which I am co-PI:</p> <p>Patient-reported outcome measures for monitoring primary care patients with depression: PROMDEP randomised controlled trial. Lily is co-applicant and leads health economics of the project.</p>	01/2019	09/2019		<p>Declare and participate</p> <p>Rationale: interest is non-specific</p>

Lily Yao		Non-financial Professional and personal and Indirect, Financial	Research funding which I am co-PI: REducing and preventing COgnitive impairment iN older age groups (the RECON Programme) NIHR program grant led by Paul Little. Lily is co- applicant and leads health economics of the project.	04/2017	09/2019		Declare and participate Rationale: interest is non- specific
Lily Yao		Non-financial Professional and personal and Indirect, Financial	Research funding which I am co-PI: REviewing long-term anti- Depressant Use by Careful monitoring in Everyday practice (REDUCE) programme. NIHR program grant led by Tony Kendrick. Lily is co- applicant and leads health economics of the project.	11/2016	09/2019		Declare and participate Rationale: interest is non- specific
Lily Yao		Non-financial Professional and personal and Indirect, Financial	Research funding which I am co-PI: Antibiotics for lower Respiratory Tract Infection in Children presenting in Primary Care (ARCTIC PC. Funded by NIHR HTA. Led by PI Paul Little. Lily is	11/2015	09/2019		Declare and participate Rationale: interest is non- specific

			co-applicant and leads health economics of the project.				
Lily Yao		Non-financial Professional and personal and Indirect, Financial	<p>Research funding which I am co-PI:</p> <p>Feasibility study for a randomized controlled trial of patient reported outcome measures (PROMs) in the assessment and follow-up monitoring of patients with depression in primary care. NIHR Research for Patient Benefit (RfPB). PI Prof Tony Kendrick,, University of Southampton. Lily is co-applicant.</p>	09/2014	09/2019		<p>Declare and participate</p> <p>Rationale: interest is non-specific</p>
Lily Yao		Non-financial Professional and personal and Indirect, Financial	<p>Research funding which I am co-PI:</p> <p>Patient-reported outcome measures for monitoring primary care patients with depression: PROMDEP randomized controlled trial. Lily is co-applicant and leads health economics of the project.</p>	01/2019	09/2019		<p>Declare and participate</p> <p>Rationale: interest is non-specific</p>

Lily Yao		Non-financial Professional and personal	Co-author for the following publication related to the topic under review: Sonuga-Barke EJS, et al. A comparison of the clinical effectiveness and cost of specialized individually delivered patient training for preschool attention- deficit/hyperactivity disorder and a generic, group based programme: a multi-centre, randomized controlled trial of the New Forest Parenting Programme versus Incredible Years. Eur Child Adolesc Psychiatry. 2018 Jun;27(6):797-809.	03/2013	09/2019	06/2018	Declare and participate Rationale: interest is non- specific
Lily Yao		Non-financial Professional and personal	Has had the following paper accepted for publication in BMJ open: Sam Tromans, Guiqing Yao, Reza Kiani, Regi Alexander, Mohammed Al- Uzri, Traolach Brugha, An investigation of the prevalence of autism among adults admitted to	12/2019	12/2019		Declare and participate Rationale: interest is non- specific

			acute mental health wards: A cross-sectional study.				
Rebecca Harris	Topic expert member	Indirect, Financial	Led a course on well-being in school which other schools buy into, that shows the 3-year programme we have created to improve well-being of children. The money goes to the school.	Spring 2019	09/2019		Declare and participate Rationale: monies received goes to the employer
Rebecca Harris		Non-financial Professional and personal	On a local Governing body for a school my Children attend – am link governor for work on pupil premium children	12/2017	09/2019		Declare and participate Rationale: interest is non-specific
Rebecca Harris		Non-financial Professional and personal Indirect	RH's school participated in documentary targeting mental health awareness, specifically boys related: BBC Three - Roman Kemp: Our Silent Emergency	01/2021	01/2021		Declare and participate Rationale: RH's school and their approach were filmed but RH was not named and did not share any personal views on the topic.
Susan Otit	Topic expert member	Non-financial Professional and personal	Haringey CCG are part of national pilot for Trailblazer project	01/2019	09/2019		Declare and participate Rationale: open declaration is sufficient mitigation

Sallyann Sutton	Topic expert member	Direct, financial	Is a member of SAPHNA (School and Public Health Nurse Association) and does some consultancy work for them. Has recently been paid to develop an e-learning package on behalf of SAPHNA for 'Fixers', a national charity on the topic of Body Image. The work is government funded by the Tampon Tax Fund.	04/2019	10/2019	11/2019	Declare and participate Rationale: interest is non-specific
Sallyann Sutton		Direct, non-financial professional and personal	Is currently doing a piece of work on the future of school nursing on behalf of SAPHNA funded by ADPH (Association of Directors of Public Health).	2019	10/2019		Declare and participate Rationale: Open declaration is sufficient mitigation.
Sallyann Sutton		Direct, non-financial professional and personal	SS' NHS Trust is part of the Mental Health Support Teams in Schools trailblazer project. SS is part of Task and Finish group overseeing this however this is part of day to day role.	2019	10/2019		Declare and participate Rationale: Open declaration is sufficient mitigation.
Penny Sykes	Topic expert member		None declared		05/2019		

Michael Wigelsworth	Topic expert member	Direct Non-financial, professional and personal interest	Author of Humphrey, Neil; Kalambouka, Afroditi; Wigelsworth, Michael; Lendrum, Ann; Going for goals: An evaluation of a short, social-emotional intervention for primary school children.; School Psychology International; 2010; vol. 31 (no. 3); 250-270 which is included in the evidence review for Review Question 4.1	2010	09/2019		Partially excluded: Excluded from the drafting of any recommendations concerning these interventions within Review Question 4.1.
Michael Wigelsworth		Direct Non-financial, professional and personal interest	Author of Humphrey, Neil; Kalambouka, Afroditi; Wigelsworth, Michael; Lendrum, Ann; Lennie, Clare; Farrell, Peter; New beginnings: Evaluation of a short social-emotional intervention for primary-aged children.; Educational Psychology; 2010; vol. 30 (no. 5); 513-532 which is included in the evidence review for Review Question 4.1	2010	09/2019		Partially excluded: Excluded from the drafting of any recommendations concerning these interventions within Review Question 4.1.
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Author of the following academic paper relating to the topic:</u> Panayiotou, M., Humphrey, N., &	2019	09/2019		Partially excluded: Excluded from the drafting of any recommendations concerning these

			Wigelsworth, M. (2019). An empirical basis for linking social and emotional learning to academic performance. Journal of Educational Psychology which is included in the evidence review for Review Question 4.1				interventions within Review Question 4.1.
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Author of the following academic paper relating to the topic:</u> Qualter, P., Davis, S., Keefer, K., Parker, D., Saklofske, D., Wigelsworth, M., Stough, C., & Simmons, N. (2017). Emotional Competencies in Education: Core concepts and applications. In Putwain, D., & Smart, K. (Eds.), The role of competence beliefs in teaching and learning (51-70). Leicester: British Psychological Society	2017	09/2019		Declare and participate - reviewed at each committee meeting and no conflict identified
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Author of the following academic paper relating to the topic:</u> Davis, S., & Wigelsworth, M. (2017). Structural and	2017	09/2019		Declare and participate - reviewed at each committee meeting and no conflict identified

			predictive properties of the Emotional Quotient Inventory Youth Version - Short Form (EQ-i:YV[S]). Journal of Personality Assessment, 100, 2 196-206				
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<p><u>Author of the following academic paper relating to the topic:</u></p> <p>Wigelsworth, M., Lendrum, A., Oldfield, J., Scott, A., ten Bokkel, I., & Emery, C. (2016). The impact of trial stage, developer involvement and international transferability on universal social and emotional learning programmes: A meta-analysis. Cambridge Journal of Education, 46, 347-376 [invited article]</p>	2016	09/2019		Declare and participate - reviewed at each committee meeting and no conflict identified
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<p><u>Author of the following academic paper relating to the topic:</u></p> <p>Wigelsworth, M., Qualter, P., & Humphrey, N. (2016). Emotional self-efficacy, conduct problems and academic attainment: developmental cascade</p>	2016	09/2019		Declare and participate - reviewed at each committee meeting and no conflict identified

			effects in early adolescence. European Journal of Developmental Psychology, 14, 172-189.				
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Author of the following academic paper relating to the topic:</u> Humphrey, N., Barlow, A., Wigelsworth, M., Lendrum, A., Pert, K. et al., (2016). A cluster randomized controlled trial of the Promoting Alternative Thinking Strategies (PATHS) curriculum. Journal of School Psychology, 58, 73-89	2016	09/2019		Declare and participate - reviewed at each committee meeting and no conflict identified
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Author of the following academic paper relating to the topic:</u> Humphrey, N., & Wigelsworth, M. (2016) Making the case for universal school-based mental health screening. Emotional Behavioural Difficulties. 21, 1-21.	2016	09/2019		Declare and participate - reviewed at each committee meeting and no conflict identified
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Author of the following academic paper relating to the topic:</u>	2015	09/2019		Declare and participate - reviewed at each committee meeting and no conflict identified

			Wigelsworth, M., Oldfield, J., & Humphrey, N. (2015). Validation of the Wider Outcomes Survey for Teachers (WOST): A measure for assessing the behaviour, relationships and exposure to bullying of children and young people with SEND. Journal of Research in Special Educational Needs, 1, 3-11.				
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<p><u>Author of the following academic paper relating to the topic:</u></p> <p>Barlow, A., Humphrey, N., Lendrum, A., Wigelsworth, M., & Squires, G. (2015). Evaluation of the Implementation and Impact of an Integrated Prevention Model on the Academic Progress of Students with Disabilities. Research in Developmental Disabilities 36, 505-525</p>	2015	09/2019		Declare and participate - reviewed at each committee meeting and no conflict identified
Michael Wigelsworth		Direct Non-financial,	<p><u>Author of the following academic paper relating to the topic:</u></p>	2013	09/2019		Declare and participate - reviewed at each committee meeting and no conflict identified

		professional and personal interest	Lendrum, A., & Wigelsworth, M. (2013). The evaluation of school-based social and emotional learning interventions: Current issues and future directions. <i>Psychology of Education Review</i> 37, 70-74.				
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Author of the following academic paper relating to the topic:</u> Wigelsworth, M., Humphrey, N., & Lendrum, A. (2013). Assessing differential effects of implementation quality and risk status in a whole-school social and emotional learning programme: Secondary SEAL. <i>Mental Health and Prevention</i> , 1, 11-18. [invited article]	2013	09/2019		Declare and participate Rationale: this paper is included in the evidence base for Review Question 1 but open declaration is sufficient mitigation.
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Author of the following academic paper relating to the topic:</u> Humphrey, N., Lendrum, A., & Wigelsworth, M. (2013). Making the most of school-based prevention: Lessons from the social	2013	09/2019		Declare and participate Rationale: despite being a specific interest this paper is not included in the evidence base due to study design.

			and emotional aspects of learning (SEAL) programme. Emotional and Behavioural Difficulties, 18, 248-260. [invited article]				
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Author of the following academic paper relating to the topic:</u> Humphrey, N. Lendrum, A. Barlow, A., Wigelsworth, M. & Squires, G. (2013). Achievement for All: Improving psychosocial outcomes for students with special educational needs and disabilities. Research in Developmental Disabilities, 34, 1210-1225.	2013	09/2019		Declare and participate - reviewed at each committee meeting and no conflict identified
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Author of the following academic paper relating to the topic:</u> Wigelsworth, M., Humphrey, N., & Lendrum, A. (2013). Evaluation of a school-wide preventive intervention for adolescents: The Secondary Social and Emotional Aspects of Learning (SEAL) programme. School Mental Health, 5, 96-109.	2013	09/2019		Declare and participate Rationale: this paper is included in the evidence base for Review Question 1 but open declaration is sufficient mitigation.

Michael Wigelsworth		Direct Non-financial, professional and personal interest	Author of the following <u>academic paper relating to the topic:</u> Lendrum, A., Humphrey, N., Wigelsworth, M. (2012). Social and emotional aspects of learning (SEAL) for secondary schools: Implementation difficulties and their implications for school-based mental health promotion. Child and Adolescent Mental Health, 18, 158-164.	2012	09/2019		Declare and participate Rationale: this paper is included in the evidence base for Review Question 1 but open declaration is sufficient mitigation.
Michael Wigelsworth		Direct Non-financial, professional and personal interest	Author of the following <u>academic paper relating to the topic:</u> Humphrey, N., Wigelsworth, M., Barlow, A., & Squires, G. (2012). The role of school and individual differences in the academic attainment of learners with special educational needs and disabilities: A multi-level analysis. International Journal of Inclusive Education, 17, 909-931.	2012	09/2019		Declare and participate - reviewed at each committee meeting and no conflict identified
Michael Wigelsworth		Direct Non-financial, professional and personal interest	Author of the following <u>academic paper relating to the topic:</u>	2012	09/2019		Declare and participate - reviewed at each

			Squires, G., Humphrey, N., Barlow, A., & Wigelsworth, M. (2012). The identification of Special Educational Needs and the month of birth: differential effects of category of need and level of assessment. <i>European Journal of Special Needs Education</i> , 27, 1-13.				committee meeting and no conflict identified
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Author of the following academic paper relating to the topic:</u> Humphrey, N., & Wigelsworth, M. (2012). Modelling the factors of children's mental health difficulties in primary school: A multi-level study. <i>School Psychology Review</i> , 41, 326-341.	2012	09/2019		Declare and participate - reviewed at each committee meeting and no conflict identified
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Author of the following academic paper relating to the topic:</u> Wigelsworth, M., Humphrey, N., & Lendrum, A. (2011). A national evaluation of the impact of the secondary Social and Emotional Aspects of Learning (SEAL) programme. <i>Educational Psychology</i> , 32, 213-238.	2011	09/2019		Declare and participate Rationale: this paper is included in the evidence base for Review Question 1 but open declaration is sufficient mitigation.

Michael Wigelsworth		Direct Non-financial, professional and personal interest	Author of the following <u>academic paper relating to the topic:</u> Humphrey, N., Kalambouka, A., Wigelsworth, M. Lendrum, A., Wolpert, M., & Aitken, J. (2011). Measures of social and emotional skills for children and young people: a systematic review. Educational and Psychological Measurement, 71, 617-637.	2011	09/2019		Declare and participate - reviewed at each committee meeting and no conflict identified
Michael Wigelsworth		Direct Non-financial, professional and personal interest	Author of the following <u>academic paper relating to the topic:</u> Wigelsworth, M., Humphrey, N., Kalambouka, A., & Lendrum, A. (2010). A review of key issues in the measurement of children's social and emotional skills. Educational Psychology in Practice, 26, 173-286.	2010	09/2019		Declare and participate - reviewed at each committee meeting and no conflict identified
Michael Wigelsworth		Direct Non-financial, professional and personal interest	Author of the following <u>academic paper relating to the topic:</u> Humphrey, N., Kalambouka, A., Lendrum, A., Wigelsworth M., Lendrum, A., Lennie,	2010	09/2019		Declare and participate - reviewed at each committee meeting and no conflict identified

			C., & Farrell, P.(2010) New Beginnings: Evaluation of a short social-emotional intervention for primary aged children. Educational Psychology, 30,1-20.				
Michael Wigelsworth		Direct Non- financial, professional and personal interest	<u>Author of the following academic paper relating to the topic:</u> Humphrey, N., Lendrum, A., Wigelsworth, M., & Kalambouka, A. (2009). Primary social and emotional aspects of learning (SEAL) small group interventions: a qualitative study of factors affecting implementation and the role of Local Authority support. International Journal of Emotional Education, 1, 34-54.	2009	09/2019		Declare and participate Rationale: despite being a specific interest this paper is not included in the evidence base for Review Question 1 as the date falls outside of the study protocols.
Michael Wigelsworth		Direct Non- financial, professional and personal interest	<u>Author of the following academic paper relating to the topic:</u> Humphrey, N., Lendrum, A., & Wigelsworth, M. (2009). Implementation of Primary Social and Emotional Aspects of Learning small group	2009	09/2019		Declare and participate - reviewed at each committee meeting and no conflict identified

			work: A qualitative study. Pastoral Care in Education, 27, 219-239.				
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Author of the following academic paper relating to the topic:</u> Lendrum, A., Humphrey, N., Kalambouka, A., & Wigelsworth, M. (2009). Implementing primary Social and Emotional Aspects of Learning (SEAL) small group interventions: Recommendations for practitioners. Emotional and Behavioural Difficulties, 14, 339-238.	2009	09/2019		Declare and participate Rationale: despite being a specific interest this paper is not included in the evidence base for Review Question 1 as the date falls outside of the study protocols.
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Author of the following academic paper relating to the topic:</u> <u>Wigelsworth, M., Eccles, A., & Santos, J. (2021). Social and Emotional Learning: A survey of English primary school's priorities, perceptions, and practices. International Journal of Emotional Education, 13(2), 23-39.</u> https://www.um.edu.mt/library/oar/bitstream/123456789/85625/1/IJEE13%282%29A2.pdf	2021	03/2022		Declare and participate Rationale: This paper is specific to the topic but published outside of the literature search period so was not included in the evidence base.

Michael Wigelsworth		Direct Non-financial, professional and personal interest	Author of the following <u>academic paper relating to the topic:</u> <u>Wigelsworth, M., Verity, A., Mason, C., Qualter, P., & Humphrey, N. (2021). Social and Emotional Learning in primary schools: A review of the current state of evidence. British Journal of Educational Psychology, e12480. https://doi.org/10.1111/bjep.12480</u>	2021	03/2022		Declare and participate Rationale: This paper is specific to the topic but published outside of the literature search period so was not included in the evidence base.
Michael Wigelsworth		Direct Non-financial, professional and personal interest	Author of the following <u>academic paper relating to the topic:</u> <u>Wigelsworth, M., Mason, C., Verity, L., Qualter, P., Humphrey, N. (2022). Making a Case for Core Components: New Frontiers in SEL Theory, Research, and Practice. School Psychology Review, https://doi.org/10.1080/2372966X.2021.2004863</u>	2022	03/2022		Declare and participate Rationale: This paper is specific to the topic but published outside of the literature search period so was not included in the evidence base.
Michael Wigelsworth		Direct Non-financial, professional and personal interest	Author of the following <u>book:</u> Humphrey, N., Lendrum, A., Wigelsworth, M., & Greenberg, M. (Eds.)	2018	09/2019		Declare and participate Rationale: despite being a specific interest this type of publication would not be

			(2018). Social and Emotional Learning. London: Routledge.				included in the evidence base
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Author of the following official report:</u> Wigelsworth, M., Verity, L., Mason, C., Humphrey, N., & Qualter, P. (expected 09/2019). Programmes to Practice: Identifying effective, evidence-based social and emotional learning strategies for teachers and schools. London: Education Endowment Foundation.	2019	09/2019		Declare and participate - reviewed at each committee meeting and no conflict identified
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Author of the following official report:</u> Wigelsworth, M. et al. (expected 09/2019) Programmes to Practices: Results from a Social & Emotional School Survey. London: Education Endowment Foundation.	2019	09/2019		Declare and participate - reviewed at each committee meeting and no conflict identified
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Author of the following official report:</u> Wigelsworth, M., Squires, G., Birchinall, L., Kalambouka, A., Lendrum, L., Black, L... Britteon, P. (2018). FRIENDS for life: Evaluation report and executive summary.	2018	09/2019		Partially excluded: Excluded from the drafting of any recommendations concerning these interventions

			London: Education Endowment Foundation.				
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Author of the following official report:</u> Humphrey, N., Hennessey, A., Lendrum, A., Wigelsworth, M., Panayiotou, M., Joyce, C., Stephens, E., Wo, L., Squires, G., Woods, K., Harrison, M., & Calam, R. (2018). The PATHS curriculum for promoting social and emotional well-being among children aged 7- 9 years: A cluster RCT. London: Education Endowment Foundation.	2018	09/2019		Declare and participate - reviewed at each committee meeting and no conflict identified
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Author of the following official report:</u> Wigelsworth, M., Humphrey, N., Black, L., Symes, W., Frearson, K., Ashworth, E... Anders, L. (2017). Social, Psychological, Emotional, and Concepts of Self and Resilience Outcomes: Understanding and Measurement (SPECTRUM). A Brief Guide to the Selection, Use and Interpretation of SPECTRUM measures.	2017	09/2019		Partially excluded: Excluded from the drafting of any recommendations for Review Question 2.3

			London: Education Endowment Foundation.				
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Author of the following official report:</u> West, M., Wigelsworth, M., Ainscow, M., & Troncoso ruiz, P. (2016). Challenge the Gap evaluation: Final report. London: Education Endowment Foundation	2016	09/2019		Declare and participate - reviewed at each committee meeting and no conflict identified
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Author of the following official report:</u> West, M., Wigelsworth, M. & Ainscow, M. (2013). Challenge the Gap evaluation: Interim progress report. London: Education Endowment Foundation	2013	09/2019		Declare and participate - reviewed at each committee meeting and no conflict identified
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Author of the following official report:</u> Dyson, A., Kerr, K., Raffo, C., & Wigelsworth, M. (2012). Developing Children's Zones for England. London: Save the Children.	2012	09/2019		Declare and participate - reviewed at each committee meeting and no conflict identified
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Author of the following official report:</u> Humphrey, N., Squires, G., Barlow, A., Wigelsworth, M., Lendrum, A., Kalambouka, A., Bulman,	2011	09/2019		Declare and participate - reviewed at each committee meeting and no conflict identified

			W., Hebron, J., Oldfield, J., & Wo, L. (2011). Achievement for all national evaluation: Final Report. London: Department of Education.				
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Author of the following official report:</u> Humphrey, N., Squires, G., Barlow, A., Wigelsworth, M., Lendrum, A., Kalambouka, A., Bulman, W., Hebron, J., Oldfield, J., & Wo, L. (2011). Achievement for all national evaluation: Interim report 2. London: Department of Education.	2011	09/2019		Declare and participate - reviewed at each committee meeting and no conflict identified
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Author of the following official report:</u> Humphrey, N., Squires, G., Barlow, A., Wigelsworth, M., Lendrum, A., Kalambouka, A., Bulman, W., Hebron, J., Oldfield, J., & Wo, L. (2010). Achievement for all national evaluation: Interim report 1. London: Department of Education.	2010	09/2019		Declare and participate - reviewed at each committee meeting and no conflict identified

Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Author of the following official report:</u> Humphrey, N., Lendrum, A., & Wigelsworth, M. (2010). Social and Emotional Aspects of Learning (SEAL) Programme in Secondary Schools: National Evaluation. London: Department of Education	2010	09/2019		Declare and participate Rationale: this paper is included in the evidence base for Review Question 1 but open declaration is sufficient mitigation.
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Author of the following official report:</u> Dyson, A., Gallannaugh, F., Humphrey, N., Lendrum, A., & Wigelsworth, M. (2010). Narrowing the gap in educational achievement and improving emotional resilience for children and young people with additional needs. London: C4EO.	2010	09/2019		Declare and participate - reviewed at each committee meeting and no conflict identified
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Author of the following official report:</u> Humphrey, N., Kalambouka, A., Lendrum, A., Wigelsworth, M., Samad, M., Farrelly, N., Wolpert, M; Aitken, J., Fonagy, P., Frederickson, N., Day, C., Rutter, M., Vostanis, P., Meadows, P.,	2009	09/2019		Declare and participate - reviewed at each committee meeting and no conflict identified

			Tymms, P. & Croudace, T. (2009). A systematic review of social and emotional skills measures for children and young people. DCSF Research Report 2008/056B. Nottingham: DCSF Publications.				
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Author of the following official report:</u> Humphrey, N., Kalambouka, A., Bolton, J., Lendrum, A., Wigelsworth, M., Lennie, C. & Farrell, P. (2008). Primary social and emotional aspects of learning: evaluation of small group work. Research Report RR064. Nottingham: DCSF Publications.	2008	09/2019		Declare and participate - reviewed at each committee meeting and no conflict identified
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Edited the following online article:</u> Wigelsworth, M. (July, 2018). Student outcomes across the SPECTRUM: Using measures 'beyond' academic attainment in schools [blog post]. Retrieved from: http://blogging2.humanities.manchester.ac.uk/miebee	2018	09/2019		Partially excluded: Excluded from the drafting of any recommendations for Review Question 2.3

			/student-outcomes-across-the-spectrum-using-measures-beyond-academic-attainment-in-schools/				
Michael Wigelsworth		Direct Non-financial, professional and personal interest Direct Non-financial, professional and personal interest	<u>Edited the following online article:</u> Wigelsworth, M. (June, 2018). The case for social-emotional competence: essential skills for school and life? #MHED2018. Retrieved from: https://www.nationalelfservice.net/populations-and-settings/schools/social-emotional-competence-essential-skills-for-school-and-life-mhed2018/	2018	09/2019		Declare and participate - reviewed at each committee meeting and no conflict identified
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Editorship (Journals):</u> International Journal of School & Educational Psychology - Editorial board member (2013 – present)	2013	09/2019		Declare and participate Rationale: Open declaration is sufficient mitigation.
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Editorship (Journals):</u> Mental Health and Prevention - Editorial board member (2012 – 2019)	2012	09/2019	2019	Declare and participate Rationale: Open declaration is sufficient mitigation.
Michael Wigelsworth		Direct Non-financial,	<u>Editorship (Journals):</u> Educational Psychology: An International Journal of	2016	09/2019	2018	Declare and participate

		professional and personal interest	Experimental Educational Psychology – Editorial board member (2016 – 2018)				Rationale: Open declaration is sufficient mitigation.
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Editorship (Journals):</u> Cogent Education – Editorial board member (2016 – 2017)	2016	09/2019	2017	Declare and participate Rationale: Open declaration is sufficient mitigation.
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>Editorship (Journals):</u> Cambridge Journal of Education – Guest editor for special edition on social and emotional learning (2015)	2015	09/2019	2015	Declare and participate Rationale: Open declaration is sufficient mitigation.
Michael Wigelsworth		Direct Financial	<u>Lectures and conference activity - Invited Keynotes</u> (MW has not recommended one programme over another and has no invested opinion regarding any particular intervention or approach, other than to reflect on it's position in the literature.) Wigelsworth, M. (2019). Assessing Children and Young people's needs.	2019	09/2019		Declare and participate Rationale: Interest is specific and financial but funding received was paid by a charitable organisation, not the commercial sector

			Emotionally Friendly Schools, Manchester, UK. External remuneration and expenses received.				
Michael Wigelsworth		Direct Financial	<u>Lectures and conference activity - Invited Keynotes</u> Wigelsworth, M. (2018). Transforming Children and Young People's Mental Health Provision. Mental Health in School Conference. Manchester, UK.	2018	09/2019		Declare and participate Rationale: interest is specific but was only paid a nominal fee to cover time / expenses
Michael Wigelsworth		Direct Financial	<u>Lectures and conference activity - Invited Keynotes</u> Wigelsworth, M. (2018) Social and Emotional Learning. Learn2Be – A research collaboration between Lithuania, Latvia, Italy, Portugal and Slovenia. Ljubljana, Slovenia	2018	09/2019		Declare and participate Rationale: interest is non-specific
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>International conference papers (refereed):</u> Wigelsworth, M. (2019). Programmes to Practice: Identifying effective, evidence-based social and emotional learning strategies for teachers and schools. Society for Research in Child Development Biennial	2019	09/2019		Declare and participate Rationale: despite being a specific interest this type of publication would not be included in the evidence base

			Meeting. (Invited symposium). Baltimore, USA.				
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>International conference papers (refereed):</u> Wigelsworth, M. (2017). A cluster randomised trial of a resilience and anxiety reduction-training programme: FRIENDS for life. 6th Social and Emotional Competence Bi-Annual Conference. Stockholm, Sweden.	2017	09/2019		Declare and participate Rationale: despite being a specific interest this type of publication would not be included in the evidence base
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>International conference papers (refereed):</u> Wigelsworth, M. & Lendrum, A. (2015). The impact of trial stage, developer involvement and international transferability on universal social and emotional learning programmes outcomes: A meta-analysis. 5th Social and Emotional Competence Bi-Annual Conference. Lisbon, Portugal.	2015	09/2019		Declare and participate Rationale: despite being a specific interest this type of publication would not be included in the evidence base
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>International conference papers (refereed):</u> Humphrey, N., Barlow, A., Lendrum, A., & Wigelsworth, M. (2015).	2015	09/2019		Declare and participate Rationale: despite being a specific interest this type of publication would not be

			Primary and secondary prevention effects of the PATHS curriculum: Findings from a cluster randomised control trial in Manchester, England. 5th Social and Emotional Competence Bi-Annual Conference. Lisbon, Portugal.				included in the evidence base
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>International conference papers (refereed):</u> Humphrey, N., Lendrum, A., Barlow, A., & Wigelsworth, M. (2015). Quality matters: Implementation variability moderates student outcomes in the promoting alternative thinking strategies (PATHS) curriculum. 5th Social and Emotional Competence Bi-Annual Conference. Lisbon, Portugal.	2015	09/2019		Declare and participate Rationale: despite being a specific interest this type of publication would not be included in the evidence base
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>International conference papers (refereed):</u> Wigelsworth, M. (2014). Longitudinal associations between children's psychosocial and academic outcomes. British Psychological Society – Developmental	2014	09/2019		Declare and participate Rationale: despite being a specific interest this type of publication would not be included in the evidence base

			Section. (Invited symposium). Amsterdam, Netherlands.				
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>International conference papers (refereed):</u> Wigelsworth, M. & Lendrum, A. (2014). Current issues and future directions in school-based social and emotional learning: A meta-analysis. Society for Prevention Research 22nd Annual Meeting. Washington DC, USA.	2014	09/2019		Declare and participate Rationale: despite being a specific interest this type of publication would not be included in the evidence base
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>International conference papers (refereed):</u> Humphrey, N., Lendrum, A., & Wigelsworth, M. (2014). Paths to Success: Interim findings from a cluster randomised trial of universal social-emotional learning intervention. Society for Prevention Research 22nd Annual Meeting. Washington DC, USA.	2014	09/2019		Declare and participate Rationale: despite being a specific interest this type of publication would not be included in the evidence base
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>International conference papers (refereed):</u> Humphrey, N. Wigelsworth, M. & Lendrum, A. (2013). The 'PATHS to success' trial in	2013	09/2019		Declare and participate Rationale: despite being a specific interest this type of publication would not be

			Manchester: Interim findings and emergent issues after 1 year. School Mental Health Research Summit. Virginia, USA.				included in the evidence base
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>International conference papers (refereed):</u> Humphrey, N. Wigelsworth, M. & Lendrum, A. (2013). Promoting evidence-based practice in SEL: Interim findings and implications of a randomized controlled trial of the PATHS curriculum in England. Paper presented at the 18th Annual Conference on Advancing School Mental Health. Virginia, USA.	2013	09/2019		Declare and participate Rationale: despite being a specific interest this type of publication would not be included in the evidence base
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>International conference papers (refereed):</u> Humphrey, N., Wigelsworth, M. & Barlow, A. (2013). Longitudinal associations between children's psychosocial and academic outcomes: A study of developmental cascades. Paper presented at the European Network for Social and	2013	09/2019		Declare and participate Rationale: despite being a specific interest this type of publication would not be included in the evidence base

			Emotional Competence Bi-Annual Conference. Zagreb, Croatia.				
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>International conference papers (refereed):</u> Wigelsworth, M., Humphrey, N., & Lendrum A. (2012). Development and validation of the wider outcomes survey for teachers (WOST) and parents (WOSP) of students with special educational needs and disabilities (SEND). Paper presented at the International Conference for Education. Honolulu, USA.	2012	09/2019		Declare and participate Rationale: despite being a specific interest this type of publication would not be included in the evidence base
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>International conference papers (refereed):</u> Wigelsworth, M., Lendrum, A. & Humphrey, N. (2012). A national evaluation of the social and emotional aspects of learning (SEAL) programme for secondary schools. Paper presented at the International Conference for Education. Honolulu, USA	2012	09/2019		Declare and participate Rationale: despite being a specific interest this type of publication would not be included in the evidence base
Michael Wigelsworth		Direct Non-financial,	<u>International conference papers (refereed):</u>	2012	09/2019		Declare and participate

		professional and personal interest	Lendrum, A., Wigelsworth, M., & Humphrey, N. (2012). Implementing the social and emotional aspects of learning (SEAL) programme in secondary schools: issues and implications. Paper presented at the International Conference for Education. Honolulu, USA.				Rationale: despite being a specific interest this type of publication would not be included in the evidence base
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>International conference papers (refereed):</u> Humphrey, N., Squires, G., Barlow, A., Lendrum, A., & Wigelsworth, M. (2012). Improving outcomes for learners with special educational needs and disabilities (SEND): national evaluation of the Achievement for All (AfA) programme. Workshop presented at the International Conference for Education. Honolulu, USA.	2012	09/2019		Declare and participate Rationale: despite being a specific interest this type of publication would not be included in the evidence base
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>International conference papers (refereed):</u> Humphrey, N., Squires, G., Barlow, A., Lendrum, A., & Wigelsworth, M. (2012). Modelling parental	2012	09/2019		Declare and participate Rationale: despite being a specific interest this type of publication would not be

			engagement and confidence for learners with special educational needs and disabilities (SEND): a multilevel study. Paper presented at the International Conference for Education. Honolulu, USA.				included in the evidence base
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>International conference papers (refereed):</u> Barlow, A., Humphrey, N., Wigelsworth, M. & Squires, G. (2012). Modelling the determinants of academic attainment among learners with special educational needs and disabilities (SEND): a multilevel study. Paper presented at the International Conference for Education. Honolulu, USA.	2012	09/2019		Declare and participate Rationale: despite being a specific interest this type of publication would not be included in the evidence base
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>International conference papers (refereed):</u> Wigelsworth, M (2009). The relationship between Emotional Intelligence and mental health: A multilevel investigation. Paper presented at the European Network for Social and Emotional Competence	2009	09/2019		Declare and participate Rationale: despite being a specific interest this type of publication would not be included in the evidence base

			Biennial Conference. Izmir, Turkey.				
Michael Wigelsworth		Direct Non- financial, professional and personal interest	International conference papers (refereed): Humphrey, N., & Wigelsworth, M. (2009). A multilevel investigation of the relationship of emotional intelligence and mental health in secondary school children. Paper presented at the European Network for Social and Emotional Competence Bi- Annual Conference. Izmir, Turkey.	2009	09/2019		Declare and participate Rationale: despite being a specific interest this type of publication would not be included in the evidence base
Michael Wigelsworth		Direct Non- financial, professional and personal interest	International conference papers (refereed): Humphrey, N., & Wigelsworth, M. (2009). New Beginnings: evaluation of a short, social-emotional intervention for primary- aged children. Paper presented at the European Network for Social and Emotional Competence Bi- Annual Conference. Izmir, Turkey.	2009	09/2019		Declare and participate Rationale: despite being a specific interest this type of publication would not be included in the evidence base
Michael Wigelsworth		Direct Non- financial, professional and personal interest	International conference papers (refereed): Humphrey, N., & Wigelsworth, M. Lendrum,	2009	09/2019		Declare and participate Rationale: despite being a specific interest this type of

			A.(2009). Systematic review of social and emotional skills measures for children and young people. Paper presented at the International School Psychology Association Conference Qawra, Malta.				publication would not be included in the evidence base
Michael Wigelsworth		Direct Non-financial, professional and personal interest	<u>UK conference papers (refereed):</u> Humphrey, N., Wigelsworth, M., & Lendrum, A. (2011). National evaluation of secondary SEAL. Symposium presented at the European Network for Social and Emotional Competence in Children Bi-Annual Conference. Manchester, UK.	2011	09/2019		Declare and participate Rationale: despite being a specific interest this type of publication would not be included in the evidence base
Michael Wigelsworth		Direct Non-financial, professional and personal interest	Co-lead organiser for the Hallsworth funded Mental Health and Education (MHED): Building Relationships Conference, held at the University of Manchester in June 2018.	2018	09/2019	06/2018	Declare and participate Rationale: open declaration is sufficient mitigation
Michael Wigelsworth		Direct Non-financial, professional and personal interest	Co-lead organiser for the European Network for Social and Emotional Competence in Children (ENSEC), held at the	2011	09/2019	07/2011	Declare and participate Rationale: open declaration is sufficient mitigation

			University of Manchester in July 2011.				
Michael Wigelsworth		Direct Non-financial, professional and personal interest	Member of the local organising committee for 'Promoting Mental Health in Schools and Communities' conference, held at the University of Manchester in April 2009.	2009	09/2019	04/2009	Declare and participate Rationale: open declaration is sufficient mitigation
Michael Wigelsworth		Direct Financial	<u>Invited seminars:</u> Wigelsworth, M. (2018). Measuring child outcomes across the SPECTRUM. Mental Health and Education (MHED) Conference, Manchester, UK.	2018	09/2019		Partially excluded: Excluded from the drafting of any recommendations for Review Question 2.3
Michael Wigelsworth		Direct Financial	<u>Invited seminars:</u> Humphrey, N., & Wigelsworth, M. (2018). Making the case for universal school-based mental health screening. Engage in their Future – SEBDA National Conference, Newport, Wales. External remuneration and expenses paid.	2018	09/2019		Declare and participate Rationale: Interest is specific and financial but funding received was paid by a charitable organisation, not the commercial sector.
Michael Wigelsworth		Direct Financial	<u>Invited seminars:</u> Wigelsworth, M., Humphrey, N., & Van Poorvliet, M. (2018).	2018	09/2019		Declare and participate Rationale: interest is specific but was only paid a

			Measurement toolkits and the EEF. Measuring mental well-being and social-emotional skills - Big Lottery, London, UK.				nominal fee to cover time / expenses.
Michael Wigelsworth		Direct Financial	<u>Invited seminars:</u> Wigelsworth, M. (2017). Assessing child and young people's outcomes across the full SPECTRUM. European Network for Social and Emotional Competence, Stockholm, Sweden.	2017	09/2019		Partially excluded: Excluded from the drafting of any recommendations for Review Question 2.3
Michael Wigelsworth		Direct Financial	<u>Invited seminars:</u> Wigelsworth, M. (2015). Research showcase: Evaluation and child mental health. University of Coruna, Coruna, Spain.	2015	09/2019		Declare and participate Rationale: interest is specific but was only paid a nominal fee to cover time / expenses.
Michael Wigelsworth		Direct Financial	<u>Invited seminars:</u> Wigelsworth, M. (2014). Promoting Alternative Thinking Strategies: Its impact on children's mental health outcomes. Manchester Policy Week - 'Health inequalities - impact and outcomes across the life course. Manchester, UK.	2014	09/2019		Declare and participate Rationale: interest is specific but was only paid a nominal fee to cover time / expenses.

Michael Wigelsworth		Direct Financial	<u>Invited seminars:</u> Emery, C., & Wigelsworth, M. (2014) Exploring wellbeing in schools; what is it and is it valuable? Manchester Policy Week - Education Policy and Educational Inequalities. Manchester, UK.	2014	09/2019		Declare and participate Rationale: interest is specific but was only paid a nominal fee to cover time / expenses.
Michael Wigelsworth		Direct Financial	<u>Invited seminars:</u> Wigelsworth, M. (2014) Prevention science and its role in children's mental health and wellbeing. Manchester Metropolitan Psychology, Manchester, UK	2014	09/2019		Declare and participate Rationale: interest is specific but was only paid a nominal fee to cover time / expenses.
Michael Wigelsworth		Direct Financial and Direct-non-financial professional and personal	<u>Invited seminars:</u> Wigelsworth, M. (2010). The Emperor's new clothes: SEAL in the UK. Presentation for the Educational Psychology Research Group, Edge Hill University. Ormskirk, UK.	2010	09/2019		Declare and participate Rationale: despite being a specific interest this type of publication would not be included in the evidence base and only a nominal fee was received to cover time / expenses.
Michael Wigelsworth		Direct Financial	<u>Invited seminars:</u> Wigelsworth, M. & Lendrum, A. (2010). Social and emotional learning (SEL) in schools: Theory and practice. Child Health	2010	09/2019		Declare and participate Rationale: interest is specific but was only paid a nominal fee to cover time / expenses.

			Research Network Seminar, Manchester, UK.				
Michael Wigelsworth		Direct Financial	<u>Invited seminars:</u> Lendrum, A. & Wigelsworth, M. (2009). ADHD, autism, behaviour and other difficulties in mainstream schools. Facilitating Museum Staff: Lecture series. Manchester, UK.	2009	09/2019		Declare and participate Rationale: interest is specific but was only paid a nominal fee to cover time / expenses.
Michael Wigelsworth		Direct Financial	<u>Invited seminars:</u> Lendrum, A. & Wigelsworth, M. (2009). The rise and fall of Emotional Intelligence. Lectures for the Public Series, University of Manchester. Manchester, UK.	2009	09/2019		Declare and participate Rationale: interest is specific but was only paid a nominal fee to cover time / expenses.
Michael Wigelsworth		Direct non-financial professional and personal and indirect-financial	<u>Research grants: As Principle Investigator:</u> Education Endowment Foundation: Social and Emotional Learning (SEL) practice review 07/18-03/19	07/2018	09/2019	03/2019	Declare and participate Rationale: interest is specific but funding went to employer.
Michael Wigelsworth		Direct non-financial professional and personal and indirect-financial	<u>Research grants: As Principle Investigator:</u> Education Endowment Foundation: Inclusive: Academic impact of a	11/2013	09/2019	02/2019	Declare and participate Rationale: interest is specific but funding went to employer.

			whole-school approach to reducing bullying and aggressive behaviour in secondary schools11/2013-02/2019				
Michael Wigelsworth		Direct non-financial professional and personal and indirect-financial	<u>Research grants: As Principle Investigator:</u> Big Lottery: Headstart 3	06/2016	09/2019		Declare and participate Rationale: interest is specific but funding went to employer.
Michael Wigelsworth		Direct non-financial professional and personal and indirect-financial	<u>Research grants: As Principle Investigator:</u> Education Endowment Foundation: Evaluation of Achievement for All (AFA)	05/2016	09/2019		Declare and participate Rationale: interest is specific but funding went to employer.
Michael Wigelsworth		Direct, non-financial professional and personal	<u>Research grants: As Principle Investigator:</u> Engaged in providing training for schools in the implementation of social and emotional learning, however noted that this is not a commercial interest.	2019	10/2019		Declare and participate Rationale: Open declaration is sufficient mitigation.
Michael Wigelsworth		Direct, financial	Speaker (paid by the University of West Indies): Addressing Jamaican teachers, trainee teachers and other educational professionals (including ministry representation) in regard to effective Social	10/2020	12/2020		Declare and participate Rationale: interest is non-specific

			and Emotional & Emotional Learning				
Michael Wigelsworth		Non-financial, professional and personal interest	Advisory member for 'INSIGHTS JAMAICA' – https://www.insightsjamaica.org.jm/team.html	11/2020	12/2020		Declare and participate Rationale: Open declaration is sufficient mitigation.
Michael Wigelsworth		Non-financial, professional and personal interest	Book chapter in press: Cook, L., Wigelsworth, M., Fletcher, B., Ferguson, T., Cole, S., McCalla, R. Partnerships to deepen social and emotional learning in Jamaica to support sustainable development goals	2021	01/2021		Declare and participate Rationale: Open declaration is sufficient mitigation.
Francesca Woods	Topic expert member	Non-financial, professional and personal interest	I have carried out and published research in the area of play, under the assumption (grounded in research) that play has a positive impact upon children and young peoples' wellbeing. As part of this, I have worked alongside professionals from Play Wales and the International Play Association (IPA).	2015	06/2019		Declare and participate: Rationale: Non-specific

			<p>Update May 2022 - Published papers:</p> <p>Woods, F., & Bond, C. (2020). How does a Level 2 Rights Respecting School facilitate play for children with special educational needs and disabilities (SEND)?. International Journal of Playwork Practice, 1(1), Article 1</p> <p>Woods, F, & Bond, C. (2018). A systematic literature review of teachers' beliefs on play in contemporary education. Journal of Playwork Practice, 4 (2), 117-137.</p>				
Francesca Woods		Direct – financial	Seconded (0.2fte) as an academic and professional tutor on the doctorate in educational and child psychology and the University of Manchester.	2021	10/2021		<p>Declare and participate</p> <p>Rationale: Interest is non- specific and is part of the member's salaried position.</p>

			Also co-supervising some research on play as part of this role (but nothing directly SEMW linked).				
Lyndsey Brown	Topic expert member (co-opted)	Non-financial, professional and personal interest	Member of the Case Review Sub Group, Bradford Children's Safeguarding Board (BCSB)	05/2019	09/2019		Declare and participate Rationale: open declaration is sufficient mitigation
Lyndsey Brown		Non-financial, professional and personal interest	Member of Main Board, Bradford Children's Safeguarding Board (BCSB)	05/2016	09/2019		Declare and participate Rationale: open declaration is sufficient mitigation
Lyndsey Brown		Non-financial, professional and personal interest	Chair, Education Subgroup, Bradford Children's Safeguarding Board (BCSB)	03/2018	09/2019	02/2019	Declare and participate Rationale: open declaration is sufficient mitigation
Lyndsey Brown		Non-financial, professional and personal interest	Governor, Park Primary Pupil Referral Unit, Bradford	07/2018	09/2019		Declare and participate Rationale: open declaration is sufficient mitigation
Lyndsey Brown		Non-financial, professional and personal interest	Governor, Oastlers School, Bradford	09/2013	09/2019		Declare and participate Rationale: open declaration is sufficient mitigation
Lyndsey Brown		Non-financial, professional and personal interest	Member Children Improvement Board	05/2019	09/2019		Declare and participate Rationale: open declaration is sufficient mitigation
Lyndsey Brown		Non-financial, professional and personal interest	Governor, Shirley Manor Primary School, Bradford	10/2019	10/2019		Declare and participate

							Rationale: open declaration is sufficient mitigation
Claire Robson	Public Health England Topic Adviser / Non-voting member Note: CR employed by the Office for Health Improvement and Disparities, Department of Health and Social Care since Public Health England ceased to exist in 2021.	Indirect	In my national role in PHE I commissioned, co-wrote and published: Promoting children and young people's emotional health and wellbeing: a whole school approach https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing	04/2013	10/2019		Declare and participate Rationale: Conflict is an organisational one and is included for transparency
Claire Robson		Indirect	Measuring and monitoring children and young people's mental wellbeing: a toolkit for schools and colleges http://www.annafreud.org/media/4612/mwb-toolkit-final-draft-4.pdf	04/2013	10/2019		Declare and participate Rationale: Conflict is an organisational one and is included for transparency
Claire Robson		Indirect	I commissioned and will shortly be publishing Universal approaches to improving children and young people's mental health and wellbeing: report of the findings of a Special Interest Group.	04/2013	10/2019		Declare and participate Rationale: Conflict is an organisational one and is included for transparency

			Update: the report was published December 2019.				
Claire Robson		Indirect	I am part of the selection panel for awarding a DfE contract for a national training provider to train Senior Mental Health Leads in every school/college as part of the deliverables of DHSC and DfE Transforming children and young people's mental health	04/2013	10/2019		Declare and participate Rationale: Conflict is an organisational one and is included for transparency
Claire Robson		Indirect	In my national role in PHE I work closely with DfE, NHSE, DHSC and relevant VCSE partner organisations to promote prevention in the context of CYP mental health	04/2013	10/2019		Declare and participate Rationale: Conflict is an organisational one and is included for transparency
Claire Robson		Indirect	I am a member of the Emerging Minds advisory group – an ESRC funded research network spanning academics across disciplines, young people and their families with lived experience, third sector partners, practitioners, policy makers and industry partners.	04/2013	10/2019		Declare and participate Rationale: Conflict is an organisational one and is included for transparency

			<p>The focus of the network is to work together to find ways to reduce the prevalence of mental ill health in children and young people, specifically looking at how can positive mental health in children best be promoted at scale and how can prevention and early interventions for child and adolescent mental ill health be implemented to maximise engagement, reach and sustainability?</p>				
Claire Robson		Indirect	<p>PHE manages a social marketing programme called Rise Above. Rise Above aims to help build the resilience and support the good mental health of young people aged 11 to 16. It delivers engaging content designed to encourage positive behaviours, including good sleeping habits, and to tackle risk factors such as online stress and concerns about body image, with a particular focus on the issues caused by young people's social media</p>	04/2013	10/2019		<p>Declare and participate</p> <p>Rationale: Conflict is an organisational one and is included for transparency</p>

			consumption, such as online bullying and sexting. It provides lesson plans for Personal, Social, Health and Economic (PSHE) education classes in school (www.NHS.uk/riseabove/schools) and also reaches young people directly via a website and social media channels.				
Claire Robson		Indirect	<p>My current post as Programme Manager (Children, Young People and Families) in PHE's Lifecourse and Health Inequalities team includes a focus on CYP mental health and wellbeing. In this role I have managed a number of projects that have led to PHE publications on CYP mental health including:</p> <p>Universal approaches to improving children and young people's mental health and wellbeing: report of the findings of a Special Interest Group</p>	<p>2013</p> <p>2019</p>	10/2020	09/2021	<p>Declare and participate</p> <p>Rationale: Conflict is an organisational one and is included for transparency</p>

			Measuring and monitoring children and young people's mental wellbeing: a toolkit for schools and colleges Promoting children and young people's emotional health and wellbeing – a whole school and college approach	2016 2015			
Claire Robson		Indirect	I represent PHE as a collaborator with advisory input to a National Institute of Health Research School of Public Health Research work package focussed on Improving the mental health of children and young people in education	2019	10/2020		Declare and participate Rationale: Conflict is an organisational one and is included for transparency
Claire Robson		Indirect	In my current post I am part of a cross-govt/sector group working to implement policy commitments set out in Transforming children and young people's mental health: a green paper and next steps. This includes jointly managing a wider education workstream with DfE, being a member of a national advisory group for the "Wellbeing for	2017	10/2020		Declare and participate Rationale: Conflict is an organisational one and is included for transparency

			<p>Education Return programme” (training to support schools and FE in responding to CYP mental health impact of Covid-19) and on the steering group of the “Link programme” (to improve joint working and appropriate referral pathways between schools and CYP mental health services).</p> <p>I am also on a national working group that DfE has convened to support the implementation of statutory Relationships, Sex and Health Education (RSHE)</p>				
Claire Robson		Indirect	I am on the programme advisory group of Emerging minds (UKRI funded interdisciplinary research community focussed on CYP MH)	2019	10/2020		<p>Declare and participate</p> <p>Rationale: Conflict is an organisational one and is included for transparency</p>
Claire Robson		Indirect	PHE published an update of Promoting children and young people’s mental health and wellbeing – a whole school or college approach. This is a refresh of a previous document published in 2015	09/2021	09/2021		<p>Declare and participate</p> <p>Rationale: Conflict is an organisational one and is included for transparency</p>

Cathy Creswell	Expert witness	Direct - financial	Royalties from sales of books – LittleBrown	2007	01/2021		Declare and participate: Rationale: interest is accepted as CC's expertise in this area is vital to the committee's discussion. The witness is providing expert advice to the committee and will not be contributing to recommendation drafting or decision making.
Cathy Creswell		Direct - financial	Royalties from sales of books – Guilford Press	2016	01/2021		Declare and participate: Rationale: interest is accepted as CC's expertise in this area is vital to the committee's discussion. The witness is providing expert advice to the committee and will not be contributing to recommendation drafting or decision making.
Cathy Creswell		Direct - Non-financial, professional and personal interest	Member British Psychological Society	>10 years	01/2021		Declare and participate: Rationale: interest is non-specific, and the witness is providing expert advice to the committee and will not be contributing to

							recommendation drafting or decision making.
Cathy Creswell		Direct - Non-financial, professional and personal interest	Member British Association of Behavioural Cognitive Psychotherapies	>10 years	01/2021		Declare and participate: Rationale: interest is non-specific, and the witness is providing expert advice to the committee and will not be contributing to recommendation drafting or decision making.
Sarah Sivers	Expert witness	Direct - Non-financial, professional and personal interest	I am currently carrying out professional based research (not funded) looking at pupil experiences of COVID-19. Some of this work is being considered in this testimony and we are currently analysing new data	03/2020	01/2021		Declare and participate: Rationale: interest is accepted as SS's expertise in this area is vital to the committee's discussion. The witness is providing expert advice to the committee and will not be contributing to recommendation drafting or decision making.
Sarah Sivers		Direct - Non-financial, professional and personal interest	I am liaising with a Community Interest Company named Square Peg and potentially engaging in a research pilot to explore an intervention to support pupils experiencing	07/2020	01/2021		Declare and participate: Rationale: interest is non-specific, and the witness is providing expert advice to the committee and will not be contributing to recommendation drafting or decision making.

			barriers to attendance (not funded)				
Sarah Sivers		Direct - Non-financial, professional and personal interest	I am the co-creator of a free webinar series (EP Reach Out)	04/2020	01/2021		Declare and participate: Rationale: interest is non-specific, and the witness is providing expert advice to the committee and will not be contributing to recommendation drafting or decision making.
Sarah Sivers		Direct - Non-financial, professional and personal interest	I am a member of the Association for Educational Psychologists and a local representative. I am also part of the Educational Psychologist in Practice journal editorial board	09/2010	01/2021		Declare and participate: Rationale: interest is non-specific, and the witness is providing expert advice to the committee and will not be contributing to recommendation drafting or decision making.
Sarah Sivers		Direct - Non-financial, professional and personal interest	I co-edit a free journal publishing papers about Video-based Interventions (i.e Video Interaction Guidance)	07/2020	01/2021		Declare and participate: Rationale: although video-based interventions fall within the scope of the guideline, the interest is accepted as the witness is providing expert advice to the committee and will not be contributing to recommendation drafting or decision making.

Sarah Sivers		Direct - financial	I work for Southend on Sea Educational Psychology Service.	07/2015	01/2021		Declare and participate: Rationale: This is the witness' main employment and therefore not a conflict. The interest is also non-specific, and the witness is providing expert advice to the committee and will not be contributing to recommendation drafting or decision making.
Beth Brown	Expert witness		None declared		04/2021		
Steve Whitfield	Expert witness		None declared		04/2021		
David Lockwood	Expert witness		DL is a senior programme lead within NHS England and Improvement's Mental Health Team, responsible for developing and implementing national mental health policies, services and programmes. These policies, services and programmes may be subject to the NICE guidelines being considered by the PHAC.		04/2021		Declare and participate: Rationale: This is the witness' main employment and therefore not a conflict. The witness is providing expert advice to the committee and will not be contributing to recommendation drafting or decision making.
Sue North	Expert witness		None declared		06/2021		

Rachel Tomlinson	Expert witness	Direct - financial	Headteacher at Barrowford Primary School, Lancashire	09/2008	08/2021		Declare and participate: Rationale: This is the witness' main employment and therefore not a conflict. The witness is providing expert advice to the committee and will not be contributing to recommendation drafting or decision making.
Rachel Tomlinson		Direct - financial	Maygus Education – consultancy	2019	08/2021		Declare and participate: Rationale: interest is accepted as RT's expertise in this area is vital to the committee's discussion. The witness is providing expert advice to the committee and will not be contributing to recommendation drafting or decision making.
Gemma Niebieszczanski	Expert witness	Direct - Non-financial, professional and personal interest	Programme Manager for the Mental Health Services and Schools and Colleges Link Programme – funded by DfE	09/2017	09/2021		Declare and participate: Rationale: This is the witness' main employment and therefore not a conflict. The witness is providing expert advice to the committee and will not be contributing to

							recommendation drafting or decision making.
Gemma Niebieszczanski		Indirect	Employed at the Anna Freud Centre. The Centre develops guidance and support for schools around children's mental health and wellbeing	09/2017	09/2021		Declare and participate Rationale: The witness is providing expert advice to the committee and will not be contributing to recommendation drafting or decision making.
Melissa Cortina	Expert witness	Direct - Non-financial, professional and personal interest	Involved in evaluating Mental Health Services and Schools and Colleges Link Programme – funded by DfE	09/2015	09/2021		Declare and participate: Rationale: interest is accepted as MC's expertise in this area is vital to the committee's discussion. The witness is providing expert advice to the committee and will not be contributing to recommendation drafting or decision making.
Melissa Cortina		Direct - Non-financial, professional and personal interest	Involved in evaluating Mental Health Awareness training (DHSC funded)	2018	09/2021	2019	Declare and participate: Rationale: interest is accepted as MC's expertise in this area is vital to the committee's discussion. The witness is providing expert advice to the committee and will not

							be contributing to recommendation drafting or decision making.
Melissa Cortina		Direct - Non-financial, professional and personal interest	Contributor to “THE COVID GENERATION: A MENTAL HEALTH PANDEMIC IN THE MAKING The impact on the mental health of children and young people during and after the COVID-19 pandemic” as part of the All-Party Parliamentary Group on a Fit and Healthy Childhood	12/2020	09/2021	01/2021	Declare and participate: Rationale: interest is accepted as MC’s expertise in this area is vital to the committee’s discussion. The witness is providing expert advice to the committee and will not be contributing to recommendation drafting or decision making.
Melissa Cortina		Direct - Non-financial, professional and personal interest	Wellbeing for Education Return (DfE funded)	2020	09/2021	02/2020	Declare and participate: Rationale: interest is accepted as MC’s expertise in this area is vital to the committee’s discussion. The witness is providing expert advice to the committee and will not be contributing to recommendation drafting or decision making.
Melissa Cortina		Indirect	Employed at the Anna Freud Centre. The Centre develops guidance and support for schools around	09/2014	09/2021		Declare and participate Rationale: The witness is providing expert advice to the committee and will not

			children's mental health and wellbeing				be contributing to recommendation drafting or decision making.
Louise Bomber	Expert witness	Direct – Financial	Director of Touchbase (www.touchbase.org.uk)	09/2017	09/2021		Declare and participate: Rationale: interest is accepted as LB's expertise in this area is vital to the committee's discussion. The witness is providing expert advice to the committee and will not be contributing to recommendation drafting or decision making.
Louise Bomber		Direct – Financial	Self-employed – royalties from books in the field of attachment aware and trauma responsive practice in education under my working & maiden name Louise Michelle Bomber	2006	09/2021		Declare and participate: Rationale: interest is accepted as LB's expertise in this area is vital to the committee's discussion. The witness is providing expert advice to the committee and will not be contributing to recommendation drafting or decision making.
Louise Bomber		Direct – Financial	<i>Regular</i> Advisor and Consultant to TLG – Transforming Lives for Good - a charity for children and young people		09/2021		Declare and participate: Rationale: interest is accepted as LB's expertise in this area is vital to the committee's discussion.

			in their reflective practice around developing trauma informed education				The witness is providing expert advice to the committee and will not be contributing to recommendation drafting or decision making.
Louise Bomber		Direct – Financial	<i>Occasional</i> Advisor & Consultant to HFG – Home for Good - a charity for children and young people in care and adopted – supporting them consider the educational needs of those who have experienced trauma		09/2021		Declare and participate: Rationale: interest is accepted as LB's expertise in this area is vital to the committee's discussion. The witness is providing expert advice to the committee and will not be contributing to recommendation drafting or decision making.
Louise Bomber		Direct - Non-financial, professional and personal interest	Articles and chapters in different magazines, journals and books – freely donated around attachment aware and trauma responsive practice in schools Last contribution Dec 2020 – co -author to 'Working with Relational Trauma in Schools' Dr Kim Golding, Dr Sian Phillips and myself.		09/2021		Declare and participate: Rationale: interest is accepted as LB's expertise in this area is vital to the committee's discussion. The witness is providing expert advice to the committee and will not be contributing to recommendation drafting or decision making.

Louise Bomber		Direct - Non-financial, professional and personal interest	Under TouchBase now I oversee the website I set up – Attachment Lead Network – www.attachmentleadnetwork.net for those who have completed our 7 day attachment aware and trauma responsive training – that I have written for TouchBase		09/2021		Declare and participate: Rationale: interest is accepted as LB's expertise in this area is vital to the committee's discussion. The witness is providing expert advice to the committee and will not be contributing to recommendation drafting or decision making.
Louise Bomber		Direct - Non-financial, professional and personal interest	Under TouchBase I oversee the website I set up – Trauma Informed Education – www.traumainformededucation.org.uk – to advocate for a trauma informed developmental pathway for all education professionals – TouchBase 7 day training over a year, Theraplay (theraplay.org.uk) 4/5 day training and DDP UK Connects (ddpnetwork.org.uk)		09/2021		Declare and participate: Rationale: interest is accepted as LB's expertise in this area is vital to the committee's discussion. The witness is providing expert advice to the committee and will not be contributing to recommendation drafting or decision making.
Jamila Boughelaf for the Education Endowment Foundation	External peer reviewer	Direct – Financial	RSHE subject expert consultant for DfE	05/2020	09/2022	09/2020	Declare and participate. Rationale: The EEF provided external peer review and were not

							involved in decision making - conflict is included for transparency
Jamila Boughelaf for the Education Endowment Foundation		Direct – Financial	Independent consultant for the Gambling Prevention Education Round Table and Best Practice Framework.	09/2019	09/2022	09/2020	Declare and participate. Rationale: The EEF provided external peer review and were not involved in decision making - conflict is included for transparency
Jamila Boughelaf for the Education Endowment Foundation		Direct - Non- financial, professional and personal interest	Former employee at Mentor Foundation UK and contributed to promoting SEL and Wellbeing as prevention approaches and lead responses to parliamentary inquiries on statutory PSHE	09/2013	09/2022	10/2018	Declare and participate. Rationale: The EEF provided external peer review and were not involved in decision making - conflict is included for transparency
Jamila Boughelaf for the Education Endowment Foundation		Direct - Non- financial, professional and personal interest	<u>Related publications:</u> Boughelaf, J., Plasa, A., (2018), Young people, mental health and substance use: Exploring the links, Drugs and Alcohol Research Centre, Middlesex University	09/2013	09/2022	10/2018	Declare and participate. Rationale: The EEF provided external peer review and were not involved in decision making - conflict is included for transparency
Jamila Boughelaf for the Education		Direct - Non- financial,	Dewulf, F., Boughelaf, J., Coone, A. & Kreeft, P. v.	09/2013	09/2022	10/2018	Declare and participate.

Endowment Foundation		professional and personal interest	d., 2017. Unplugged in England: A feasibility study, HoGent, pp. 1-38.				Rationale: The EEF provided external peer review and were not involved in decision making - conflict is included for transparency
Jamila Boughelaf for the Education Endowment Foundation		Direct - Non-financial, professional and personal interest	Thurman, B., Boughelaf, J., (2015). "We don't get taught enough": an assessment of drug education provision in schools in England, Drugs and Alcohol Today, Vol. 15 Issue: 3, pp.127-140.	09/2013	09/2022	10/2018	Declare and participate. Rationale: The EEF provided external peer review and were not involved in decision making - conflict is included for transparency
Jamila Boughelaf for the Education Endowment Foundation		Direct - Non-financial, professional and personal interest	Boughelaf, J., (2015). Building Resilience and Character in Young People, Alcohol and Drug Prevention Briefing Paper, Mentor-ADEPIS	09/2013	09/2022	10/2018	Declare and participate. Rationale: The EEF provided external peer review and were not involved in decision making - conflict is included for transparency
Jamila Boughelaf for the Education Endowment Foundation		Direct - Non-financial, professional and personal interest	Boughelaf, J., (2014). Early Intervention and Prevention, Alcohol and Drug Prevention Briefing Paper, Mentor-ADEPIS	09/2013	09/2022	10/2018	Declare and participate. Rationale: The EEF provided external peer review and were not involved in decision making - conflict is included for transparency

Jamila Boughelaf for the Education Endowment Foundation		Direct - Non- financial, professional and personal interest	<u>Related posters:</u> Humphrey, N., Boughelaf, J., (2021). The Good Behaviour Game in England – learning for the sector four years later, European Society for Prevention Research	09/2013	09/2022	10/2021	Declare and participate. Rationale: The EEF provided external peer review and were not involved in decision making - conflict is included for transparency
Jamila Boughelaf for the Education Endowment Foundation		Direct - Non- financial, professional and personal interest	Lynas, R., Boughelaf, J., Podesta, A., (2017). An Exploration into the Expected Outcomes of Adolescent Substance Prevention Programmes, European Society for Prevention Research	09/2013	09/2022	10/2021	Declare and participate. Rationale: The EEF provided external peer review and were not involved in decision making - conflict is included for transparency
Jamila Boughelaf for the Education Endowment Foundation		Direct - Non- financial, professional and personal interest	Thurman, B., Boughelaf, J., (2015). 'We don't get taught enough'. Exploring the need for a new approach to drug education in schools, European Society for Prevention Research	09/2013	09/2022	10/2021	Declare and participate. Rationale: The EEF provided external peer review and were not involved in decision making - conflict is included for transparency
Jamila Boughelaf for the Education Endowment Foundation		Direct - Non- financial, professional and personal interest	<u>Related public speaking:</u> 2017, European Society for Prevention Research: Pilot implementation of 'Unplugged' in secondary	09/2013	09/2022	10/2021	Declare and participate. Rationale: The EEF provided external peer review and were not involved in decision making

			schools in the UK, key learning about cultural transferability and adaptation				- conflict is included for transparency
Jamila Boughelaf for the Education Endowment Foundation		Direct - Non-financial, professional and personal interest	2017, Public Health England National Conference: Quality Standards and Quality Assurance in practice	09/2013	09/2022	10/2021	Declare and participate. Rationale: The EEF provided external peer review and were not involved in decision making - conflict is included for transparency
Jamila Boughelaf for the Education Endowment Foundation		Direct - Non-financial, professional and personal interest	2016, European Society for Prevention Research: Ecosystems of Prevention: Examples of building local practice networks	09/2013	09/2022	10/2021	Declare and participate. Rationale: The EEF provided external peer review and were not involved in decision making - conflict is included for transparency
Jamila Boughelaf for the Education Endowment Foundation		Direct - Non-financial, professional and personal interest	2015, UNESCO, UNODC, WHO 'International expert meeting on education sector responses to substance use among children and young people'	09/2013	09/2022	10/2021	Declare and participate. Rationale: The EEF provided external peer review and were not involved in decision making - conflict is included for transparency
Jamila Boughelaf for the Education		Direct - Non-financial,	Former Head of Programmes at What	02/2019	09/2022	08/2020	Declare and participate.

Endowment Foundation		professional and personal interest	Works Centre for Wellbeing				Rationale: The EEF provided external peer review and were not involved in decision making - conflict is included for transparency
Early Intervention Foundation Submission made by What Works for Early Intervention and Childrens' Social Care incorporating the Early Intervention Foundation and What Works for Childrens' Social Care	External peer reviewer		None declared		01/2022		
Resigned members							
Eileen Kaner (resigned March 2021)	Core member	Direct –non-financial professional and personal	I am a Professor of Public Health and Primary Care Research at Newcastle University and have formed conclusions, derived from evidence, on a range of public health issues.	08/2007	12/2017		Declare and participate Rationale: interest is non-specific

Eileen Kaner		Indirect – financial	Partner is currently head of digital strategy at North Tyneside Local Authority and some NICE guidance may be relevant to this organisation.	01/2015	08/2017	07/2019	Declare and participate Rationale: interest is indirect and non-specific
Eileen Kaner		Direct –non-financial professional and personal	Non-remunerated trustee of 3 rd sector organisation called ‘Children North East’ which conducts work in schools around ‘poverty proofing the school day’ and staff deliver counselling services in community settings.	03/2018	10/2018		Declare and participate Rationale: open declaration is sufficient mitigation
Eileen Kaner		Direct –non-financial professional and personal	As part of the NIHR School of Public Health Research, I am a co-author of 2 ongoing reviews focused on Public Mental Health that may be of relevance to this guidance: McDermott E, Collins M, Geijer Simpson E, Spencer L, Kaner E, Limmer M, Kaley A, McGovern R, Rogers M, Anderson J, Howarth E, Jessiman T, Troy D, Kidger J. A realist	2019	09/2019		Declare and participate pending publication of the papers, however papers had not yet published prior to EK’s resignation.

			<p>evidence synthesis of mechanisms by which school-based interventions may widen or reduce inequalities in LGBT adolescents' mental health. PROSPERO 2019 CRD42019142576</p> <p>Anderson J, Jessiman T, Troy D, Howarth E, Geijer Simpson E, Spencer L, Kaner E, Limmer M, McDermott E, Collins M, Kidger J. Factors and interventions within educational settings that contribute to promoting positive mental health and preventing poor mental health – a systematic review. PROSPERO 2019 CRD42019138976</p>				
Eileen Kaner		Direct –non-financial professional and personal	<p>I am the Director of the NIHR Applied Research Collaboration for the North East and North Cumbria which has a theme on Supporting Children and Families which seeks to improve evidence-based care via research/implementation.</p>	2019	10/2019		<p>Declare and participate</p> <p>Rationale: Open declaration is sufficient mitigation</p>

Eileen Kaner		Indirect - financial	Campbell R, Jago R, Kidger J, deVocht F, Kaner E, van Sluijs E, Fairbrother H, Williams J, Womack J, Newsome C, Thomas K, Strong S. South-west School Health Research Network (SW-SHRN) – Creation of a network to characterise and improve adolescent mental health and well-being. NIHR SPHR Phase 2, 2020-22. £449,297	2020	12/2020		Declare and participate Rationale: Open declaration is sufficient mitigation
Eileen Kaner		Indirect - financial	Wolfe I, Kaner E, Forman J, McGovern R, Taylor Robinson D, Fox-Rushby J, Howard L, Boulding H, Baginsky M, Allard A, Hackett S, Fleming K, Mental Health and Substance use in Children and Families Experiencing Adversity or Overcoming Adverse Childhood Experiences (ORACLE). NIHR Policy Research Programme, PRP (ST-01-30), 2020-25. £1,470,122	2020	12/2020		Declare and participate Rationale: Open declaration is sufficient mitigation

Eileen Kaner		Direct –non-financial professional and personal	Spencer L, McGovern R, Kaner E. A qualitative exploration of 14 to 17-year old adolescents' views of early and preventative mental health support in schools. Journal of Public Health 2020 (In press).	2020	12/2020		Declare and participate - subject to review at each committee meeting and the matter under consideration Rationale: despite being a specific interest this was not identified in searches prior to EK's resignation.
Eileen Kaner		Direct – non-financial professional and personal	Tinner L, Kaner E, Garnett C, Mitchell S, Hickman M, Campbell R, MacArthur. Qualitative evaluation of a web-based digital intervention to prevent and reduce excessive alcohol use and harm among young people age 14-15 years: A 'Think-Aloud' study. Journal of Medical Internet Research 2020 (In press).	2020	12/2020		Declare and participate Rationale: interest is non-specific

Date last reviewed: 30/01/2023