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Started in 2016, HeadStart is a six-year, £67.4 million National Lottery funded

evidence to suggest that Bounce Back is a promising intervention for reducing

Our results also indicate that greater support and encouragement for participating children to attend and engage fully with the intervention will

Our analyses indicated that White and White British children were more likely to attend more sessions than children from other ethnic groups. We don't know why this was the case, and so more research focusing on the barriers to engagement for children from some minority ethnic groups might help to improve the accessibility of the intbiJETEMC W 16 0 0 16 39ver

Bounce Back is a new brief, school-based group intervention. The aims of Bounce Back are to (i) improve children's understanding of resilience and wellbeing; (ii) support them to build their

skills to make positive behaviour changes. It is one of several new interventions that have been implemented and tested in HeadStart Newham.

Bounce Back is based on the academic resilience framework (available online). According to this framework, the promotion of resilience among children experiencing challenges in their lives can be achieved by providing support to meet the following needs:

- basic (e.g. getting enough sleep)

- belonging (e.g. developing and maintaining healthy relationships)

- learning (e.g. developing life skills)

- coping (e.g. problem-solving)

- core self (e.g. instilling a sense of hope) [1]

To achieve this, Bounce Back focuses on 5 core resilience skills:

- planning for success

- learning from experience

- staying motivated

- dealing with tricky situations

- being able to ask for help

In addition, the intervention promotes 10 resilience 'moves':

- staying in control and keeping cool

- planning and achieving your dreams

- sleeping better

This study was co-designed by the Manchester Institute of Education and HeadStart Newham. It took place during one academic year, 2019/20. Our research questions were:

1. Does participation in Bounce Back reduce children's self-reported emotional symptoms?

2. Does participation in Bounce Back reduce

3. Does participation in Bounce Back improve children's self-reported problem-solving skills?

4. Does participation in Bounce Back improve children's self-reported self-esteem?

5. Do children's attendance rates at Bounce

    outcomes?

In our study, all participants had the opportunity to take part in Bounce Back. However, by randomly assigning schools to deliver the intervention straight away or to join a waiting list, we could compare outcomes for children in schools who were receiving the intervention with those in schools still waiting. This is called a 'waitlist cluster randomised controlled trial' design.

An independent research associate at the Manchester Institute of Education randomly allocated 24 mainstream primary schools in Newham to implement Bounce Back (12 schools) or to continue usual practice (12 schools).
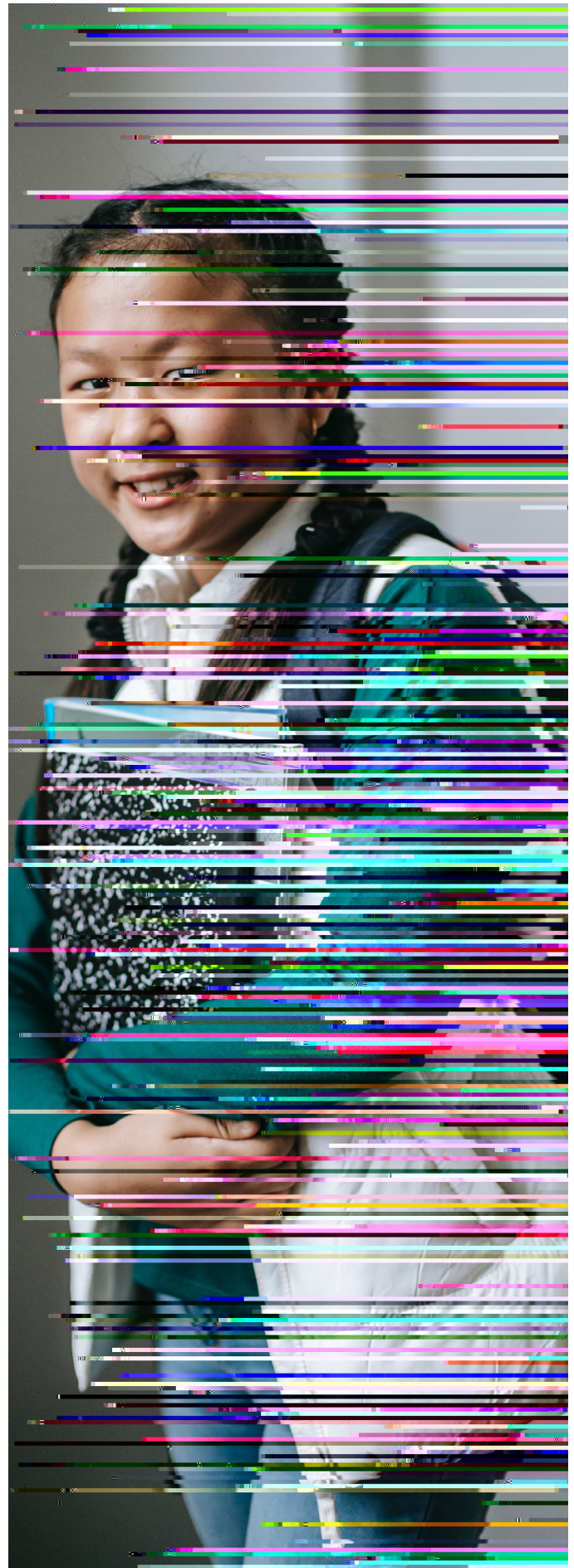
please see our original publication in the European Journal of Child and Adolescent Psychiatry, freely available online.

We found that participation in Bounce Back had a significant impact on children's emotional symptoms. This was equivalent to an 8 percentile point reduction.

In analyses that took account of session attendance rates, we found evidence of larger intervention

more than 8 sessions, this was equivalent to a 23 percentile point reduction in emotional symptoms.

We found no clear evidence that participation in Bounce Back led to a reduction in children's

the number of sessions attended did not matter for this outcome.

We found no clear evidence that participation in Bounce Back led to an improvement in children's problem-sol 000.24 21.7 (d)-0g sk6 (d)3 I7 (d83 I7(s o)-8

Our study demonstrated that participation in

Humphrey, N. & Panayiotou, M. (2021). Learning from
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