

THE BRAIN FRIENDS



"The difference I have seen in some of our year 5s is incredible. This will really help the move to secondary!"
Head Teacher- Surrey

Guide for Schools



The Brain Friends is a neuroscience-based, child-friendly framework that helps children understand and manage their emotions. Using engaging characters that represent key brain functions, The Brain Friends makes emotional regulation accessible, fun, and effective for all learners, particularly those with SEN.

A whole-school approach to emotional regulation benefits everyone—students, teachers, and staff. The Brain Friends model equips schools with practical, evidence-based tools to support self-regulation, resilience, and positive behaviour management. The Brain Friends supports an SEN-inclusive school.

WHAT IS THE BRAIN FRIENDS® MODEL?

The Brain Friends is a neuroscience-based emotional regulation and wellbeing programme designed to support children, teachers, and families. It introduces four playful, science-backed characters who represent different parts of the brain and nervous system:

Lenny Lizard – The brainstem: responsible for body signals, safety, and basic needs. Lenny helps children learn about interoception and nervous system regulation. Lenny runs the body and is in charge of our basic survival instincts. He lives 'downstairs' with his brain friend Mylo Monkey. When his needs are met and he is functioning well, he is regulated and able to handle life's challenges.



Mylo Monkey – The limbic system (amygdala + hippocampus): in charge of emotions, memories, and social safety. Mylo supports emotional literacy and co-regulation. Mylo helps to keep us safe from harm. He looks after the body's alarm system which sends us into FIGHT, FLIGHT, FREEZE and our memories. When his needs are met and he is functioning well, he keeps our feelings balanced and our bodies calm. He lives 'downstairs' with his brainstem friend Lenny Lizard.



Orla Owl – The prefrontal cortex: responsible for thinking, problem-solving, language, and decision-making. Orla encourages reflection and executive functioning skills. She loves to reflect, process and use language to communicate. When her needs are met she helps her friends Lenny and Mylo to express themselves. She lives in the 'upstairs' brain and has a creative and a logical side to her. When she isn't working well she flies away which makes it difficult to think and learn.



Brilliant Brain – Represents neuroplasticity and growth mindset. He teaches children that brains can grow and change through practice and effort. Brilliant Brain helps children to learn that their brain is plastic and learns by repetition and practice. He helps children to look after their brain friends so that they can discover, create and be curious about the world around them.



Why It Works

The Brain Friends model blends psychology, brain science, and relational teaching into one accessible approach. It offers:

- A shared language between staff, pupils, and parents
- Visual and sensory-friendly materials for inclusive learning
- Tools to help identify, manage and recover from dysregulation
- Integration across behaviour, wellbeing, and PSHE provision



CORE PRINCIPLES

THE SCIENCE

Regulation before Reasoning

Children must feel safe before they can learn.

Interoception-first Awareness

Understanding body cues leads to better emotional regulation.

Relational Safety

Regulation is built in connection with others.

Empowerment through Insight

When children understand their brain, they can begin to influence their behaviour.

Scientific Foundations

The Brain Friends model is informed by the latest in:

- Understanding safety and nervous system states
- Brain development from bottom-up
- Teaching emotional regulation with brain-based metaphors
- Body awareness as a key to self-regulation
- Brain plasticity and learning resilience
- Co-regulation through empathy and connection



The Brain Friends approach helps children to identify their bodily sensations through raising their awareness of interoception. The characterisation helps children to differentiate and also link together the sensations inside their body, their emotions and the tools they can use to reflect and reason.

Interoception gives us the ability to sense what is happening inside our bodies. From being aware of our heartbeat, hunger and even whether we need the toilet, it is also closely linked with emotional regulation.

Every emotion we experience is linked to a specific sensation inside the body. Nervous or anxious feelings are often described as 'knots in the stomach' or as having 'butterflies'. And the reaction to shock or stress, 'my heart skipped a beat'. These sensations that we feel inside the body are signals of interoception.

When children can understand, identify and effectively process the sensations inside their bodies, they have a better ability to use emotional regulation techniques. This helps them to better manage situations where they may have previously had unhelpful emotional reactions.

EVIDENCE AND ORIGINS

The Brain Friends® model is informed by the latest in neuroscience and psychology. Each framework below contributes to how the programme builds emotional literacy, regulation, and resilience in children:

Polyvagal Theory (Stephen Porges)

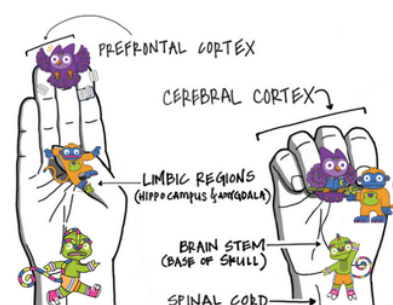
This theory helps us understand how the nervous system responds to safety and threat. The Brain Friends® uses this to teach children about the different states of their body (regulated, activated, or shut down) and how they can return to a calm, safe state with help from trusted adults.

Bruce Perry's Neurosequential Model

Perry's model shows how the brain develops in a sequence: from the brainstem (survival), through the limbic system (emotions), to the cortex (thinking). The Brain Friends® characters mirror this model, helping children understand how their responses follow the order of brain development and how to build regulation before reasoning.

Dan Siegel's Hand Model of the Brain

This simple, visual tool shows how the brain 'flips its lid' when emotions take over and the thinking part shuts down. The Brain Friends® uses this metaphor to help children recognise when Orla Owl (thinking) has flown away and what they can do to bring her back.



Interoception Research (Mahler and others)

Interoception is the ability to notice internal body signals like hunger, tiredness, or anxiety. Lenny Lizard teaches children how to tune into these sensations, giving them the foundation for better self-regulation and understanding of their own needs.

Growth Mindset (Carol Dweck)

This theory shows that abilities can grow with effort and practice. Brilliant Brain teaches children that their brain is always learning, helping them build resilience and stay positive when learning gets tough.

Emotion Coaching (John Gottman)

Emotion coaching helps adults guide children through big feelings with empathy and connection. Mylo Monkey models this process, teaching children that it's okay to have big emotions and that trusted adults can help them navigate them.

Window of Tolerance (Dan Siegel)

This concept explains the optimal zone where learning and regulation happen. When children are outside this window, they may go into fight, flight, or freeze. The Brain Friends® teaches children how to notice when they are inside or outside their window and what strategies (like their Lenny Den or breathing techniques) can help them return to calm.



WHOLE SCHOOL

THE BRAIN FRIENDS AS A COMPLETE WHOLE-SCHOOL APPROACH

We know that schools come with their own well-established systems and pressures. The Brain Friends doesn't aim to replace what's already in place, it builds upon it. We've listened to teachers and parents and designed a model that addresses the gaps many have experienced: a lack of interoception, relatable neuroscience, and an easy way to bring everyone - staff, pupils, and families onto the same page.

This is a whole-school solution that respects the foundation you've already built. We understand that time is limited, experience varies, and schools need approaches that meet them where they are, not where a manual says they should be.

The Brain Friends is not just a tool, it is a complete model for emotional development, relational teaching, and inclusive behaviour support. It is fully adaptable to your school's context and can be used as a standalone framework to embed emotional regulation, neuroscience-informed practice and wellbeing across the curriculum and school culture.

It also works really well alongside existing models. Whether your setting uses The Zones of Regulation, Emotion Coaching, or Restorative Conversations, The Brain Friends enrich and complement these approaches. They provide the shared language and foundational brain-based understanding that helps children connect the dots between what they feel, how they behave, and what they need.

By focusing on co-regulation, interoception, and a compassionate lens for behaviour, The Brain Friends brings everything together, empowering children to better understand themselves and empowering adults to support them in doing so.

Integrating The Brain Friends and The Zones of Regulation: A Whole-School Approach

Many schools already use The Zones of Regulation as a helpful starting point for supporting children with emotional awareness. The Brain Friends® model builds on this familiar framework, offering a more complete and inclusive approach that still allows for Zones-style tools to be used in tandem.

The Brain Friends® help children understand not only what they're feeling, but why they're feeling it — and what to do next. It adds in the missing links of brain science, body awareness (interoception), and personalised regulation strategies for all learners, especially those with SEND.



Below is a comparison to help schools see how the two approaches can complement one another, and how The Brain Friends® can deepen impact across your setting.

Area	What Zones Offers	How The Brain Friends® Builds On and Improves It
Emotion Awareness	Uses colour-coded zones (Blue, Green, Yellow, Red) to label emotions.	Uses a more flexible system based on energy levels and pleasantness, allowing children to personalise how emotions feel to them.
Interoception	Touches briefly on feelings in the body.	Explicitly teaches body signals like hunger, tiredness, or sensory overload through Lenny Lizard – improving self-awareness before behaviour escalates.
Neuroscience	Minimal explanation of the brain.	Rooted in brain science, using characters to represent parts of the brain: Lenny (body), Mylo (emotions), Orla (thinking), and Brilliant Brain (growth).
Regulation Strategies	Offers general strategies like breathing and breaks.	Provides tailored tools based on which brain friend is dysregulated – physical (Lenny), emotional (Mylo), or cognitive (Orla).
Nervous System	Doesn't address the body's stress response.	Actively teaches about fight, flight and freeze responses – giving children and staff a better understanding of what's really happening.
Window of Tolerance	Not included.	Helps children identify if they are inside or outside their Window of Tolerance and teaches ways to expand it over time.
Neurodiversity Inclusion	Some ND children may struggle with colour labels or fixed categories.	A neurodiversity-affirming model built with sensory processing, executive function and flexible communication in mind.
Communication & Advocacy	Focuses on naming emotions.	Encourages children to identify what they need and express it – empowering them to ask for help or take action.
Whole-School Integration	Often used in isolation or only in PSHE.	Wraps around behaviour, PSHE, wellbeing, and SEND – creating a shared language across the whole school community.
Behaviour Conversations	Encourages reflection on behaviour.	Provides a structured, compassionate framework to help adults and children explore why a behaviour happened and what was needed.
Home Use	Sometimes harder for parents to engage with.	Easily integrated at home, with tools and language parents can use to support co-regulation and emotional awareness.



CONNECTION

WHY THE BRAIN FRIENDS MAKES THE DIFFERENCE

The Zones of Regulation introduces basic emotional vocabulary – but The Brain Friends® take it further by teaching children how their brains and bodies work together, and how to regulate from the inside out. It's practical, playful, inclusive, and grounded in science.

The Brain Friends help schools:

- Support all children, including those with SEND and sensory differences
- Foster co-regulation and connection instead of compliance
- Empower children with tools they can actually use – in class, at home, and for life
- Create consistency across staff teams and support adults to respond with compassion

How The Brain Friends Support Connected Behaviour Conversations

The Brain Friends model helps teachers move beyond behaviour charts and consequences by offering a compassionate, neuroscience-based approach to understanding what's really going on beneath the surface of children's actions.

A New Language for Behaviour

Instead of asking, "Why did you do that?", teachers can use the Brain Friends to open a more reflective dialogue:

- "Was your Lenny (body) feeling unsafe or overwhelmed?"
- "Did Mylo (feelings) sound the alarm with a big emotion?"
- "Was Orla (thinking brain) taking a break when that happened?"

This language gently shifts the focus away from blame and towards curiosity and connection.

Why This Works

Children often don't know why they acted a certain way, especially if they were dysregulated. The Brain Friends framework helps them:

- Reflect on which brain state they were in
- Make sense of their bodily sensations and emotions
- Identify what they needed in the moment

It also helps teachers:

- Respond with empathy and insight rather than punishment
- Guide children through co-regulation
- Build long-term behavioural flexibility through emotional literacy





RESTORATIVE

HOW THE BRAIN FRIENDS SUPPORT RESTORATIVE CONVERSATIONS

When conflict arises or rules are broken, The Brain Friends can support restorative practices by:

- Naming what happened in a safe, non-blaming way
- Understanding what the child was feeling and why
- Exploring what might help next time
- Repairing relationships and rebuilding trust

Here are some ways to use The Brain Friends during a behaviour check-in:

- "Let's talk about Lenny. What was your body telling you?"
- "What feeling was Mylo showing you?"
- "Do you think Orla could help you figure out what to do next?"

By using this shared language, children begin to see behaviour as something they can learn from, not something they should be ashamed of. This is the heart of a relational, restorative classroom culture. The Brain Friends characters guide reflection and repair, children can better understand what happened, why it happened, and what can happen next, all within a supportive, regulated framework.

Here's how each Brain Friend supports restorative conversations:

Lenny Lizard (Brainstem)

- Helps children check in with their body: "What was happening in your body before that happened?"
- Encourages awareness of physical triggers like tiredness, hunger, overwhelm, or sensory overload.
- Supports grounding strategies before any talking begins — helping bring the child back into their window of tolerance.

Mylo Monkey (Limbic System)

- Connects with emotions and memories: "What big feeling was Mylo having?"
- Gives children a safe metaphor to name their emotions, without shame.
- Helps children recognise how their feelings might have affected their actions and the feelings of others.

Orla Owl (Prefrontal Cortex)

- Comes in once the child is regulated and ready to reflect.
- Helps with problem-solving, empathy and taking perspective: "What do you think Orla would say next time this happens?"
- Supports developing responsibility and planning for repair.

Brilliant Brain (Neuroplasticity & Growth Mindset)

- Encourages children to see every moment as a chance to learn and grow.
- Reframes mistakes as opportunities: "What did your Brilliant Brain learn from this?"

Why this works:

Accessible language – Children often don't have the words to explain their emotions or behaviour. The Brain Friends give them a simple, non-blaming way to explore and express.

Relational safety – This model puts co-regulation first. Adults are trained to support, not punish, helping the child feel safe enough to reflect.

Behaviour as communication – By exploring what Lenny and Mylo were doing before the behaviour, we get to the unmet need behind it.

Empowers future choices – With Orla and Brilliant Brain, children can think ahead and plan for better outcomes.



Tend and Tame your BRAIN FRIENDS

- 1** What does your Lenny Lizard need?


- 2** What does your Mylo Monkey need?


- 3** What does your Orla Owl need?





FOR SCHOOLS

THE BRAIN FRIENDS® IN SCHOOLS

The Brain Friends® can be woven into daily conversations and classroom management to build the foundations of a regulated, emotionally aware learning environment. We understand that time is limited and timetables are already stretched, which is why the approach is designed to be flexible and easy to integrate.

The Brain Friends® offers a flexible framework that can be used in a variety of ways to strengthen wellbeing, behaviour, and connection across your school community.

- **PSHE Lessons:** Short, engaging sessions that link directly to PSHE themes such as emotional literacy, community, respectful relationships, and wellbeing.
- **Assemblies:** A fun and visual way to explore topics like kindness, resilience, and regulation – helping pupils understand their brain and emotions together as a community.
- **ELSA or Wellbeing Sessions:** The characters can be used as a common language for emotional awareness, reflection, and problem-solving, supporting both group and one-to-one work.
- **Behaviour Conversations:** Staff can use the Brain Friends® language to help pupils reflect on what's happening in their body and brain during moments of challenge – turning behaviour incidents into learning opportunities.
- **Self-Awareness & Reflection:** Classroom check-ins or journals can help pupils recognise their own emotional states, building interoception and self-regulation skills over time.
- **Transitions & Friendships:** The Brain Friends® help children navigate change, separation, and social challenges by offering a shared understanding of feelings, reactions, and coping tools.
- **Regulation & Calm Corners:** Visuals and simple strategies linked to each character can be used to create calm, restorative spaces that encourage independent self-regulation.

The Brain Friends® also extends naturally into home life. Parents can use the same characters and language to support routines, manage emotions, and strengthen connection at home. We provide a range of resources and remote parent sessions that complement your school's approach – helping families and staff speak the same language of regulation and growth.



SUPPORTING SEN INCLUSION IN MAINSTREAM SCHOOLS

The Brain Friends is a powerful framework for creating SEN-friendly classrooms that are accessible to all children. By using simple character-based metaphors rooted in neuroscience, it helps children better understand their own regulation needs, emotional responses, and learning challenges. It supports key classroom strategies such as:

- Visual supports and emotional check-ins through daily Brain Friends language and posters
- Predictable routines that reduce anxiety and foster regulation (especially for autistic and ADHD learners)
- Safe spaces like the Lenny Den to support emotional and sensory recovery
- Interoception tools to help children identify what their body needs before distress escalates
- Social and emotional scripts using Mylo Monkey and Orla Owl to process feelings and repair relationships
- Executive function strategies to help with organisation, transitions, and focus

Teachers, support staff, and parents are given shared language and tools to support emotional needs with consistency. This reduces overwhelm and increases the emotional safety needed for SEN learners to access their education confidently.

A Preventative and Proactive Approach

Rather than relying solely on intervention after a behaviour has occurred, The Brain Friends gives children and adults tools to:

- Recognise dysregulation early
- Understand the root causes of behaviour
- Prevent escalation through co-regulation strategies
- Teach emotional skills in advance, rather than during crisis

This proactive approach reduces incidents, supports wellbeing, and gives all children — including those with additional needs — the opportunity to thrive. It fosters a culture of compassion, awareness, and inclusion that benefits every learner.



ALIGNING WITH PHSE

The Brain Friends® model provides a neuroscience-backed, emotionally intelligent, and SEN-inclusive approach that integrates seamlessly into the PSHE curriculum, particularly supporting the three core PSHE themes: Health and Wellbeing, Relationships, and Living in the Wider World.

Core Theme 1: Health & Wellbeing

- Emotional Literacy & Mental Health: Mylo Monkey supports identification and naming of feelings (H11-H16), understanding mood changes (H17-H20), and emotional resilience strategies (H18, H24).
- Body Awareness & Self-Care: Lenny Lizard encourages awareness of physical health, sleep, hygiene, diet, and exercise (H1-H10). He also supports interoception and recognising body signals (H13).
- Growth Mindset & Learning: Brilliant Brain helps children understand that mistakes are part of learning, linking to resilience and self-belief (H21-H24).

Core Theme 2: Relationships

- Understanding Emotions in Others: Mylo Monkey teaches empathy, recognising feelings in peers, and responding appropriately (R6-R9, R14-R18).
- Conflict Resolution & Respect: Orla Owl helps children use thinking skills to solve conflicts and understand respectful behaviour (R10-R13, R21-R25).
- Safe & Supportive Relationships: The Brain Friends approach helps build awareness of trusted adults, safe boundaries, and how to ask for help (R5, R19-R20).

Core Theme 3: Living in the Wider World

- Confidence, Belonging & Identity: Brilliant Brain supports discussions around self-worth, strengths, and individuality (L14-L17).
- Community & Responsibility: The Brain Friends model fosters connection, inclusion, and responsibility through relational learning and co-regulation strategies.
- Digital Awareness & Balance: Orla Owl promotes thinking and reflection around screen time and online behaviour (H9, L7-L9).

Why It Works

- Uses character-based metaphors to teach neuroscience and regulation in a relatable, child-friendly way.
- Encourages shared language between children, teachers, and families.
- Supports PHSE statutory requirements while enhancing whole-school culture, SEN inclusion, and emotional wellbeing.



FOR SCHOOLS

SUPPORT FOR SCHOOLS

**Helping children feel calm, confident and connected,
one simple step at a time**

The Brain Friends® in Practice: School Support Offer

The Brain Friends® is not just a concept. It is a flexible, practical approach that can be delivered in schools in a way that fits around your existing provision.

We understand that schools are busy and need support that is simple to implement, consistent, and effective.

Intervention Support (Small Groups)

A 6-week programme designed for small groups of 4–6 pupils.

Each session is 30 minutes and focuses on building emotional awareness, regulation and thinking skills in a structured, supportive way.

This is ideal for:

- Pupils with SEN or additional needs
- Children experiencing anxiety or overwhelm
- Friendship and social challenges
- Emotional regulation and behaviour support
- Transition support (including Year 6)

Children learn to:

- Recognise early signs of dysregulation
- Understand what is happening in their brain and body
- Build emotional language
- Use simple regulation strategies
- Reflect and make better choices over time

1:1 Targeted Support

For pupils who need more personalised input, 1:1 sessions provide a deeper level of support.

These sessions help children:

- Build confidence and emotional safety
- Explore individual challenges
- Develop tailored regulation strategies
- Strengthen self-awareness and independence





FOR SCHOOLS

SUPPORT FOR SCHOOLS

Helping children feel calm, confident and connected,
one simple step at a time

Assemblies & Group Workshops

Whole-school or key stage assemblies introduce The Brain Friends in a fun and engaging way. This creates:

- A shared language across the school
- Consistency in how emotions and behaviour are understood
- A strong foundation for classroom and intervention work
-

Parent Support

We know that children do best when home and school are aligned.

Parent support includes:

- Workshops or talks
- Access to a free parent assessment tool
- Simple strategies that mirror what children are learning in school

This helps parents understand behaviour through the same lens and respond with confidence.

Classroom Resources

Schools are provided with practical, easy-to-use resources that support day-to-day implementation, including:

- Visuals and posters
- Regulation tools
- Check-in systems
- Ideas for calm and regulation spaces

These resources help embed the approach beyond sessions and into everyday classroom life.

How It Fits Into Your School

The Brain Friends® works alongside what you already have in place by supporting

- PSHE
- Behaviour policies
- ELSA and pastoral provision
- SEN support
- Whole-school wellbeing





CPD

STAFF TRAINING

Meet The Brain Friends® CPD Training – Inset, twilight and personal development

A Whole-School Approach to Regulation, Relationships & Resilience

Looking for a fresh, SEN-inclusive way to embed emotional regulation and relational practice across your whole school?

Join us for our CPD-accredited INSET training: 'Meet The Brain Friends'

Perfect for all staff – from class teachers and LSAs to SLT and midday supervisors.

Using relatable characters (Lenny Lizard, Mylo Monkey, Orla Owl & Brilliant Brain), this training makes brain science simple, memorable and engaging for staff and pupils alike. Especially powerful for SEN and neurodivergent learners.

CPD accredited – ideal for annual staff development or behaviour and wellbeing focus.

Course Outline:

Part 1: Welcome & Introduction

Part 2: The Science Behind The Brain Friends®

Part 3: Relational Practice and Regulation

Part 4: Implementing The Brain Friends®

Part 5: Embedding a Regulated Classroom Culture

Part 6: Reflection and Planning

Resources Provided:

- CPD certificate
- Slide deck and printed handout pack
- Poster set of Brain Friends® characters
- Brain Friends® Regulation Strategy Sheet
- Template for Lenny Den setup
- Sample lesson ideas and classroom activities

Optional Add-ons:

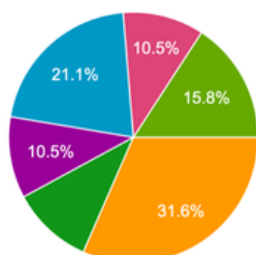
- Access to the Brain Friends® Digital Toolkit for schools
- Half-day or full-day follow-up workshops
- Parent information pack



SURVEY FEEDBACK - CHILDREN

How old are you? (child)

19 responses



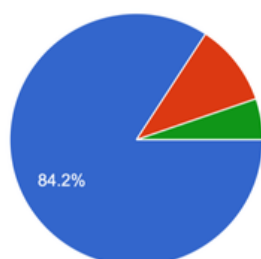
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- Other

*March 2025



I know how to support my Lenny Lizard. I know what he needs to feel regulated.

19 responses

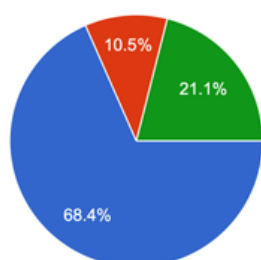


- Yes - I understand how to tend and tame my Lenny now
- I know some things about Lenny
- No - I don't know how what Lenny Lizard needs.
- Getting there - I can list some things that Lenny needs



I understand how the different parts of my brain work together. Lenny looks after my body, Mylo looks after my emotions and memories, Orla looks a...rilliant Brain helps me to have a growth mindset.

19 responses

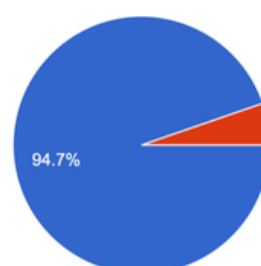


- Yes I understand how The Brain Friends work
- I know some of them
- No - I don't remember The Brain Friends
- Yes - The Brain Friends helped me learn by understanding each character



Feedback on The Brain Friends resources - stickers, visual charts, card games and books

19 responses



- I enjoy using The Brain Friends resources
- I have had fun with some of the resources
- No - I did not like or understand them
- Other



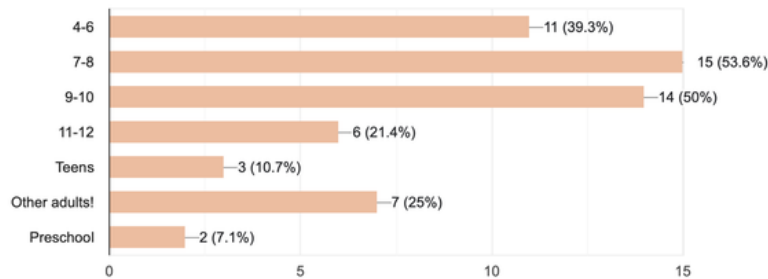


SURVEY FEEDBACK - ADULTS

*March 2025

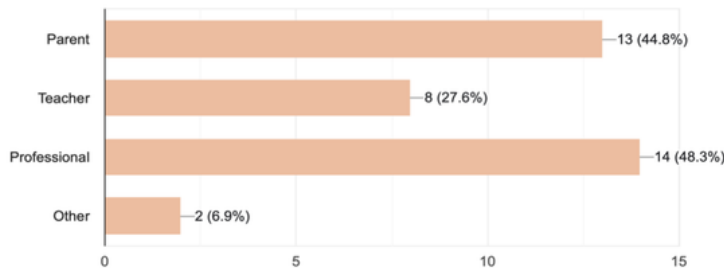
How old are the children you have shared The Brain Friends with?

28 responses



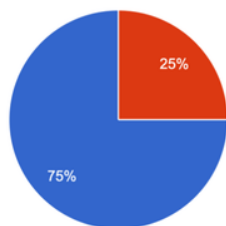
I am using The Brain Friends as a

29 responses

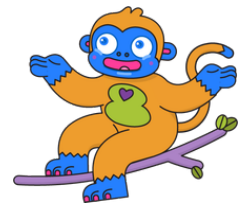


Mylo Monkey looks after feelings and memories. It is easy to discuss naming and taming emotions and building emotional language.

28 responses

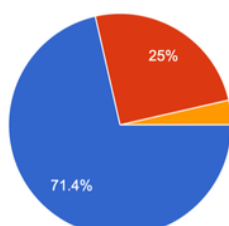


- Yes - the children understood Mylo's role and can name some emotions
- Getting there - They understand that Mylo looks after feelings.
- No - It isn't quite there yet
- Other



It was easy to share the concept of Lenny Lizard. Children can easily learn what Lenny needs to feel regulated.

28 responses



- Yes - It was easy for them to understand how to tend and tame Lenny
- Getting there - They understood some things that Lenny needed
- No - This was difficult to explain
- Other





My Brain pumps
adrenalin when I am
in fight or flight. I can
feel it in my hands
and feet.

Ralph age 8

The Brain Friends
help me understand
what is happening in
my body when I'm
angry. Eva age 9

My Mylo Monkey
helps me to name my
feelings and notice
where they are in my
body. Nancy age 5

Regulation means
you are in a good
state and can handle
life's challenges.

Ethan, age 10

My Lenny needs alot
of water and rest
otherwise he goes
into flight

Jackson, age 9

My Orla Owl needs my
body and emotions to be
in a good space.

Sydney, age 10

My Lenny Lizard
needs water, food,
sleep and for me to
be active and off my
ipad.

Caitlyn, age 10

When my Lenny is
dysregulated I can't think
properly. I know I need
water and to move my
body!

Akshaj - age 10

The Brain Friends give children understanding and awareness. It gives them the tools and knowledge to make the connection between their thoughts and feelings in their mind and body. It empowers them to interpret and understand their nervous system. It normalises making the connection with what they are feeling on the inside and helps them utilise strategies to change how they show up on the outside.



About Emily Harbrecht, Founder of The Brain Friends

Emily is an award winning Coach, Trainer and the face behind The Brain Friends® and Mind Tools For Kids®. She has trained over 70 Mind Tools For Kids Coaches worldwide and uses her creativity and passion to support children, parents and teachers in understanding how we experience our thoughts and emotions in our bodies.

Emily lives in South London with her husband, 2 daughters and 2 rescue greyhounds. Emily homeschools her SEN teenager after the rollercoaster EBSA. She is passionate about helping schools work with families to help children access school.

Emily enjoys nothing more than debating, researching and exploring what makes people tick.



*"Super energetic, very passionate, empathetic and engaging!
Emily really knows her stuff!" Natasha Wissanji, Pastoral Lead*

Meet The Brain Friends

The Brain Friends is a science-backed, SEN-friendly framework designed to help children understand their brains, navigate big emotions, and develop practical tools for behaviour and everyday challenges. Each Brain Friends character represents a part of the brain and teaches simple, practical tools for emotional regulation, resilience and relationships. It's designed to work across home and school, creating a shared language that supports all children, especially those who need a little extra help.

The Brain Friends grow *with* children, layering their learning and understanding of their emotions, neuroscience and thinking strategies. Find out more at www.thebrainfriends.co.uk

