The present study aimed to explore potential links between Animal Assisted Therapy (AAT) and children’s coping styles. AAT has been shown to bring about change in a range of areas. Based on existing literature within both fields, it was hypothesised that increasing children’s social, emotional and behavioural (SEB) skills through AAT, would increase the use of more productive coping strategies. Eight primary aged pupils, aged seven and eight, attended an existing AAT intervention for six weeks in their school. Pre and post intervention measures were taken to assess for changes in SEB skills and exhibited coping styles. The measures were taken using The Boxall Profile and the Self Report Coping Scale (SCRS). Quantitative data was supported by interviews with a selection of pupils, parents and teachers that aimed to explore views of AAT and changes across time and contexts. The results revealed changes in 17 of the 20 Boxall Profile dimensions, indicating positive changes in the pupils’ social, emotional and behavioural skills. Descriptive analysis was used to explore the changes in coping styles. The research provides support for the use of AAT in supporting SEB difficulties. The implications for the use of AAT to promote productive coping styles are discussed and future directions are proposed.