



Anna Freud
National Centre for
Children and Families

Trustees' annual report

and financial
statements for the year
ended 31 August 2021



ANNA FREUD CENTRE
NATIONAL CENTRE FOR CHILDREN AND FAMILIES

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Reference and administrative details

The Anna Freud Centre, operating as the Anna Freud National Centre for Children and Families, is a registered charity, number 1077106, and a company limited by guarantee, company number 05819888.

Board of Trustees

The Hon Michael Samuel MBE (Chair)
 Ms Catherine Bedford
 Ms Sally Cairns
 Melanie Chatfield (resigned 07.09.21)
 Ms Pamela Hutchinson OBE (appointed 08.12.20)
 Dr Moshe Kantor (resigned 16.03.22)
 Ms Nicola Loftus (resigned 14.04.21)
 Professor Linda Mayes MD
 Mr Peter Oppenheimer
 Mr Daniel Peltz OBE (Treasurer)
 Professor Stephen Pilling
 Mr Dominic Shorthouse (Deputy Chair)
 Dr Sarah Wood OBE (appointed 08.02.21)

Chief Financial Officer and Company Secretary

David Fowler (to 31.03.22)
 Christine Kanu (from 28.02.22)

Registered address

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Auditors

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 London, EC4R 1AG

Bankers

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 London E14 5HP

Investment managers

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 100 St Paul's Churchyard, London, EC4M 8BU

Patron

Her Royal Highness The Duchess of Cambridge

Chief Executive

Professor Peter Fonagy OBE
 FMedSci, FBA, FBPSA, PhD, DipPsy

Chief Operating Officer

Ros Bidmead

A message from the chair and the chief executive

This year has seen a great deal of action at the Centre in meeting the immediate and growing demand for more mental health support for children and young people. We have spent a second year living under the shadow of the pandemic and the mental health of the most underserved children and families has suffered the most.

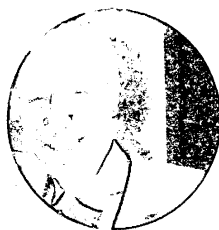
The Centre has continued to respond to these real and immediate mental health needs of children, young people and their families. We've helped children directly, through our therapeutic support services, but also through the research knowledge the Centre has compiled, collated and shared. Our Mentally Healthy Schools resources and expertise are more widely available than ever before, launching the site to secondary schools in the year to reach millions of pupils across the UK. We've also reached unprecedented numbers of professionals through our free learning networks, nearly doubling membership to over 74,000 people, and through our short courses and events. All in all, over 32,500 took up our training offer and attendance at our learning events rose by 130% from last year.

These are extraordinary figures and a testament to the skills, creativity and hard work of all our staff. They are also a tribute to the generosity of our donors, without whom our work would not be possible. This growth also marks the start of a strategic ambition of the Centre to disseminate its unique and valuable work even more widely, particularly to

professionals working with children and young people who need support. This year we've shown that we can work together to meet current need while also providing a platform to build on for the future.

The Board is supporting the Centre to take the long view; mental health needs won't go away. We will respond to this need. This means increasing our capacity further, thinking differently about mental health, and developing a new culture in the Centre to help us equip even more adults - professionals, parents and carers - to support the children, young people and their families who need it.

**The Hon. Michael Samuel MBE,
Chair of the Board of Trustees**



74,000

network members

35,000

took up our training offer

130%

increase in learning events

The purpose of charity is to rise to the challenge of adversity. It's what we're here for and it underwrites what we do. The challenge we face now is that the demand for mental health support for children, young people and their families has never been greater than it is now.

To meet this, we need to look at ourselves as an organisation and ask how we can do things better while at the same time continuing to deliver the support that is so desperately needed. Getting this balance right is essential. We have been open about our failure to address issues around equity, diversity and inclusion (EDI). Following the murder of George Floyd in May 2020, it became clear that the values that we aspire to were not matched by our actions, particularly when it came to being an inclusive and actively anti-racist organisation. We know we must change profoundly and our commitment to do this is absolute. This year we have started to put in place plans which will change us for the better.

In September we started working with an external consultant on a two-year programme to create and deliver a sustainable strategy to embed EDI in every aspect of our policy and practice. All divisions of the Centre are working to embed EDI into all aspects of what they do and how they do it.

Our EDI programme will bring new learning into the Centre, enrich our work and allow us to reach out to new groups of people. We have

also learned from the pandemic about how we can use digital to widen the populations we reach. Our emerging strategy, 'Closing the Gap', which will be finalised next year, is at the heart of our ambitions to build new platforms to extend training and learning opportunities so that we can support more young people in the UK and play an increasingly powerful role in tackling social injustice.

I believe that adversity has allowed us not only to reflect on our limitations and to start to address them, but also to build on our strengths and to make us a better, stronger organisation, fit to respond to the crisis we face in mental health.

Our greatest strength is, and always has been, our staff, our supporters and the children, young people and families we work with, and I would like to thank them all. Through their skills, support and insight, the Centre has negotiated the challenges of the pandemic. With their continued energy the Centre's future looks very bright indeed.

**Professor Peter Fonagy OBE,
Chief Executive**



Closing the gap

Staff

Objectives and activities

Anna Freud National Centre for Children and Families (the Centre) has been pioneering mental health care for 70 years. The Centre improves the lives of thousands of children and young people with mental health problems every year. It provides a vital lifeline for families under pressure and is the UK's only children's mental health organisation to combine practice, training and world-class research, with a focus on family wellbeing. The trustees confirm that they have complied with the duty in section 17 of the Charities Act 2011 to have due regard to the general guidance issued by the Charity Commission on public benefit.



Aim

To transform mental health provision for children and young people in the United Kingdom by improving the quality, accessibility and effectiveness of treatment. We believe that every child and their family should be at the heart of the care they receive, working in partnership with professionals.

Mission

To further the charity's purposes for the public benefit, we advance, translate, deliver and share the best science and practice with everyone who impacts the lives of children and families

Vision

A world where all children and young people are able to achieve their full potential and where they and their families get support that is designed with their input, available at the right time, and meets their needs, so that they can develop their emotional and mental health.

Values

- Compassion – striving to empathise with the experience and feelings of others, reflecting constantly and with humility to honour the trust we are given.
- Inclusivity – children, young people and their families being at the heart of everything we do, listening and learning from them and from those who support them in education, social care and health, and across statutory, voluntary and community services.
- Collaboration – maximising impact by working in partnership with others, learning and sharing knowledge, expertise and experience.
- Creativity – imaginative in how we build new understanding, strengthen relationships and develop our skills as the foundation of excellent practice.
- Equity – ensuring we reach, include, listen to and learn from people of all backgrounds.
- Courage – experimenting and pioneering as part of how we learn.
- Integrity – acting with honesty and integrity, guided by evidence while keeping in mind what science cannot tell us.

Principles

- 1 We listen to and learn from the views of children and young people, work with them to build better solutions, and amplify their voices to aid better understanding of mental health issues.
- 2 We work with those who bring up children or work directly with them, from parents to foster carers, teachers, social workers and mental health professionals – those who know them best and know what works.
- 3 We partner with national and local government, public bodies, philanthropists, trusts and other stakeholders to change the system – and with families and communities to change lives.



Achievements and performance

Highlights of the year

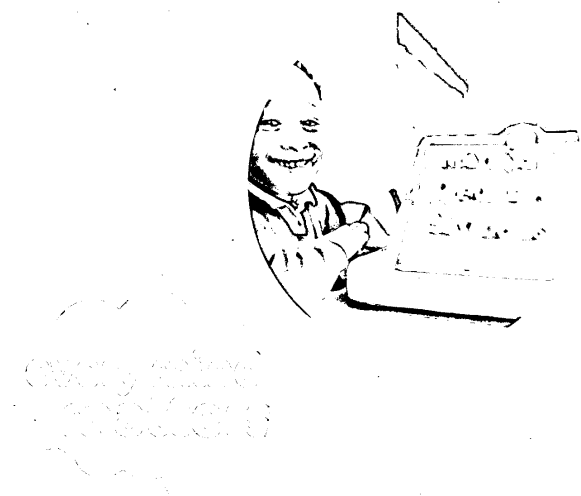
September 2020

We expand our free **Mentally Healthy Schools** website to support primary schools and secondary schools across the UK. For the first time we provide schools with resources and information to address the curricula in Northern Ireland, Scotland and Wales.

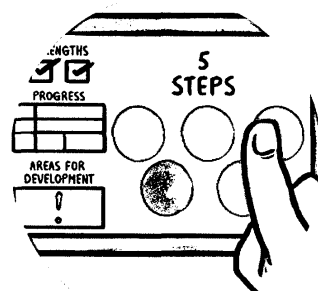
Public Health England launches its **Every Mind Matters** website, part of a mental health campaign developed in partnership with the Anna Freud Centre, YoungMinds, The Mix and Place2Be.

The **UK Trauma Council** (UKTC), a new UK-wide expert body hosted and supported by the Anna Freud Centre, is launched. The UKTC brings together leading experts in research, policy and practice from all four nations of the UK to nurture and protect children and young people following trauma.

We launch **5 Steps to mental health and wellbeing**, our free, interactive framework to support schools to develop whole-school approaches to mental health and wellbeing. Each of the 5 Steps is accompanied by a free seminar to support staff to use the framework.



UK TRAUMA COUNCIL



October 2020

The **National i-THRIVE Programme Team** launches an animation promoting the THRIVE Framework, developed by the Anna Freud Centre. The animation is made with the support of the Young Champions at the Anna Freud Centre and the Patient and Public Involvement Team within the Tavistock and Portman NHS Foundation Trust. The THRIVE Framework now supports over 65% of the population of children and young people in England.



November 2020

Our Patron **The Duchess of Cambridge** unveils the findings of the **biggest ever UK study on the early years**. The Centre's Chief Executive, Professor Peter Fonagy and Education and Training Director, Professor Eamon McCrory, were members of The Royal Foundation steering group for the study.



December 2020

Professor Sir Michael Marmot, the world authority on health inequality, launches our new series of **Transformation Seminars** at which speakers are invited to respond to a simple question: what is the one big idea you have that could transform children's and families' mental health?

January 2021

Brenda McHugh, Co-Founder of Pears Family School is awarded an MBE for services to education in the New Year Honours List.

We launch the **Schools Support Service** which provides free resilience support via schools for pupils, staff, parents and carers. The service is part of the Anna Freud Centre's response to the enormous pressures of the coronavirus pandemic – with a significant gap in mental health support, particularly for children and young people experiencing low to moderate difficulties who could be helped earlier, before their difficulties get worse.



"At the Anna Freud Centre and in the Pears Family School, so many people do extraordinary things every single day. I am humbled to have my small contribution identified for this honour, but I like to think of this as recognition of all the amazing work and dedication of everyone involved."

- Brenda McHugh

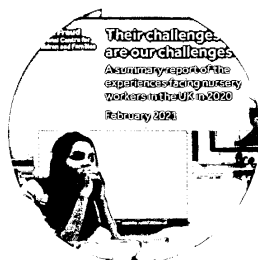


We launch **#BeeWell**, a major new partnership, with The University of Manchester, leaders from Greater Manchester Combined Authority and all of the city-region's secondary schools. In the wake of the coronavirus pandemic, the project will survey children about their wellbeing and preparedness for life beyond school and is the first in the UK to cover all secondary schools in a city-region.

February 2021

The Anna Freud Centre celebrates this year's **Children's Mental Health Week** by encouraging children and young people, their families and those who work with them to open up to mental health. Through our Mentally Healthy Schools toolkits, we share self-care activities and our animations. We work with Johnny Benjamin's charity Beyond to promote teacher wellbeing, and hold a public conversation between our Medical Director Dickon Bevington, and Newsreader, Strictly star and mental health campaigner, Kate Silverton.

We publish a **survey of early years workers** revealing that a high proportion of nursery staff have worked with children facing complex problems including domestic violence, parental substance use, abuse, and bereavement. Many staff admitted that they had found these needs difficult to manage. Based on these findings we develop a programme of free seminars to help early years workers support these children.



"We are delighted to be working with West London NHS Trust together on this national training contract, supporting the development in competence and confidence of the workforce to understand and respond to the needs of people with complex mental health difficulties associated with a diagnosis of 'personality disorder.'"

- Claire Evans, Head of Children and Young People's Mental Health Workforce Development at the Anna Freud Centre

March 2021

We publish a survey of young people as we launch **Mentally Healthy Schools for secondary schools and FE settings**. The site is the UK's first information and resource hub offering free, quality-assured mental health resources and guidance for schools and colleges. The survey of 3,000 young people finds that 93% want mental health to be brought into the classroom and for conversations about mental health to be normalised in schools and further education (FE) colleges.

April 2021

In partnership with the West London NHS Trust and UCL, we are awarded the contract to deliver the **National Hub for the Knowledge and Understanding Framework (KUF)** training by NHS England and NHS Improvement, Health Education England and HM Prison and Probation Service. The KUF Hub will support the growth of skills and knowledge of professionals working with service users who have complex mental health difficulties, across health, social care, criminal justice and the third sector.



May 2021

The UKTC launches a [new portfolio of free, evidence-based resources for school staff, bereavement services and NHS mental health services](#) in collaboration with **Child Bereavement UK**, **Winston's Wish** and the **Childhood Bereavement Network**. The development of the portfolio is funded by the government's Coronavirus Community Support Fund, distributed by The National Lottery Community Fund.

A new initiative, **Drumathon LIVE 2021**, is launched to raise funds for the Centre and the UKTC. The event starts in **Mental Health Awareness Week** with a drum fest that continues for a week. Fifty world class drummers take part, including Will Champion of Coldplay, Nick Hodgson of Kaiser Chiefs, Phil Gould of Level 42, Cherisse Osei of Simple Minds, and Ian Matthews of Kasabian.

To mark **Mental Health Awareness Week**, we accompany **The Duke and Duchess of Cambridge** on their visit to **The Way Youth Zone** in **Wolverhampton**, which supports children and young people with their mental health and wellbeing. The project is part of **HeadStart**, a six-year, £67.4 million National Lottery funded programme set up by The National Lottery Community Fund which enables young people to thrive by building their resilience and providing support when and where it is needed. We are leading the national evaluation of HeadStart.

The Secretary of State for Education, the Rt Hon Gavin Williamson MP, announces the launch of the **National Centre for Family Hubs (NCFH)** which will be led by the Anna Freud Centre. The NCFH will support the scaling up of family hubs across England. The hubs provide integrated early help services that aim to improve the accessibility and quality of early intervention for families as soon as difficulties arise – from the early years of children's lives and in the years following.

"Trauma gets in the way of the typical process of grieving. It blocks the child or young person's ability to adjust to their loss."

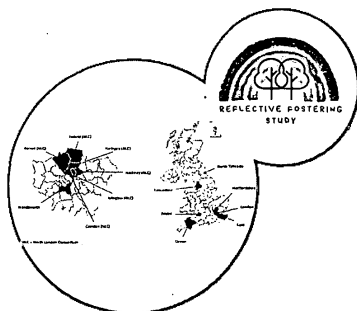
David Trickey
Co-Director
UK Trauma Council

UK TRAUMA COUNCIL



June 2021

We announce the start of our Reflective Fostering Study, the largest ever UK study to evaluate the impact of a foster carer support programme. This randomised controlled trial will run from September 2021 until late 2023. It will work with 720 foster carers in over 12 local authorities. The Reflective Fostering Study is funded by the National Institute for Health Research (NIHR).



July 2021

"I am honoured to receive this acknowledgement of the work the entire Schools Division is achieving. I work with a fantastic team in an amazing organisation and that's where the credit lies."

- Jaime Smith



Jaime Smith, Director of the Centre's Schools Division, is **awarded an MBE for services to education** in the 2021 Queen's Birthday Honours List.

Our Patron, Her Royal Highness The Duchess of Cambridge, launches **The Royal Foundation Centre for Early Childhood**. Our Chief Executive, Professor Peter Fonagy, and Director of our Education and Training Division, Professor Eamon McCrory, have been part of the steering group and provided expert guidance on the importance of the early years.

We publish **Early years staff wellbeing: a resource for managers and teams**, in partnership with five local authorities and the National Day Nurseries Association. Based on a survey of 1,500 nursery staff and workshops with 22 nurseries, the resource uses the perspectives of staff to help settings create their own wellbeing policies and activities.

A research team led by our Chief Executive, Professor Peter Fonagy, wins a major **UK Prevention Research Partnership (UKPRP) Consortium award** for the Kailo project. The project aims to improve adolescent mental health in communities experiencing different forms of disadvantage. It is a collaboration between a wide range of universities and expert groups and is informed by an expert advisory group co-chaired by Professor Sir Michael Marmot (Director of the UCL Institute of Health Equity) and Dame Rachel de Souza (Children's Commissioner for England).

Professor Peter Fonagy, Chief Executive of the Centre, is appointed to the **Health and Social Care Committee's Expert Panel** to evaluate the government's pledges on mental health.

"Mental health disorders are a leading cause of disability in the UK. The focus of the Health and Social Care Select Committee on successive governments' performance in this area is most welcome."

-- Peter Fonagy

August 2021

The Centre's Schools and Colleges Early Support Service announces a series of **free, online workshops** for parents and carers on how to support their child's wellbeing as exam results come out. The workshops are run by Anna Freud Centre experts with a background in both education and mental health. They offer support for parents and carers who are worried about their child's reaction to their results. The workshops help parents and carers to reflect on how best to continue supporting their child, and to identify new strategies if they are needed.

The Department for Education announces plans to **expand its family hubs programme**, led by the Anna Freud Centre, to support local areas across England. Thousands of families will benefit from this investment as it will improve their access to early intervention as soon as difficulties arise.

Changing ourselves

This year we have carefully reviewed, revised and redeveloped our organisational strategy. This strategy – Closing the Gap – is a transformational initiative, focussing our efforts on identifying the gaps in the mental health support for children and young people in the UK and collaborating with others to meet the unprecedented demand for help. To achieve our ambition of closing the gap, we have also identified a need to change ourselves, and we have articulated several enabling conditions to underpin the delivery of our five-year strategy.

Digital transformation

Adapting our interventions to work online means we can reach new audiences. And while face-to-face work will always remain important, one of the questions we have been grappling with this year is: how do we respond to such demand?

This is what Closing the Gap is about. This year we have been identifying some of the infrastructure issues, including our digital capability, that we need to address to reach wider and new audiences. This year we have created a sub-committee of the Board dedicated to digital transformation, and a cross-organisation working group to champion digital transformation across the Centre to ensure good governance and effective prioritisation and planning.

We have carried out consultations with staff to understand our operational and strategic needs and develop our digital capability to meet our ambitions. We have also completed a capability mapping exercise across the Centre which identified over 100 opportunities for digital development.

As part of our investigation into what the Centre needs to achieve transformation, we ran a series of workshops with key teams, identifying requirements and opportunities for a customer relationship management (CRM) platform and learning management system (LMS). This has enabled us to start a procurement process to identify organisations to meet the needs.

Review of IT operations

Online security remains a priority for the Centre, particularly in light of remote working, and we have carried out a great deal of work to ensure that we maintain the highest safety standards.

This year we have renewed our Cyber Essentials certification and we are now working towards Cyber Essentials Plus. We have made significant steps forward with the introduction of a new mobile device management solution already used to protect our laptops and PCs. This will ensure that mobile phones are securely configured. It means that when a device is lost, security settings are in place and encryption is enabled so hackers cannot access our data. The system can also be used to remotely remove the Centre's data from devices to further ensure that the data can never fall into the wrong hands.

As part of our developing security activities, we have carried out penetration testing against infrastructure, systems, and websites and are expecting penetration test reports in November 2021. The report will identify the actions we need to prioritise to continue to develop our online security.

We have taken a holistic approach to cyber security by including regular reminders of risks and how to avoid them in our internal communications. All staff have completed cyber security awareness refresher training. As a result of these activities and initiatives there have been no successful phishing or ransomware attacks.

"As a person of colour working at the Centre and a member of the Anti-Racism Working Group, it's been really reassuring knowing that the Anna Freud Centre has begun making the steps towards becoming a truly anti-racist organisation. It makes me feel more comfortable suggesting possible areas of improvement or flagging any issues that arise. I hope that we can continue building on this work to uplift other marginalised communities both in terms of staff in the Centre but also the young people we work with."

- Anisatu Rashid, member of staff and Anti-Racism Working Group

Equity, diversity and inclusion (EDI)

We have been open about our failings regarding EDI in the aftermath of the murder of George Floyd. This year, we began our strategic commitment to building an organisation with the principles of EDI at its heart, to promote social justice. Without an absolute commitment to reform, we will not develop the skills, insight or values we need to become the inclusive organisation that our emerging Closing the Gap strategy demands.

This year we have established our EDI Committee, which is chaired by our new trustee, Pamela Hutchinson OBE. The committee reports directly to the Board of Trustees. The Board provides oversight of the EDI agenda, and of the execution of the EDI strategy and plan. Membership of the committee comes from across the organisation.

We also set up the Anti-Racism Working Group to advise and support the Executive in the development of a Centre-wide anti-racism workplan. The group's main goal is to ensure that the culture of the Centre is a racially inclusive, self-aware, diverse and equitable workplace for all staff. Membership is voluntary and open to all, with some posts being financially supported to ensure that the work is prioritised. These staff-led groups have run online discussions with internal and external speakers to promote understanding of EDI on issues including allyship.

In October 2020 we secured the services of Laurelle Brown Training and Consultancy (LBTC) on a two-year contract so that we can develop an EDI strategy and embed it in our

work. As part of this work, we ran regular staff surveys about EDI to monitor progress and encourage and support staff to take actions within their teams. The findings will shape our new strategy. The findings are distributed in real time to promote an open, transparent and safe conversation about EDI.

All staff were invited to EDI training which was rolled out across the organisation and completed in November 2020. There is now an ongoing commitment to EDI training which will be extended to new starters on a regular basis in future.

In July 2021, LBTC published a snapshot EDI review which looked at the work across the Centre and included ten recommendations, all of which have been endorsed by the Executive. This was followed by a series of reflective workshops to engage colleagues and understand views from across the organisation. We have also run workshops to shape and advise on the EDI delivery plan.

We have run affinity groups on race, gender and sexuality, and we provide opportunities for staff to contribute to EDI thinking anonymously to ensure that all contributions can be made safely.

All staff are encouraged to reflect on their practice and to be open to change. For example, with input from staff we have issued a style guide to promote a consistent and inclusive approach to the language we use. Our research teams have produced reports documenting the impact of the pandemic on minoritised groups. To promote active engagement with all staff, every week our staff newsletter has a section on EDI outlining the latest action and activities under the strapline "Discuss, join, share, act". All information is available to staff on the intranet as part of our commitment to transparency.



"I agree with the report's conclusions that we need to do better, and I feel confident that with the full commitment of the Board and the Executive we will be able to do better but only if we work together with energy and imagination to implement a fairer vision for the Centre and work from within it toward creating a more socially just world for the children and families we serve."

- Peter Fonagy, Chief Executive

We have established an LGBTQI+ Working Group, which is developing along similar lines to the Anti-Racism Working Group by helping to advise us and guide our work. The group has invited external speakers, such as Leng Montgomery, to contribute to our thinking on LGBTQI+ issues.

We have issued public statements on the gender clinical judicial review rulings in October and December; violence against women and girls; and to commemorate the first anniversary of the murder of George Floyd.

In August we put out calls to set up additional working groups on neurodiversity and mental health, accessibility, and anti-classism, which will operate on a similar basis to the existing working groups.

We are aware this is only the first step to developing a new culture but we are greatly encouraged by the active leadership of staff from around the organisation.

We successfully established a summer internship programme for early career researchers from minoritised ethnic backgrounds. Training components included shadowing, working on projects, learning sessions, journal clubs and mentoring.

We have worked alongside the University of Nottingham to found and develop a youth mental health and racism special interest group funded by Emerging Minds. As part of this special interest group we are working on a study to hear from young people from minoritised ethnic groups about how we can make mental health research more inclusive

We incorporated spotlights on race and ethnicity into our *Emerging evidence: coronavirus and children and young people's mental health* series. We also published a research bite focusing on protective factors for young people of colour. A second research bite on youth mental health and racism, though behind schedule, is now underway in partnership with the Centre for Mental Health.

Both the Child Outcomes Research Consortium (CORC) and the Evidence Based Practice Unit (EBPU) have both published reflections one year on from our initial statements around our commitment to EDI.

These can be found below.

- [Equity, diversity and taking an anti-racist stance: one year on from our commitment, EBPU](#)
- [Black Lives Matter, CORC statement of support: one year on](#)



Anna Freud Centre

Credit: Jake Patrice

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Supporting staff

Our staff are our most important asset. We want the Anna Freud Centre to be a great place to work where every contribution is appreciated and acknowledged. The pandemic has affected staff in different ways. In addition to our commitments outlined in our EDI strategy, we are determined to make sure that staff wellbeing is a primary consideration during this difficult period and beyond.

In recognition of the additional pressures brought on by working from home, we now end our working week at 3pm on Fridays. This policy will be reviewed in the future once restrictions have been lifted.

Additionally, we encourage all staff to take a Wellbeing Wednesday afternoon off once a month. We ask staff to use this time specifically to take part in activities that will improve their wellbeing to help alleviate any stress that may result from changes to working conditions caused by the pandemic.

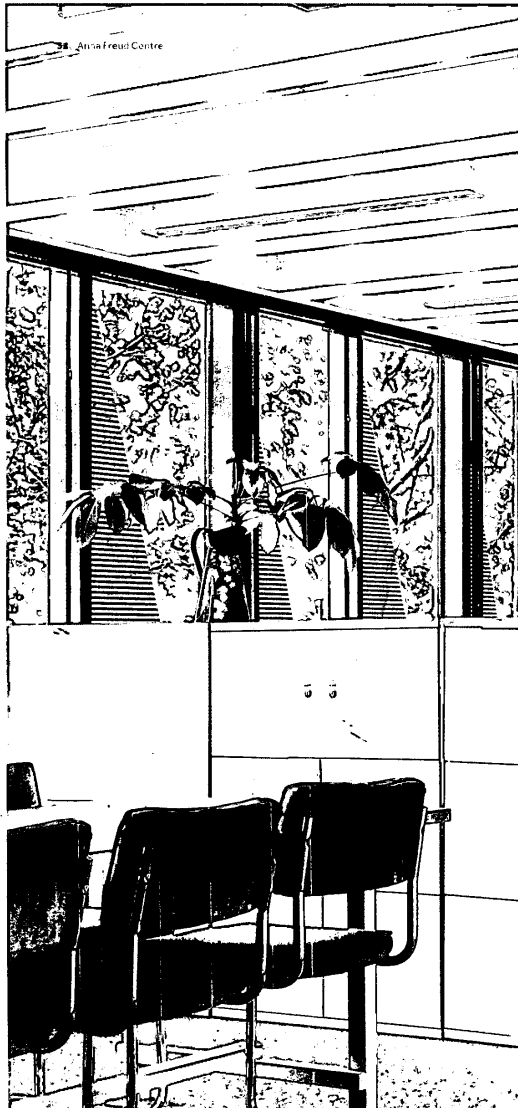
Regular emails are sent out from the Executive to make sure that all members of staff are clear about pandemic-related working practices. All new government advisory announcements are followed by briefings explaining the impact on staff. The staff newsletter, *Staff in Mind*, includes further information about working practices during the pandemic and all major updates are posted on the intranet.

We have already improved our family leave policy and we will continue to work with staff and volunteers to support their wellbeing. We will engage staff in developing our work

as we move forward with Closing the Gap, and we will increase our central support resources to support our staff. We will build on our wellbeing surveys to identify how we can continually improve and develop our internal communications to promote staff involvement and participation in decision-making.

We have an employee assistance programme available to all staff. It offers counselling, information and advice on a range of issues. The service is provided by an external company and all conversations remain confidential.

We also have a Mental Health First Aiders programme run by trained staff volunteers. The programme supports people who are experiencing, or know someone who is experiencing, a mental health issue or the worsening of an existing mental illness or emotional distress. The first aid is given until appropriate professional help is received or until the crisis appears to have been resolved.



Anna Freud Centre

Environmental responsibility

We are acutely aware of our environmental responsibility. Our award-winning new building opened in May 2019 and was built to conform with the highest standards of energy conservation and sustainability.

The building includes a natural ventilation system; a rainwater harvesting system that collects rainwater for use in toilets; automatic lighting systems; green roofs planted with wildflowers, nesting boxes, solar panels, and automatic windows which operate based on levels of CO₂, precipitation and temperature. In January 2021 the building was certified as 'excellent' by BREEAM (Building Research Establishment Environmental Assessment Method). We are making ongoing amendments to our building at Rodney Street in London to ensure it provides a safe environment during the coronavirus pandemic while continuing to operate in the most sustainable way. This includes a focus on the building's ventilation system.

We are carrying out an eco-audit with external consultants, which will be completed in October 2021. This report focuses on greenhouse gas emissions, policy, energy, waste and water, procurement, travel, and health and wellbeing, and makes a series of recommendations under each item.

Our auditors, Sustain Quality, say the Anna Freud Centre "is aware of the environmental challenges organisations face when managing businesses and buildings, as well as its role regarding sustainable practices."



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Approach

We want all settings to be mentally healthy schools and colleges so that all children and young people, whatever their circumstances can thrive. This year we continued to deliver the Department for Education (DfE) funded Link Programme, adapting it for online delivery, to bring together education and health professionals. We have developed new training and resources to encourage schools and parents and carers to work together, particularly when children are struggling at school, are at risk of exclusion or have been excluded.

We expanded our digital reach by developing new resources and expanding Mentally Healthy Schools across the UK. We launched our digital 5 Steps programme which offers a framework for schools and FE colleges to develop their own whole-school approach.

To further support mental health in schools we launched the pilot of our Schools and College Support Service, which offers resilience support to teachers, pupils and parents and carers via schools.

We have also developed our clinical work in schools, providing outreach support for children with complex difficulties.

Our services are in demand globally and we are developing mental health support to a family of international schools.

By bringing together clinical and training expertise with our new digital platforms, we are in strong position to develop our emerging Closing the Gap strategy so that all schools and FE colleges can provide a whole-setting approach to mental health.

Extending our clinical offer

Our Schools Outreach team is a London-based schools service for children and young people who are struggling with a range of complex difficulties in the classroom. This year, during the pandemic, our team rapidly adapted to delivering support remotely to 17 London schools, reaching 114 young people and building capacity across the school community. The service received high satisfaction ratings.

In Brent West, the service continued throughout the pandemic working with children aged 4–18 and with young people with special educational needs up to the age of 25. This year our work included 199 individual interventions for young people, running reflective group programmes for 19 foster carers, and 64 consultation sessions for professionals.

In addition, the team provided training to school staff on challenging behaviour and trauma-informed care.

*Schools and
FE colleges*

"We have seen our most hard-to-reach parents and carers access the support service available, and they have spoken very positively around the support they have received. Staff across the school have chosen to access the teacher wellbeing consultations to help them during these very challenging times... It has proved to be a safe space, open platform and a source for support for everyone connected to the school community."

- Rahi Popat, Pastoral Support Officer, Keyham Lodge School

Developing innovative interventions

The Schools and College Support Service is part of the Centre's response to the enormous pressures of the coronavirus pandemic and aims to fill a significant gap in mental health support, particularly for children and young people experiencing low to moderate difficulties. This year we ran our pilot programme in 60 schools, training hundreds of students in peer support, providing wellbeing consultations for teachers, and delivering parenting support for parents and carers. The service also provided post-exam workshops for parents and carers.

In total, 90 young people completed a structured intervention to treat anxiety or low mood. Improvement was evident in all cases with high levels of satisfaction reported by parents and carers, teachers and young people. The pilot service was generously supported by Hands Family Trust, the Garfield Weston Foundation, the Berkeley Foundation, the Foyle Foundation and Barclays Bank PLC.

Working together: health and education

The Link Programme, funded by the DfE, brings mental health professionals together with schools and colleges throughout England with the support of CCG leads. It gives professionals a shared language to pool local knowledge and plan services together.

This is our fifth year of running the programme, and in response to the restrictions imposed by the pandemic, we adopted a blended learning approach and delivered a total of 151 online workshops to 1,287 participants. These included 663 mental health professionals and staff from 617 schools and FE colleges. Over 80% of delegates reported improvements in each of the six key aspects of joint working.

In May 2021 we delivered an online learning event to 152 attendees from local authorities, CCGs, schools/FE colleges and mental health services across the country. Speakers included representatives from the Anna Freud Centre and the Department of Health and Social Care (DHSC) along with stakeholders who had participated in the programme.

"One brilliant example is the Pears Family School, an alternative provision that not only supports pupils excluded from school but draws on its expertise as an alternative provision with a reputation for exceptional parental engagement to build the capacity of mainstream teachers to support those learners in their classrooms. It does that by offering continuous professional development focused on parental engagement, supporting teachers with strategies to engage with parents. Its approach has been found to re-engage disaffected pupils, and it offers holistic support to vulnerable pupils and their families."

- Andy Carter, MP for Warrington South, Westminster Hall debate on the Timpson review of school exclusion

Working together: schools and parents and carers

Developing engagement between schools and parents and carers is a key element of building our whole-school approach to mental health and wellbeing.

This year we developed a Level 2 Qualification in Parent and Carer Engagement in Child Mental Health in partnership with experts at Pears Family School. The qualification is accredited by OCN London, a not-for-profit qualification-awarding organisation.

This course was co-developed with the parents and carers of Pears Family School, the school we founded for young children aged 8–13 who have been excluded or who are at risk of exclusion. The resources include a series of podcasts to supplement the course materials.

We also completed delivery of the All on Board training programme in parent and carer engagement. The training programme was designed to develop the skills and knowledge of education professionals from up to 10 alternative provision and 30 mainstream schools across two to three hubs in England. The project was made possible through the generous support of the KPMG Foundation and Porticus.

We secured £200,000 from the Esmée Fairbairn Foundation to deliver free training in parent and carer engagement to 400 mainstream school leaders and staff, to manage complex pupil behaviour and reduce school exclusions.

We also completed the delivery of the DfE-funded Parent Coaching for Pupil Progress programme. The programme supported three

"The All on Board training and consultation work was of the highest quality. The knowledge and expertise was tailored so well to the needs of our Academy Trust. The training was delivered in a relaxed and bespoke way. It has resulted in helping to change mindsets that in turn has had far reaching impact."

- Daniel Thrower, CEO of The Wensum Educational Trust

alternative provision hubs in Cornwall, London and Barnsley. The programme was recognised in the [Alternative Provision Innovation Fund evaluation report](#) for inclusive practice.

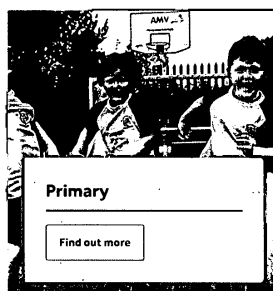
We also ran consultations with organisations in Cornwall, Devon, Norfolk and Lambeth on parent and carer engagement.

We developed and disseminated The Parent and Carer Engagement Scale (PCES). This was co-developed with the parents and carers at the Pears Family School through focus groups and consultation around accessibility of the scale for a variety of communities. The PCES tool was included as part of training for senior school staff in parent and carer engagement to reduce school exclusions. This training was funded by the Esmée Fairbairn Foundation. Delegates were given access to the PCES tool and trained in its use and how to implement it in their settings.

Expanding our digital resources to support whole-school approaches

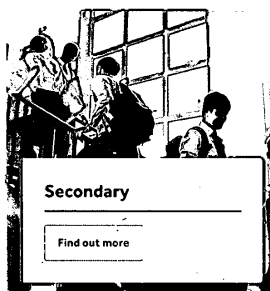
Mentally Healthy Schools brings together, on a single website, quality-assured mental health resources, information and advice for schools and FE settings in England, Northern Ireland, Scotland and Wales. On 1 September 2020, Mentally Healthy Schools extended its offer by providing all secondary schools with resources adapted to meet the needs of curricula across the UK. Preparatory work with agencies and government departments allowed us to launch the site with endorsements from organisations throughout the UK.

The number of secondary resources uploaded to the site was exceeded, with over 200 secondary resources uploaded to the Mentally Healthy Schools resource library during the year. Over 269,600 users were reached and over 2,095 secondary schools or FE colleges signed up to the mailing list. We added a new range of topics for secondary schools and FE colleges, including puberty; gender diversity; LGBTQI+ children; and young people and drugs and alcohol.



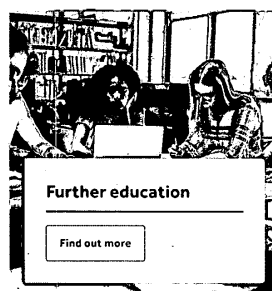
Primary

Find out more



Secondary

Find out more



Further education

Find out more

"As services become more and more stretched in underfunded schools, there are fewer outside agencies coming in to support children. As a result of this, teachers are having to broaden their knowledge base to meet the needs of the children in their classes. The Mentally Healthy Schools resource bank is ideal to support this. I especially find the search utility so useful. There is a wealth of information and resources for everything to do with mental health."

- Sharon Dowie, primary school teacher, Northern Ireland

"[Mentally Healthy Schools] is a key part of what we use when it comes to mental health and wellbeing resources. The website is outstanding. I wish I could get it out to more teachers as there is nothing like what you offer in Northern Ireland."

- Nicola McKeown, primary school teacher, Northern Ireland

To complement our Mentally Healthy Schools resources we launched our **5 Steps framework** on 29 September 2020. This is a unique, evidence-based framework allowing schools and colleges to create their own tailor-made whole-school approach to mental health and wellbeing. It simplifies the task of developing a whole-school approach by providing resources in a single place online, and by bringing together ideas to engage the wider community, lead change, understand need, promote wellbeing and support staff.

The framework is interactive, simple and free. It has been developed for teachers by mental health experts and teachers. Our target to register 2,500 members on the site was exceeded by 29%, with 3,214 members signed up by 31 August 2021. During this period there were 201,245 pageviews on all the 5 Steps pages and 22,495 resources were downloaded or accessed.

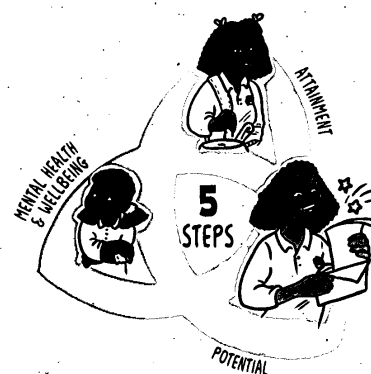
Information, training and resources are shared through our free **Schools in Mind** learning network whose membership expanded from 19,067 to 30,966.

"I have found this framework has been my 'rock' to setting out and planning ahead how our school can develop [and] progress continuously.

- Anonymous, 5 Steps user

"It [5 Steps] has given a clear and concise package of instruction which has helped form the basis of a strategic framework which I have been able to share with SLT [the Senior Leadership Team] and governors. The stages are clear and, as a result, I have been able to put mental health provision at the forefront of the school agenda, for staff, students and community."

- Anonymous, 5 steps user



3,214

5 Steps members by August 2021

22,496

5 Steps resources downloaded

30,966

Schools in Mind network members

International work

Our work has expanded beyond the UK. Mentally Healthy Schools is accessed globally and in September 2020, we ran a remote training session on a whole-school approach to mental health and wellbeing which was delivered to 60 delegates from the Council of International Schools.

We were commissioned by Nord Anglia Education, a family of international schools operating across the Americas, Europe, Asia and the Middle East, to provide mental health awareness training to over 12,000 school staff. Nord Anglia Education also commissioned us to provide mental health training for senior leaders, for up to 120 delegates. Nord Anglia Education has 76 schools in over 31 countries delivering to 68,000 students.

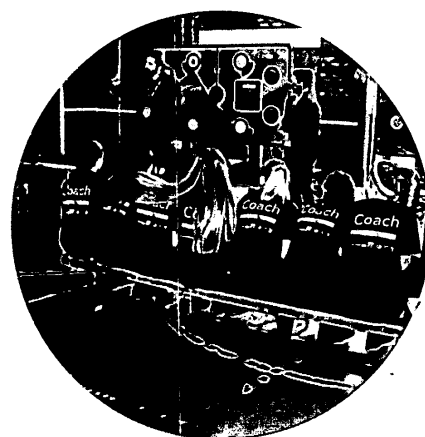
The courses we developed this year will be rolled out in September 2021 with a target to reach over 5,000 delegates between September 2021 and September 2022.

Other successes

In April this year we launched a 12-week pilot course in **leading a mentally healthy school**. The course aims to help senior mental health leads identify at-risk children and young people and those exhibiting signs of mental ill health, and at improving the knowledge of the mental health services in local areas.

The seven-module course included interactive and self-guided elements and was attended by 17 delegates from a range of secondary and primary schools. One delegate commented, "I really enjoyed it and hope that we can all meet again and keep this network going".

SmartGym is a reactive wall that was originally developed to support elite athletes. We have adapted it to suit the needs of young people by providing targeted physical and mental activities to support the development of core life skills. This year we designed the SmartGym CardioWall Resilience Programme (SCRIP) and delivered it as a pilot to Gloucestershire Health and Care NHS Foundation Trust and Newent Community School and Sixth Form Centre. This intervention, funded by the Academic Health and Science Network (AHSN), was delivered to children at risk of exclusion. Teachers reported that a high percentage of children using SmartGym are no longer a cause for concern. A report detailing the positive outcomes for children, including improvements in mood, motivation and attention, is due for publication in February 2022.



The Anna Freud Centre became a partner of **IntegratED**, a network which aims both to reduce preventable school exclusions and improve the quality of education for children excluded from school. Our practice was featured in their annual report and we contributed to the *Alternative provision quality benchmark toolkit*.

In collaboration with the Communications team at the Centre, we shared knowledge and good practice through the creation and launch of digital resources on the Anna Freud Centre site, including the [Turning things around booklet](#) and a [booklet sharing expertise about running an alternative provision during lockdown](#).



Applied research and evaluation

This year we focused on implementing and delivering our new research strategy. We researched and disseminated findings on the impact of the coronavirus pandemic. We built on our EDI work, with a focus on involving young people from traditionally underserved groups in the design and delivery of research. We also developed new and accessible training resources and published a series of video-based bite-size training sessions for practitioners. These sessions focused on mental health measurement and outcomes feedback.

Emerging evidence

Last year we started to publish a series of research reports, summarising the emerging evidence on the impact of the coronavirus pandemic on children and young people's mental health. We have continued this series with five new research findings published this year.

The publications aimed to answer three questions:

- What are the key mental health challenges for children and young people during the coronavirus pandemic?
- What are the key mental health challenges for disproportionately affected groups?
- What might help children and young people to manage these challenges?

The series brought together findings drawn from rapid reviews of research literature from around the world. The publications were shared with key audiences and provide an immediate snapshot to help professionals understand and respond to the impact of the pandemic on children and young people's mental health.

We also continued to publish our series of research bites, offering concise and timely insights on topical issues, based on rapid reviews of existing research. Two research bites were published: *Supporting pupil mental health and wellbeing during the return to school* and *A brief review of protective factors for positive mental health among children and young people of colour*.

To date, the emerging evidence and research bite publications have been downloaded over 8,000 times from annafreud.org.

Supporting young people to manage their mental health using digital technology

We completed our research project examining the impact of MeeToo, a digital peer support tool that allows users to post anonymously about anything troubling them and to receive replies and support from other users in their age group. All posts and replies are checked by moderators before they go live and in-house counsellors provide extra support if it is needed. Our research found that MeeToo is an effective source of peer support for young people, which is particularly important given the high levels of need among its users. We shared findings with young people through a video and a leaflet we created.

Led by CORC, we have been working with Kooth, the leading online counselling service provider in the UK, in developing a measure to assess the impact of their single-session support.

Developing an approach to pragmatic evaluation

EBPU and CORC have a number of pragmatic evaluations – evaluations which use appropriate mixed-methods combining different tools and techniques at a practical level – in planning or underway to test our approach. The approach is being refined based on these early projects. Examples include:

- The evaluation commissioned for Advantage – a mentoring programme led by West Ham United's charitable arm
- An evaluation of two approaches to support the mental health of young people in FE colleges in the Greater Manchester area, commissioned by the Association of Colleges
- An evaluation of The HappySelf Journal – a journaling approach designed to support reflection and improve mental wellbeing
- Data analysis conducted for Queen Mary University, London, to measure the impact of a mindfulness-based practice intervention developed for primary school contexts

In total our staff contributed to 37 peer-reviewed articles. We have maintained activity in all four areas of our research strategy: risk, resilience, change and choice. Examples include

- recently published findings about the role of mental health symptomatology and quality of life in predicting referrals to specialist child and adolescent mental health services (risk)
- exploration of 'enduring mental health' in childhood and adolescence (resilience)
- findings from our ongoing HeadStart

programme, around the trajectory of mental health problems in adolescent boys and girls (change)

- a recently published systematic review of shared decision-making interventions in child and youth mental health (choice)

We continued to help shape the research agenda and promote the voices of user groups by working with young people and other stakeholders to set research priorities on digital and mental health for young people as part of the Mental Health Policy Research Unit (MHPRU). This unit was established by UCL and King's College London to help the Department of Health and others involved in making nationwide plans for mental health services to take decisions based on good evidence

National evaluations of community forensic child and adolescent mental health services and the Framework for Integrated Care (SECURE STAIRS)

We completed the final reports for the national evaluation of community forensic child and adolescent mental health services (F CAMHS) and the Framework for Integrated Care (SECURE STAIRS), which addresses the needs of children and young people in secure children's homes, secure training centres and young offender institutions.

The F CAMHS study is a national cohort study and includes secondary data on 1,311 advice cases and 1,406 referrals in the analysis. It found

that over a quarter of young people referred to community F CAMHS had not previously been in contact with mainstream child and adolescent mental health services (CAMHS) despite high proportions of young people in forensic services having unmet mental health needs. The study also found that 50.9% had experienced or witnessed multiple traumatic events and that 58.4% presented with multiple difficulties, highlighting a need for community F CAMHS and other services working with this group of young people, to be trauma-informed and developmentally-attuned. The full findings were written this financial year and will be published in September 2021.

The evaluation of the Framework for Integrated Care (SECURE STAIRS) was also completed and we are now working with NHS England and NHS Improvement to finalise the report.



Education and training

Training

This year we have focused on broadening our reach as well as increasing revenue, and we have seen an exceptional growth in our paid-for training and free events. Our free events have allowed us to reach new audiences, while our marketing strategy has targeted under-represented groups.

We also trialled a bursary and scholarship offer. We have awarded 15 bursaries to date and we are working on developing a more comprehensive programme to launch in autumn 2021.

We now routinely collect EDI data which show that our efforts are paying off: the percentage of delegates from non-White groups is almost 50% higher than the national average and the percentage of delegates with a non-heterosexual identity is more than double the national average. However, people with disabilities are half as likely to attend.

We reached 42.3% more people across short course training, learning events and conferences compared to last year, with numbers rising from 22,864 to 32,536. Feedback on our online platforms has been positive and has helped make training more accessible by removing the need to travel, the cost of travel and the need in some cases to provide carer support.

This year we ran 39 free events, attended by 22,745 people, an increase of 131.4% over the previous year.

Numbers attending training commissioned by Health Education England also rose, and through our Educational Mental Health Practitioner training we have attracted a more

"Brilliant! For me the Zoom and other online platforms have removed the accessibility and capacity barriers that training such as this has historically had. A positive impact of the pandemic!"

- Early Years webinar, March 2021

"Zoom allowed me to attend when I wouldn't have been able to otherwise (no money for travel, hotels etc). So it was incredible. Please consider keeping zoom training even when the pandemic is over. This is such valuable training, and I heard many say they attended due to the Zoom opportunity. If I lived nearby, of course I'd love [to be there] in person. But the energy, passion and connection with people was very present in the Zoom format which is a testament to the skill of the presenters."

- MBT Basic Training, January 2021

Postgraduate studies

This year we focused on sustaining a high-quality student learning experience for 2020-21, while continuing to implement of a hybrid teaching model across all postgraduate study (PGS) programmes.

This was achieved across the department with robust student recruitment for all nine postgraduate programmes, which were delivered successfully via an online format for most of the academic year. Students noted their appreciation for the efforts made by staff during the pandemic in feedback, which is collected on a regular basis by programmes in a range of different formats.

Overall student satisfaction with the quality of their course was rated above 80% in the Postgraduate Taught Experience Survey (PTES 2021), across all Anna Freud Centre programmes. Two programmes received an overall satisfaction rating of 100%.

Launching the first set of blended learning resources

We launched the blended learning programme for the Postgraduate Certificate in Child and Young Person's Psychological Wellbeing Practice and the Postgraduate Diploma for Educational Mental Health Practitioners. These resources were created and launched in time to deliver the Postgraduate Certificate in Child and Young Person's Psychological Wellbeing Practice (CWP) and have also been used in the Educational Mental Health Practitioner Postgraduate Diploma.

For the CWP programme 95% of students

indicated they found the course intellectually stimulating in the PTES 2021. Students have also fed back that they enjoy working flexibly using an asynchronous learning model where they are able to go through teaching materials at their own pace. This has supported students with diverse needs, including parents and carers and those with additional learning needs.

The Educational Mental Health Practitioner Postgraduate Diploma course focused its delivery on a synchronous model (livestreamed teaching online). Some of the blended learning resources created for the CWP programmes were also adopted here. The programme received a satisfaction rating of 100% in the PTES 2021, where students indicated the learning materials provided on their course were useful.

Seeking formal UCL approval for the implementation of a major programme amendment to the MSc in Psychoanalytic Developmental Psychology

The programme has successfully recruited its first MPhil/PhD student who enrolled with UCL in September 2021. It means that the programme will transition from a one-year to a two-year programme. It will include a placement in the Early Years Clinical Services. The programme is looking to secure funding and/or other sources of sustainable income to support new student intake in future years.

Establishing a PGS Staff-Student Equality Committee (SSEDO)

We set up this group to develop and oversee implementation of a departmental EDI strategy. The group includes members of staff, students and alumni.

Clinical innovation



Adaptive mentalization-based integrative treatment (AMBIT)

AMBIT is an approach for teams who work with clients who have multiple needs but who find it hard to make use of help. It is applied in a variety of settings with people in a range of different age groups

Impact of the coronavirus pandemic and EDI on our work

Both the pandemic and increased reflection on the need for attention to EDI had a major impact on our work and its delivery. In August 2020 all members of the team returned from furlough for a limited period to adapt our programme to remote training and remote versions of our trainings before returning full-time in September. We identified platforms to create online training that would mirror the relational, collaborative and experiential nature of our traditional in-person training.

We also reflected on the impact of EDI, adding three new items to the AMBIT integrated measure (AIM) and AIM cards, creating a new subscale that we have called, power and control to acknowledge and assess the impact of discrimination and abuses of power on young people.

The core of our work continues to be the delivery of consultation, training and supervision to a range of professional groups (from boxing coaches to family therapists) in a wide range of services (from prisons to schools).

Increased demand

The AMBIT programme was also commissioned by Health Education England to deliver a pilot programme of training for the children and young people's crisis pathway workforce across England.

In total 176 training places were available, but the response to the training offer was extraordinary with nearly 1,000 workers applying to be on the waiting list for training places.

As part of this crisis training programme, we delivered two new courses (in addition to AMBIT and motivational interviewing training), which were well received:

- Introduction to Child and Adolescent Mental Health for Non-Clinicians

- Introduction to Child and Adolescent Mental Health for Clinicians

Our training extends internationally. This year we provided bespoke training to organisations from eight countries. We delivered 87 days of training, 14 consultation days and eight webinars. In April 2021 we held a consultation event with key members of the AMBIT community of practice across the world. The consultation sought to seek feedback on our ideas for establishing a system of accrediting international organisations to provide (and charge for) AMBIT training. Our resulting proposal has been agreed by the Centre and we plan to begin by accrediting two international centres by the end of 2021.

Supporting new projects

Other aspects of work include both supporting research and developing projects. This year we supported the forensic child and adolescent mental health services (FCAMHS) evaluation and the evaluation of the Framework for Integrated Care (SECURE STAIRS).

We also helped develop the Schools Support Service using AMBIT principles to create a peer support programme and associated training for secondary schools, funded by the Berkeley Foundation. Other projects we supported included delivering training for 1,000 Children in Need-funded youth projects.

Publications

Finally, the team published three papers, including one with the AMBIT-trained Child and Adolescent Substance Use Service (CASUS), reporting on outcomes over a five-year period and showing significant improvements in overall functioning for those receiving interventions from the CASUS team. We also published an introductory paper on mentalizing and its role in mental health practice. Significant progress was made towards our second AMBIT book, which will include chapters authored by teams implementing AMBIT across the world.

Family trauma

Adapting our Reflective Parenting model for online delivery

This year we adapted trainings for online delivery so we could continue to provide support. Under the leadership of Dr Theresa Schwaiger in our Family Trauma Department, we adapted the Reflective Parenting (RP) model to several different populations. We also developed the following interventions for online delivery:

- A special guardians' RP group for under-fives and social workers working with older children, bringing together the Early Years and Family Trauma departments.
- An adoptive parents' group – two groups across the Early Years and Family Trauma departments.
- A service for fathers of babies where a partner has mental health difficulties – part of the Mind the Dad initiative.

We also increased the pool of trained facilitators in-house to run more groups in the Centre, including early years and trauma-specific populations.

This year, five members of early years staff trained in the Reflective Parenting (RP) model and have run groups for dads, special guardians and adoptive parents. In the Family Trauma department, we trained facilitators and consultants from within the Anna Freud Centre staff. We also recruited RP consultants externally to support both the in-house facilitators and other nationally and internationally trained facilitators in the delivery of the model in groups.

Delivering RP remotely

The RP model was incorporated into a wider offer from the Family Trauma Service but was

not offered exclusively as the model of parent support due to an executive decision taken by the Family Trauma Service regarding parental needs. A plan to adapt the RP model for parents of adolescents was not progressed this year because of the focus required on some of the prioritised remote services, but this will be included in future work.

We published information about the development of the core model for the Reflective Fostering adaptation, but we still need to write a paper about the original model.

Setting up the randomised control trial

We successfully set up the clinical side of the Reflective Fostering Programme (RFP) randomised controlled trial (RCT) and the adaptation of the programme to online delivery in light of the coronavirus pandemic.

We are very proud to have achieved this thanks to some excellent cross-divisional work, bringing together clinical and research teams. An RCT is coming to the end of its first year of implementation, and the following has been achieved:

- The Reflective Fostering (RF) model has been adapted from face-to-face to remote or online delivery by Consultant Clinical Psychologist Dr Sheila Redfern, supported by Assistant Psychologist Rumour Sopp.
- We have developed a new remote wiki / workbook manual, which will be accessible to all facilitators.
- We have developed online remote training for facilitators delivering to remote RFP groups.
- We provided training to eight groups of facilitators across local authority sites.
- We provided consultancy training in-house and to external foster carer consultants to support the facilitation of RF groups, adherence to the model, and rating of the adherence for the research team.
- Our research team collected data on each group under the leadership of principal investigator Nick Midgley.

"I know I'm not alone and there are people. It's all of those times when someone shared something and the rest of the group has gone: 'I understand and I get it and it's not you, it's a situation'.

It has made a huge difference to how we manage behaviour. So it has been a huge benefit to us, but also how to deal with my daughter as well. So I think the content of course, it's quite, you know, universal on how you can use it, and also about looking at yourself and how you are feeling as well.

I think it's helped me understand them a bit more and taking the time for myself because, be honest, I think it's where I was so tired and they know that and it became a vicious circle; like I'd wake up tired and then the whole day would be tired. I think I've taken 'me time' so I'm not tired so I'm able to deal with the behaviours and they're so different when you're not tired."

- Special guardians and parents who have adopted children on the online Reflective Parenting groups

Early years

Testing and sharing protocols for remote interventions

Online therapeutic support for young children presents particular challenges. This year our team worked with Dr Sheila Redfern (Consultant Clinical Psychologist and co-creator of the Reflective Parenting Programme) to adapt the intervention for virtual delivery of the Reflective Parenting Programme (mentalization-based parenting groups), which has involved writing a new wiki manual for the approach.

Parent-infant psychotherapy (PIP) with children under the age of one usually takes place on the floor surrounded by toys and a play environment. We developed specific protocols to support the observation and engagement of the infant in the delivery of this therapy. These protocols include guidance for the clinician on how to support the parent or carer to set up the space and manage the interaction to include the infant effectively. The guidance has also been made into a publicly available wiki manual – and its dissemination was made possible via a series of webinars targeted at international PIP therapists.

Video-interactive feedback to promote Positive Parenting (VIPP)

The early years VIPP therapist led on forming an international working group with the intervention developers and other infant mental health experts, including professors from Oxford University, Cambridge University, the New School in New York, Leiden University, City University and the University of Surrey. The working group aims to finalise and test a digital protocol that clearly outlines how best to deliver the intervention remotely, without losing the core components that make it effective. This working group has also tested out different

video platforms to find the most suitable one that meets the requirements for this particular video-feedback intervention. This protocol is again available as a wiki manual.

Developing and testing support for the perinatal period

We developed and tested a training and supervision programme for parents in the perinatal period who are struggling with their mental health and parenting, and helping them to access evidence-based interventions.

Developing a staff wellbeing resource

In response to a request from a local authority, we developed a new resource for early years practitioners to promote staff wellbeing in early years settings. We worked with five local authorities and the National Day Nurseries Association to produce and promote a [survey of 1,458 early years staff](#). Together we ran a series of workshops identifying best practice and, using the findings, produced a [resource](#) which was downloaded over 2,000 times.

Leading the largest RCT of a parent-infant intervention (in perinatal mental health teams across England)

The Circle of Security Parenting Intervention (COSI) study is a four-year National Institute for Health Research (NIHR) Health Technology Assessment-funded RCT to explore the clinical and cost effectiveness of a group-based intervention called Circle of Security Parenting (COS-P) for women in the care of NHS perinatal mental health services.

The intervention is designed to help parents manage their difficult emotions and understand the impact of these on the mother-infant relationship. The study started in March this year funded by NIHR Health Technology Assessment. The aims of the trial are to

identify clinical and cost effectiveness, with improvements in maternal psychopathology – measured by the CORE Outcome Measure (CORE-OM) – as the primary outcome.

This year we obtained research ethics approval and we finalised our collaboration agreement with partners, training trial staff from nine participating NHS perinatal mental health services, setting up oversight committees, and training COS-P facilitators. Recruitment start has been delayed from September 2021 to January 2022.

Refining and continuing to scale the Mind the Dad project across the UK

Mind the Dad focuses on fathers who feel they could benefit from mental health and parenting support during the first two years of their baby's life. It enables dads whose partners experience complex and severe mental illness to access evidence-based mental health and parenting support. Free online support is provided to dads either individually, with their baby, or in virtual groups with other fathers.

This year 52 fathers were referred to Mind the Dad. Of these, 18 went on to take part in a range of interventions including the RP group, while two did VIPP and PIP. Only two fathers dropped out of an intervention (the RP group). The fathers who completed the intervention gave very positive feedback on the service. They found it a great support in times of isolation (due to the coronavirus pandemic) and felt enriched and more equipped, which increased their self-confidence as parents.

Working across three different NHS trusts, the Mind the Dad team also provided training workshops on the importance of involving fathers in their work to over 40 perinatal specialist professionals working in community perinatal mental health services. These covered a range of different barriers dads face when accessing services, including societal

barriers, unconscious biases, organisational and individual factors and what can be done about them in the mental health sector to make the Mind the Dad service more father-inclusive. Finally, a full training day was delivered to 20 professionals on how to engage fathers in the perinatal period and make their services more father-inclusive.

Drawing on the experience of setting up Mind the Dad, learnings and lessons on how to set up and deliver a more father-inclusive service were shared.

Delivering therapeutic interventions to adoptive families in the early years

We delivered four half-day online training sessions to adoption social workers, on the therapeutic principles of working with families with adopted children in their early years. The training was attended by 200 social workers in total.

We developed and delivered online psychoanalytically-informed parent-toddler groups for four parents and four adopted toddlers between March and November.

Our online RP group was delivered to four parents with five adopted children aged between four and eight years old. In collaboration with the Family Trauma team, we adapted the Reflective Parenting Programme to meet the needs and experiences of parents who have adopted. This adapted programme will be used with future groups. We delivered a RP group for four special guardians/kinship carers, who had seven children between them.

We started a third in-person psychoanalytically-informed parent-toddler group for parents and their adopted toddlers. The group had six toddlers and eight parents (July to December 2021). We set up an adoption support fund care pathway for families with adopted children

in their early years, with a focus on offering preventive support to families at the earliest stage possible, and we delivered individual family therapy to four parents and their children.

Continued expansion of the Early Years in Mind digital learning network

The Early Years in Mind learning network was launched in September, following a pilot. Its aim was to provide a free network where early years staff and other professionals can learn about attachment-based practice and share and develop resources themselves.

The target was to build a network of 600 members in 12 months, a target that we surpassed easily, reaching a total of 14,599 members by the end of August 2021.

We developed resources including an A-Z guide to common difficulties in the early years, information about working with families facing challenges, coronavirus support materials, and a range of other resources. We also ran a series of free online webinars on issues identified by network members.

We engaged our audience throughout the year, running two surveys to identify early years professionals' needs. The first survey of over 900 early years practitioners resulted in the report *Their challenges are our challenges*, which identified some of the difficulties that staff faced at work. From these we developed Early Years in Mind webinars to help support staff.

"Yeah, I don't think I expected it to be as much of a support, and that I would need it as much, and that [child's name] would need it as much, and how important it would be.

There was a similar level of openness amongst us all and quite a high level of willingness to share – both the good and the not so good. There was no judgement, there was no negativity, just lots of, well, just positive sharing really. So, it worked... I think it was really good, really good [...] but it also was a great safe space for us as adults, as parents to explore the things we were going through and vent a bit and share and offer some solutions and help.

- Members of the online psychoanalytic parent-toddler group

Financial position of the charity

The financial statements for the Anna Freud National Centre for Children and Families for the year are shown on page 92 onwards.

The surplus for the year to 31 August 2021 is £0.1 million (2020: -£0.4 million) before investment gains. To deliver a small surplus through the pandemic is an impressive performance and reflects the success of our programme to ensure our services can be delivered online. We have prioritised maintaining our service delivery to ensure that our activity supporting child mental health has continued through the pandemic and associated restrictions.

Our expectation is that coronavirus-related restrictions will continue to ease through 2022. While we are committed to expanding delivery of virtual services to expand our reach and impact, we will also strengthen our face-to-face delivery, recognising that virtual delivery does not work in all circumstances or for all people.

The success of major programmes within our schools, academic teaching and short courses has continued in 2021 and is expected to continue in 2022. The development of additional teachings and trainings is central to our strategic priority of increasing awareness of information and interventions to support improved child mental health.

Income

Income for the year is £16.9 million (2020: £16.2 million), an increase of 4%. The Centre's income continues to be generated from several sources: donations to major statutory contracts and individual purchases. This has reduced our exposure to any one source of

income through the pandemic. Income from education and training £4.6 million (2020: £3.0 million), short courses and conferences activity £3.6 million (2020: £2.2 million) has increased by 54%. This reflects the benefit of increased reach and volume of activity partly driven by use of online technology and through increasing the number of courses delivered.

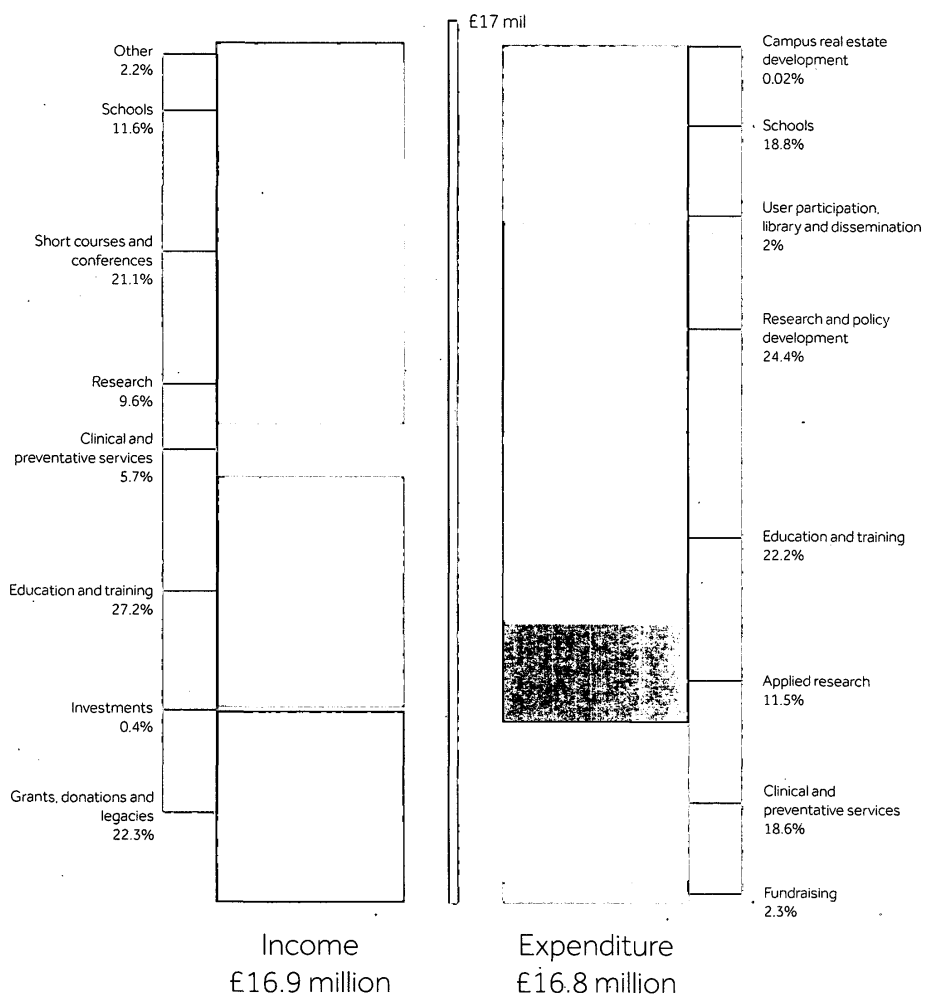
Expenditure

Charitable expenditure in the year to 31 August 2021 was £16.8 million (2020: £16.6 million), an increase of 1% and broadly in line with our increased income. Expenditure increased in schools by 10% to £3.1 million (2020: £2.9 million), reflecting our continued focus on programmes to support child mental health in schools and colleges. In addition, research expenditure of £4.1 million (2020: £2.6 million) increased by 57% reflecting increases of: £0.73 million spent on strategic work to increase our delivery and reach (Closing the Gap), £0.66 million on mentalization training delivery, and £0.24 million on developing the UKTC.

Reserves

Total funds at 31 August 2021 were £32.0 million (2020: £31.6 million) of which £2.9 million (2020: £1.2 million) were free and unrestricted. The increase in free reserves of £1.7 million represents strong operational performance across all our activity.

Our policy remains investing available funds in the expansion of our charitable work and through our strategy expanding our reach and impact. We will retain sufficient levels of free reserves (i.e., excluding fixed assets) to enable us to continue to deliver our core activities in the event of any significant disruption to income or economic downturn. The trustees have reviewed the free reserves and consider the level of free reserves to be reasonable.



Investment performance

Our investment policy is reviewed by the Board on an annual basis, with interim reviews of performance at Finance committee meetings. In the year, the overall objective remained to achieve income and capital growth over and above inflation. The trustees reviewed the investment portfolio in the light of the continuing pandemic and concluded that the existing investment strategy remained appropriate.

Funds under investment at 31 August 2021 were £2.7 million (2020: £1.9 million). This reflected an investment gain in the year of £0.2 million (2020: £43,519) and an additional £0.5 million added to investment funds from free cash. The £0.5 million additional investment reflects the trustees' belief that over a five-year period the returns from investments will deliver capital and income growth. Income derived from investments to 31 August 2021 was £61,184 (2020: £58,967).

The trustees consider that holding £2.7 million of investments provide an appropriate level of funds to support the reserves policy and in the current economic environment provides a balanced opportunity for both capital growth and income.

Going concern

The Board of Trustees have reviewed the financial position and believe that there are sufficient resources to manage any strategic, operational or financial risks.

Since the start of the pandemic the Centre has successfully re-engineered our services so that they can be delivered in person and virtually. Adapting the last two years we have flexed our delivery model dependent on coronavirus-related restrictions and our stakeholders' requests.

A challenge arose following the resignation in March 2022 of one of our trustees who had also been a donor of the Centre. In the following month, the individual was designated on the UK sanctions list and the Charity Commission opened a statutory inquiry into two charities headed by the individual. The Charity Commission approached the Centre, as a beneficiary of one of charities, for assistance in their enquiries to which the Board gave their full cooperation. The Charity Commission confirmed in June 2022 that they had no further enquiries of the Centre.

The Board have carefully considered the potential likelihood and impact of various risks, including the loss of future income from the donor which was circa 2% of annual income. Trustees are satisfied that our organisation has robust risk management in place and also has adequate resources to continue in operational existence for the foreseeable future. Therefore, the Board continues to adopt the going concern basis of accounting in preparing the accounts. The trustees remain confident that the Centre will continue to deliver on its strategic objectives for the foreseeable future.



Fundraising

The Centre's Fundraising team had a target to raise £2.7 million in grants and donations for the year, including £600,000 in unrestricted funding. Overall, we exceeded our grants and donations target by almost 40%, with £3.8 million received in the year. And while we did not meet our target for unrestricted funding, the Fundraising team secured two new grants from Pears Foundation and Fidelity UK Foundation towards the delivery of the Closing the Gap initiative. The incredible support from Pears Foundation and Fidelity UK Foundation has enabled the whole charity to engage in and rethink the best ways to maximise our reach, engagement and impact, so that all children, young people and families have access to flexible and evidence-based mental health care.

In addition to fundraising successes for the Closing the Gap initiative and Mental Healthy Academy, we secured new grants from Barclays, The Foyle Foundation and National Emergencies Trust to support the pilot of the Schools and Colleges Early Support Service. We were also delighted to secure a new grant from Barclays towards the Pears Family School and made excellent progress in the delivery of our alternative provision innovation project, to train alternative provision and mainstream settings in the Family School approach. With the continued generosity of Jo Malone London, we were even able to host virtual volunteering with the families of Pears Family School, and their donations enabled the expansion of Mentally Healthy Schools to all nations in the UK and to secondary schools.

In the year we were also able to launch the UKTC, funded by The National Lottery Community Fund. In partnership with The National Lottery Community Fund, the UKTC were able to revise their plans to release resources, guidance and training on traumatic bereavement – which has been vital help as

the coronavirus pandemic continues to impact families globally. The Centre and the UKTC felt privileged to also be the beneficiaries of the extraordinary efforts of DrumathonLIVE 2020, raising over £25,000 for our projects, Child Bereavement UK, Mind and NHS Charities.

The increasing recognition of the desperate need to prioritise children and young people's mental health has helped us to raise the profile of our work – including our research and evaluation projects across digital health, children's social care and education. We've even been able to launch new bursaries and scholarships to widen access to our world-class training and education programmes.

Vitality, our partners' and supporters' flexibility and understanding has meant we've been able to continue to support those most in need. This has included a range of activity to better support families in the perinatal period or with very young children, and early years workers across different settings. The innovative practice at the core of the Centre's clinical services – possible with grants and donations from the Sylvia Adams Charitable Trust, Berry Street Foundation and KPMG Foundation to name a few – ultimately supported the team in securing the major contract to deliver the DfE's National Centre for Family Hubs.

Supporting education, social care, and early years settings will continue to be crucial in the recovery from the pandemic. The impacts of the pandemic on child mental health are significant, and we've continued to collaborate with our supporters to adapt to the emerging needs of children, young people and families. Unrestricted funding therefore continues to be a priority area for the Fundraising team, which enables us to provide our services through new means, and to actively reach out to and engage more children, young people and families across the UK.

Fundraising approach

We undertake fundraising activity to our supporters via our website, through emails and through direct contact at meetings and events, managed and monitored centrally at our head office. We are registered with the Fundraising Regulator in line with the *Code of fundraising practice* and operate a *Fundraising and donations policy* which all volunteers, employees and hired fundraisers must adhere to. We are committed to ensuring that we are completely open and transparent about our fundraising and spending. As members of the Fundraising Regulator's self-regulatory scheme we comply with its principles in all our fundraising:

- We will commit to high standards.
- We will be clear, honest and open.
- We will be respectful.
- We will be fair and reasonable.
- We will be accountable and responsible.

When we benefit from commercial companies raising funds on our behalf through the sale of products, we operate within a written commercial participator agreement to ensure that their activities are not harmful to the Centre, our beneficiaries or supporters. We monitor the activities carried out by those on behalf of the charity for the purpose of fundraising in donor gift agreements and a donor database, recording relevant communications, transactions and agreements.

To protect vulnerable people and other members of the public during fundraising we:

- Do not undertake any general solicitations by telephone or door-to-door.
- Ensure communications to the public in the course of carrying out fundraising activities are truthful and non-deceptive.
- Keep confidential any and all personal information collected for fundraising purposes. We do not share this data outside the Centre unless there is an overriding legal

reason to do so.

We received no complaints about our fundraising activity in 2021 (2020: nil).

Thank you

Without the support of charitable trusts and foundations, companies, organisations and individuals, we would not be able to continue our vital work with children, young people and their families who need our help. Particularly in response to the coronavirus pandemic, we have been humbled by your continued generosity to help the Centre support those most in need. Thank you.

Principal risks and uncertainties

Approach to risk management

As a children's mental health charity, we face a range of different risks across all our activity. We make every effort to identify and put plans into place to mitigate and manage these risks. The Board of Trustees carries out a top-level risk assessment each year and monitors progress quarterly. This process is supported by our Finance Audit and Risk Sub-Committee and Quality Assurance Sub-Committees. These groups aim to identify and assess major risks to the Centre and to ensure that steps are taken to mitigate these risks as far as possible. The Trustees continue to review the register of risks, which identifies the types of risk and assesses their likelihood of occurrence, potential impact and means of mitigation. Internal risk management processes are integrated into the annual business planning and reporting cycle. Departments and teams identify and manage local activity and project risks.

Summary of potential risks the Board has identified

Strategic

There is continued risk and uncertainty around the long-term impact of the coronavirus pandemic, particularly on underserved children and families.

The Centre's new Closing the Gap strategy to build delivery capacity and infrastructure for strategy development, implementation and monitoring will require a collaborative approach with a number of organisations and government bodies, who may not support our proposed approach.

We are maintaining and developing strong relationships with government, NHS, UCL and other mental health and children's charities to come together and deliver consistent messages.

Fundraising

There is reduced funding available to all charities due to a combination of economic downturn in the UK, Brexit and the pandemic. These factors contribute to reduced ability of other charities to fundraise from the public, increasing competition for institutional and statutory funding, and will likely lead to a distribution of funds away from London through levelling up. This will limit the funding available to pursue our charitable purpose in the medium term. Uncertainty around Brexit makes it difficult to forecast the impact on EU students and income to the Education and Training Division.

To ensure the Centre has the capacity and resources to deliver on its ambitions, we are working in close partnership with existing major donors, trusts and foundations, and maintaining high-quality performance on statutory contracts. We also continue to drive diversity amongst our funding portfolio to reduce our risk profile. With additional funding for Closing the Gap, and a continued emphasis on unrestricted grants and donations, we are also able to develop a wider market for our training and support packages to reach and engage a greater number of individuals, schools and communities.

Operational delivery

Our building at Rodney Street in London has been under used due to the pandemic and there is a risk that reduced occupancy, due to social distancing and other precautions impacts service delivery. While most staff are working remotely, maintenance and security are still required, and reduced demand for office and conference space also reduces our ability to drive income from the building. The potential for

changed working practices and less physical presence in London poses a risk in our ability to make the building a hub for child mental health. The Centre's business continuity plans are regularly reviewed and updated to ensure we can maintain our operation through disruption, and reoccupation plans for key workers delivering clinical appointments and teaching are being maintained. In the medium term we will also identify changes to ways of working to make the most of our building at Rodney Street in London and increase collaboration and community relationships.

Child protection

Safeguarding the children and families is a priority. We have safeguarding procedures in place, with mandatory safeguarding levels 1 and 2 training for all staff and level 3 for those working directly with children. All clinicians undertake continuous training and development and have regular supervision. Our Safeguarding Oversight Group (SOG) oversees any safeguarding concerns, escalating issues to external agencies as appropriate. The Clinical Governance Leadership Group reviews clinical risk at a strategic level, setting policy and guidance for clinical staff.

Failure to maintain safeguarding standards and knowledge would result in the potential for harm to vulnerable children. The coronavirus pandemic has increased risk and instance of harm in the general population and online service delivery reduces opportunity and ability to identify potential/actual harm. The frequency of SOG meetings has increased during remote working.

IT systems and information governance
Associated risks for our IT systems are routinely managed by an external company. Identified risks, including cyber-attacks and unauthorised access to or loss of personal data, are monitored and regularly reviewed. The risks are further mitigated with staff guidance

and training. We have robust IT and information governance (IG) policies in place to ensure data is collected, managed and stored appropriately, safely and in line with prevailing legislation. This is overseen by the Information Governance Leadership Group. The move to remote working during pandemic and delivery of services increases possibility of attack or error causing data or security breach.

All new staff complete introductory IG training and tailored training and guidance are provided to teams. An IG Manager and a Caldicott Guardian are in place to support staff and advise on data risks. We have reviewed our processes and staff guidance to ensure we comply with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018. We are NHS IG Toolkit (version 14) and Data Security and Protection Toolkit (DSP Toolkit) compliant and use the ICO Accountability Framework to evidence compliance. Preparations are being made for implementation of UK GDPR post-Brexit.

Equity, diversity and inclusion

The Centre is committed to ensuring that our services and resources are inclusive and representative to reduce mental health inequalities. We are focused on strengthening diversity and equity on stakeholder engagements and partnerships as we recognise that failure to advance meaningful change in these areas could have negative impact on the quality of services and activities leading to a decline in community engagement and high staff turnover which would hinder our ability to achieve strategic objectives.

Participation

Failure to live our values and ensure participation opportunities to children, young people and families could result in services that do not reflect our communities. A participation strategy and team are in place and development of new

services includes the participation team and Young and Parent Champions. Within the year, we have also widened our pool of Champions from across the UK.

Working culture

The move to our building in Rodney Street, London required a change in working culture and the move to remote working during the pandemic within the first year at Rodney Street has further impacted ways of working. There is a risk to staff morale, an interruption of relationships with service users and potential for increased dissatisfaction amongst our people, families and students.

An extensive communication and engagement plan to keep collaboration and dialogue open during remote working and service delivery is being implemented. This includes development of work and social Microsoft Teams sites. We have increased the frequency of all staff meetings for feedback and engagement and continue regular staff surveys to understand the impact of remote working and measures to support staff wellbeing.

Structure, governance and management

The Anna Freud Centre, operating as the Anna Freud National Centre for Children and Families, is a registered charity, number 1077106. It is set up under its Memorandum and Articles of Association as a company limited by guarantee, number 03819888.

The **Board of Trustees** comprises the charity's trustees and the legal directors of the company. Trustees serve a four-year term, after which they are eligible for reappointment. New trustees are selected through open recruitment. Emphasis is placed on ensuring representation from key stakeholders and any identified skills gap within the Board at the time of recruiting.

On appointment, trustees are provided with copies of relevant documents, including the Charity Commission guidance note CC3, *The essential trustee: what you need to know*. New Trustees undergo an induction programme that comprises meetings with senior management to understand the objectives and operational delivery of the Centre and training in safeguarding, information governance and the role and responsibilities of trustees. Trustees are encouraged to keep abreast of their duties and responsibilities by reading Charity Commission and other updates and by attending appropriate training courses.

The Board of Trustees sets and reviews strategy, monitoring operational matters supported by subcommittees that report

directly to the Board. The performance of individual trustees and the Board is assessed annually. The Board of Trustees met five times in the year.

The **Finance, Audit and Risk Sub-Committee's** membership includes the chair and the treasurer. Before submission to the full Board, the Finance Committee reviews the annual accounts, issues relating to internal or external audits, investment and reserves policies, and the remuneration of senior staff. Matters not reserved for decision by the Board of Trustees are delegated to the Centre's Executive, consisting of its chief executive, chief operating officer and chief financial officer.

The **Quality Sub-Committee** has oversight of the Clinical Governance Leadership Board; the Safeguarding Oversight Group; any clinical risks; operations, health and safety; and research activity. This sub-committee meets termly and is chaired by a Trustee. Its remit is to ensure the Board of Trustees is properly informed about the quality of clinical services provided by the Centre; to provide assurance to the Board that the standards of clinical services fully comply with all professional and regulatory standards; to provide oversight of the clinical quality assurance systems for the Centre; and to ensure that the Centre has effective mechanisms for managing clinical risk, learning from incidents and taking action to reduce risks and improve quality.

The **Nominations and Succession Planning Sub-Committee** has responsibility for the fair and transparent nominations process for trustee appointments and meets annually or as required. It is also responsible for reviewing the structure, size and composition (including the skills, knowledge and experience) of the Board and making any recommendations for change, as well as keeping under review the leadership needs of the organisation, with a view to ensuring the continued ability of the organisation to achieve its aims. This sub-committee also supports recruitment to the Executive and review of senior personnel remuneration and performance.

The **Digital and Technology Sub-Committee's** purpose is to help the Board and the Executive team effectively harness the potential of digital technologies across the organisation to grow our impact and better serve children and families. It is responsible for sharing insights, ideas and challenges as well as using resources such as the *Charity digital code of practice* to help ensure the Centre has effective mechanisms in place for managing digital and technology risks.

The **Equity, Diversity and Inclusion Committee** provides support, guidance and oversight of the EDI agenda and implementation of the EDI strategy and plan. It is responsible for monitoring the progress of the EDI plan, determining priorities, developing the EDI strategy, and providing robust scrutiny

and challenge pertaining to EDI across the Centre's activities. The EDI Committee is a visible and proactive point of contact between the Centre's divisions and departments and the Board.

The **Fundraising Sub-Committee** supports the Centre's voluntary income streams, particularly from philanthropists, major donors and corporates. The Fundraising Sub-Committee is responsible for identifying, engaging and introducing prospective donors as well as suggesting and supporting engagement events and activities.

The **People and Culture Sub-Committee** is responsible for overseeing the organisational pay and reward, performance and continuous professional development policies and procedures. It regularly reviews people statistics – including staff turnover, satisfaction, disciplinarys and grievances – to make recommendations for improvements across the Centre's divisional and departmental teams. It is also responsible for reporting on the Centre's gender pay gap and working with the EDI Committee to increase staff diversity, inclusion and equitable opportunity.

Key management personnel

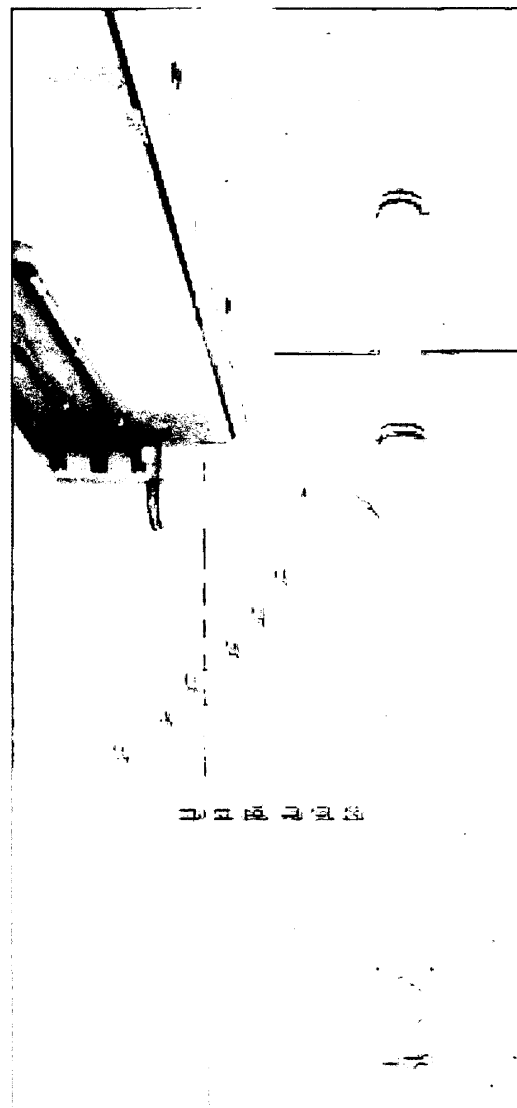
Trustees

The Hon Michael Samuel MBE (Chair)
 Ms Catherine Bedford (appointed 12.11.19)
 Ms Sally Cairns
 Ms Melanie Chatfield (resigned 07.09.21)
 Ms Pamela Hutchinson (appointed 08.12.20)
 Dr Moshe Kantor (resigned 16.03.22)
 Ms Nicola Loftus (resigned 14.04.21)
 Professor Linda Mayes MD
 Mr Peter Oppenheimer
 Mr Daniel Peltz OBE (Treasurer)
 Professor Stephen Pilling
 Mr Dominic Shorthouse (Deputy Chair)
 Dr Sarah Wood OBE (appointed 08.02.21)

Executive

Professor Peter Fonagy, CEO
 Ms Ros Bidmead, Chief Operating Officer
 Mr David Fowler, Chief Financial Officer (to 31.03.22)
 Mrs Christine Kanu, Chief Financial Officer (from 28.02.22)
 Mr Jonathan Robinson, Strategic Consultant
 Mr Peter Fuggle, Clinical Director (to 28.09.21)
 Ms Andrea King, Clinical Director (from 29.09.21)
 Professor Jessica Deighton, Applied Research and Evaluation Director
 Ms Jaime Smith, Schools Director
 Professor Eamon McCrory, Education and Training Director
 Dr Dickon Bevington, Medical Director

For key management remuneration, please see page 106.



Plans for the future

Strategic five-year objectives

The Centre's response to the coronavirus pandemic and the evolving needs of children, young people and families has accelerated plans under our strategic initiative, Closing the Gap, to dramatically enhance our reach and leverage to improve child mental health. We are relaunching our strategy for 2022–2026, defining six complementary and integrated strategic goals for the next five years:

1. **Invent** – we will use the existing and emerging evidence base to explore new methods of prevention, therapy and models of support for infants, children, families and professionals.
2. **Evidence** – we will advance the understanding of mental health and wellbeing in children, identifying risk and protective factors and evaluating what works for who, why and in which contexts.
3. **Implement** – we will create a pipeline from development, to evidence, to widescale implementation, supporting service providers and commissioners to improve prevention, early intervention, and to deliver services within system partnerships.
4. **Teach** – we will empower parents, carers and all those engaged in the care and support of children and young people through training, developing and nurturing the next generation of mental health practitioners and researchers.
5. **Connect** – we will foster relationships within and between professionals and communities to share lived experience and knowledge, provide peer-to-peer support and sustain impact.
6. **Influence** – we will improve professional practice through the dissemination of evidence-informed guidance and we will influence service transformation, national and local policy.



Short-term goals

- Increase access to our training and events, offering 5% of all training and event attendees a bursary or scholarship.
- Expand our training and education offer for non-traditional actors in mental health (e.g., parents and carers, youth workers, teaching assistants).
- Continue to widen the customer base of POD and increase applicability with the development of an API.
- Work with Health Education England to develop senior practitioner roles for the workforce supporting children and young people with mild to moderate mental health and wellbeing needs, through low-intensity interventions.
- Establish DfE quality assured and CPD certified course for Senior Mental Health Leads in schools, training 1,000 school leaders and making sure that they are fully equipped to lead whole school approaches to mental health and wellbeing in their own settings.
- Continue to strengthen our international training offer for schools, reaching over 5,000 educational professionals with tiered training – from awareness training for all staff, to targeted advanced training for senior leaders to embed a whole-school approach to mental health and wellbeing.
- Expand our reach to support all schools in Jersey, undertaking a review of existing mental health and wellbeing support, providing training and recommendations to aid a consistent and impactful approach to mental health and wellbeing across the 43 schools on the island.
- Scale up our School and College Early Support Service (SCESS) in partnership with Mind to improve the mental health support available to over 3,000 young people, parents, carers and teachers through secondary schools.
- Continue to build our direct clinical offer to schools and colleges through our work in the Schools Outreach Team and Brent Wellbeing team.
- Expand Mentally Healthy Schools to include support, information and resources for FE college staff and students.
- Launch Schools in Mind co-produced anti-racism resources and e-learning for school staff, achieving 50,000 views within the year.
- Further disseminate a model for parent and carer engagement for mainstream education settings including the OCN qualification in Parent and Carer Engagement in Child Mental Health, and integrate this parent and carer engagement model into our 5 Steps framework.
- Build on initial successes in developing pragmatic evaluations by creating a range of different packages for an 'off the shelf' pragmatic evaluation offer and begin to roll these out.
- Develop pilot evaluation and applied research short courses and test with a summer school programme for interns, junior staff and external groups
- Refine the researcher internship programme to grow the scheme for summer 2022.
- Leverage our large scale community and service-facing datasets to publish two to four research outputs that speak to our key research areas of risk, resilience, change and choice.
- Integrate CORC into Centre initiatives and networks, including clinical services, early years, social care, and systems approaches such as i-THRIVE.
- Expand the AMBIT team to create additional capacity for providing consultation and training to greater numbers of teams internationally.
- Set up international accredited AMBIT training centres.
- Support continued evaluation of the AMBIT model through the international study group.
- Develop the AMBIT offer for education settings.
- Deliver new digital tools and systems, including a clinical database to improve records management, CRM to improve the efficiency and scalability of services, and LMS to improve the delivery of teaching and training.
- Improve hybrid working by using technology to support new ways of collaborating and delivery on our ambitions.

Trustees and auditors

Trustees' responsibilities

The trustees (who are also directors of the Anna Freud Centre for the purposes of company law) are responsible for preparing the *Trustees' annual report* and the financial statements in accordance with applicable law and United Kingdom accounting standards (United Kingdom generally accepted accounting practice).

Company law requires the trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charitable company and of the incoming resources and application of resources, including the income and expenditure, of the charitable company for that period.

In preparing these financial statements, the trustees are required to:

- select suitable accounting policies and then apply them consistently.
- observe the methods and principles in the Charities Statement of Recommended Practice (SORP).
- make judgements and estimates that are reasonable and prudent.
- state whether applicable UK accounting

standards have been followed, subject to any material departures disclosed and explained in the financial statements.

- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

The trustees are responsible for keeping proper accounting records that disclose with reasonable accuracy at any time the financial position of the charitable company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

In so far as we are aware:

- there is no relevant audit information of which the charitable company's auditor is unaware.
- the trustees have taken all steps that they should have taken to make themselves aware of any relevant audit information and to establish that the auditor is aware of that information.

Auditors

The auditors, Haysmacintyre LLP, will be proposed for reappointment in accordance with Section 485 of the Companies Act 2006. The Trustees' report, incorporating the Strategic Report, was approved by the Trustees on 20 August 2022 and signed on their behalf by:



The Hon Michael Samuel MBE
Chair of Trustees
DATE: 20 August 2022

Independent auditor's report to the members of The Anna Freud Centre

Opinion

We have audited the financial statements of The Anna Freud Centre for the year ended 31 August 2021 which comprise the Statement of Financial Activities, the Balance Sheet, the Statement of Cash Flows and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

In our opinion, the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 31 August 2021 and of the charitable company's net movement in funds, including the income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities

under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charity in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of trustees for the financial statements

As explained more fully in the trustees' responsibilities statement set out on page 40, the trustees (who are also the directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the charitable company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the

going concern basis of accounting unless the trustees either intend to liquidate the charitable company or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements. A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at: www.frc.org.uk/auditorsresponsibilities. This description forms part of our auditor's report.

Conclusions relating to going concern

We have nothing to report in respect of the following matters in relation to which the ISAs (UK) require us to report to you where:

- the trustees' use of the going concern basis of

accounting in the preparation of the financial statements is not appropriate; or

- the trustees have not disclosed in the financial statements any identified material uncertainties that may cast significant doubt about the charitable company's ability to continue to adopt the going concern basis of accounting for a period of at least twelve months from the date when the financial statements are authorised for issue.

Other information

The trustees are responsible for the other information. The other information comprises the information included in the Trustees' Annual Report and the Chair's statement. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Opinions on other matters prescribed by the Companies Act 2006

In our opinion, based on the work undertaken in the course of the audit:

the information given in the Trustees' Annual Report (which incorporates the strategic report and the directors' report) for the financial year for which the financial statements are prepared is consistent with the financial statements; and the Trustees' Annual Report (which incorporates the strategic report and the directors' report) has been prepared in accordance with applicable legal requirements.

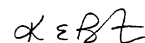
Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charitable company and its environment obtained in the course of the audit, we have not identified material misstatements in the Trustees' Annual Report (which incorporates the strategic report and the directors' report). We have nothing to report in respect of the following matters in relation to which the Companies Act 2006 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept by the charitable company; or
- the charitable company financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit.

Use of our report

This report is made solely to the charitable company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charitable company's members those matters we are required to state to them in an Auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the charitable company's members as a body, for our audit work, for this report, or for the opinions we have formed.



Kathryn Burton (Senior Statutory Auditor)
For and on behalf of Haysmacintyre LLP,
Statutory Auditors

10 Queen Street Place
London EC4R 1AG
DATE 24th August 2022

Statement of financial activities, incorporating an income and expenditure account

Year ended 31 August 2021

Registered charity number 1077106, registered company number 03819888.

		Unrestricted funds 2021	Restricted funds 2021	Total funds 2021	Total funds 2020
		£	£	£	£
Income from:					
Grants, donations and legacies	2	442,117	3,323,218	3,765,335	3,758,874
Investments	3	61,184	-	61,184	58,967
Charitable activities					
Clinical and preventative services		684,197	282,036	966,233	1,665,975
Education and training		4,587,433	-	4,587,433	3,044,533
Research		891,644	727,506	1,619,151	2,965,554
Conference and study events		3,499,520	58,942	3,558,462	2,235,744
Campus		-	-	-	-
Schools		1,953,939	-	1,953,939	2,074,892
Other		11,616,733	1,068,484	12,685,217	11,986,697
Total income		12,494,060	4,391,703	16,885,763	16,215,298
Expenditure on:					
Raising funds					
Fundraising and publicity	4	383,241	-	383,241	340,666
Investment and management fees		235	-	235	720
Legal fees		-	-	-	-
		383,476	-	383,476	341,386
Charitable activities					
Clinical and preventative services		2,101,268	1,039,053	3,140,321	3,565,082
Applied research		1,053,711	878,703	1,932,414	2,685,867

Education and training		3,673,979	52,000	3,725,979	4,159,503
Research and policy development		2,208,035	1,878,443	4,086,478	2,602,588
Schools		2,036,231	1,109,428	3,145,659	2,857,318
User participation, library and dissemination		307,779	25,000	332,779	372,695
Campus real estate development		3,893	-	3,893	2,486
		11,384,895	4,982,627	16,367,522	16,245,541
Total expenditure	4	11,768,371	4,982,627	16,750,998	16,586,927
Net income/ (expenditure) before investment gains		725,689	(590,924)	134,764	(371,629)
Net investment gains		225,710	-	225,710	84,038
Net income / (expenditure)		951,399	(590,924)	360,475	(287,591)
Transfer between funds	12	2,702	(2,702)	-	-

There were no recognised gains or losses other than as disclosed in the statement of financial activities. All income and expenditure relate to continuing activities.

The accompanying notes form an integral part of these financial statements

Full comparatives are shown in note 17

Balance sheet

Year ended 31 August 2021

Registered charity number 1077106, registered company number 03819888.

	Notes	2021		2020	
		£	£	£	£
Fixed assets					
Tangible assets	16		35,946,205		36,642,089
Investments	7		2,663,453		1,923,540
			38,609,657		38,565,629
Current assets					
Debtors	8	1,169,315		1,403,603	
Cash at bank and in hand		5,241,221		4,937,369	
		6,410,536		6,340,972	
Creditors: amounts falling due within one year	9	(6,673,654)		(6,852,461)	
Net current liabilities			(263,118)		(511,489)
Creditors: amounts falling due after more than one year	10		(6,368,051)		(6,436,126)
Total assets less total liabilities			31,978,489		31,618,014
Funds	12				
General funds			2,940,799		1,252,342
Designated funds			28,120,988		28,855,343
Restricted funds			916,702		1,510,328
Total funds			31,978,489		31,618,013

The accompanying notes form an integral part of these financial statements.

The financial statements were approved and authorised for issue by the Board on 20 August 2022 and were signed below on its behalf by:


The Hon Michael Samuel MBE
Chair of the Board of Trustees

Daniel Peltz

Daniel Peltz OBE
Treasurer



Statement of cash flow

Year ended 31 August 2021

Registered charity number 1077106, registered company number 03819888.

	2021	2020
	£	£
Reconciliation of movement in funds to net cash flow		
Net movement in funds	360,475	(287,591)
Depreciation charges	695,885	702,917
Income from investments	(61,184)	(58,967)
Unrealised investment (gains)	(225,710)	(84,038)
(Increase)/decrease in debtors	234,289	3,900,530
Increase/(decrease) in creditors	(246,882)	709,445
Net cash flow provided by operating activities	756,871	4,882,296
Cash flows from investing activities		
Investment income	61,184	58,967
Purchase of tangible fixed assets	-	(70,866)
Disposal of tangible fixed assets	-	33,011
Depreciation charges on disposal of tangible fixed assets	-	(33,011)
Purchase of investments	(561,184)	(58,967)
Disposal of investments	46,982	99,486
Disposal of assets held for sale	-	-
Increase/(decrease) in cash	(453,018)	28,620
Cash flows from financing activities		
Bank loan repayment	-	-
Increase in cash and cash equivalents in the period	303,852	4,910,917
Cash and cash equivalents at the beginning of the period	4,937,369	26,452
Cash and cash equivalents at the end of the period	5,241,221	4,937,369

	At 1 September 2020	Cash flows	Other non- cash changes	At 31 August 2021
	£	£	£	£
Cash and cash equivalents				
Cash	4,937,369	303,852	-	5,241,221
Overdrafts	-	-	-	-
Cash equivalents	-	-	-	-
	4,937,369	303,852	-	5,241,221
Borrowings	-	-	-	-
Debt due within one year	-	4,893,084	-	-
Debt due after one year	(4,893,084)	(4,893,084)	-	(4,893,084)
	(4,893,084)	-	-	(4,893,084)
Total	44,285	303,852	-	348,138

Notes to the financial statements

Year ended 31 August 2021

1. Accounting policies

a) Basis of preparation

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK (FRS 102) (effective 1 January 2015) - (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK (FRS 102) and the Companies Act 2006.

The Anna Freud Centre meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note(s).

Preparation of accounts on a going concern basis

The trustees consider there are no material uncertainties about the Charity's ability to continue as a going concern. The review of our financial position, reserves levels and future plans gives Trustees confidence the Charity remains a going concern for the foreseeable future.

Charity information

The Anna Freud Centre (known as Anna Freud National Centre for Children and Families) is a company limited by guarantee (registered

number 03819888), and a public benefit entity and registered charity in England and Wales (charity number 1077106). The address of the registered office is 4-8 Rodney Street, London, N1 9JH.

b) Depreciation

All assets costing more than £1,000 and with an expected useful life exceeding one year are capitalised.

Depreciation is provided on all tangible fixed assets, other than freehold land, at rates calculated to write off the cost or valuation, less estimated residual value, of each asset on a straight-line basis over its expected useful life, as follows:

Freehold properties: 1.33% per annum
Furnishings and equipment: 25% per annum

c) Investments

Investments are included in the balance sheet at market value. It is the charity's policy to keep valuations up to date such that when investments are sold there is no gain or loss arising relating to previous years. As a result, the statement of financial activities does not distinguish between the valuation adjustments relating to sales and those relating to continued holdings as they are together treated as changes in the value of the investment portfolio throughout the year.

d) Income

All income is recognised once the charity has entitlement to income, it is probable that income will be received and the amount of income receivable can be measured reliably. With grants and donations once an award or pledge has been made in writing and if there are no restrictions or constraints on receiving the donation then this will be recognised in full once entitlement is established. All other incomes are recognised based on the matching principle, and so are related to the activity, otherwise they remain repayable and so deferred.

Grant income includes the Government's Coronavirus Job Retention Grant (CJRG) and is recognised under the accruals basis in line with staff costs. In the year to 31 August 2020 the amount claimed is £0.2m (2019: nil).

e) Translation of foreign currencies

Bank balances in foreign currencies are translated into sterling at the rate of exchange ruling at the year end and any exchange differences together with exchange differences arising from the conversion of grants received in foreign currencies into sterling during the year are included in the statement of financial activities.

f) VAT

Where appropriate, expenditure includes irrecoverable value added tax.

g) Expenditure

Direct costs have been charged to the relevant project it has arisen for. Overheads are apportioned across the organisation based on a percentage of direct costs. Governance costs include costs incurred in meeting constitutional and statutory requirements.

h) Employee benefits**Pension costs**

The organisation offers employees a 6% contribution towards their pension based on their gross salary. Employees who do not opt out of the scheme are members of a group personal pension contributory system with Royal London, administered by The Anna Freud Centre.

Short term benefits

Short term benefits including holiday pay are recognised as an expense in the period in which the service is received.

Employee termination benefits

Termination benefits are accounted for on an accrual basis and in line with FRS 102.

i) Fund accounting

General funds consist of amounts available to the trustees to be applied at their discretion within the objects of the charity. Designated funds comprise unrestricted funds which have been set aside at the discretion of the trustees for specific purposes.

Restricted funds consist of amounts subject to special trusts within the objects of the charity either imposed by the donor or by the terms of the appeal.

All income and expenditure is shown in the statement of financial activities.

j) Financial instruments

The charitable company only has financial assets and financial liabilities of a kind that qualify as basic financial instruments. Basic financial instruments are initially recognised at transaction value and subsequently measured at their settlement value.

k) Cash at bank and in hand

Cash at bank and cash in hand includes cash and short term highly liquid investments with a short maturity.

l) Debtors

Trade and other debtors are recognised at the settlement amount due after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

m) Creditors and provisions

Creditors and provisions are recognised where the charity has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

n) Critical judgements and estimates

In the application of the accounting policies, the Trustees are required to make judgement,

estimates, and assumptions about the carrying value of assets and liabilities that are not readily apparent from other sources. The estimates and underlying assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised if the revision affects only that period, or in the period of the revision and future periods if the revision affected current and future periods. It has been decided to depreciate the Kings Cross Property over 75 years to reflect its useful economic life.

2. Grants and donations

	2021 €	2020 €
Unrestricted funds		
Unrestricted general	374,398	465,127
HMRC Job Retention Scheme furlough payments	67,719	234,412
Unrestricted total	442,117	699,539
Restricted funds		
Campus Project (formerly Development Fund)		
The Peter Samuel Charitable Trust	-	25,000
The Clore Duffield Foundation	25,000	25,000
Campus total	25,000	50,000
Clinical		
Child Psychotherapy Services		
The Anna Freud Foundation	5,419	7,758
The Chesser Trust	8,000	8,000
Anonymous donor	31,981	31,981
Sundry donors	4,575	4,275
Early Years Central		
Mr V Meyer & Mrs E Meyer	-	87,500
The Sylvia Adams Charitable Trust	53,543	-
Family Ties		
Department for Work and Pensions	15,912	92,938
Children in Need	41,538	-
Reflective Fostering Collaboration		
KPMG Foundation	-	50,000
Segelman Trust	80,000	50,283
National Institute of Health Research	74,090	-
Colyer-Fergusson Charitable Trust	36,350	-
UCL	8,482	-
Anonymous donor	-	8,019
Parent Infant Psychotherapy		
The Chesser Trust	8,000	8,000
Sundry donors	4,575	6,775
AMBIT Peer Mentoring		
Berkeley Foundation	64,565	-
Mind the Dad		
Berry Street Foundation	24,129	21,869
Integrated Early Years Pathway		
Department of Health and Social Care	72,558	163,668
London Borough of Camden	42,878	17,280
London Borough of Wandsworth	65,500	31,115

Responding to COVID-19: Early Years Digital Therapy Service

National Lottery Community Fund	-	106,461
KPMG Foundation	-	79,501
Reflective Parenting		
Anonymous donor	8,019	-
Other	778	3,090

Applied research and evaluation

More than Mentors		
Community Links	-	8,390
Marie Skłodowska-Curie Innovative Training Network TEAM	-	63,833
Schools Evaluation		
The Mercers' Company	100,000	150,000
iRisk - seed corn		
Nuffield Foundation	-	5,000
#RESET Mental Health		
Nominet	4,920	44,276
On My Mind		
Pixel Fund	-	10,000
MeeTwo Evaluation		
Innovate UK	50,000	-
Prevent-Protect-Repair Lewisham Evaluation		
What Works for Children's Social Care	67,816	-
BESST		
National Institute of Health Research	29,207	-
Other	-	5,000

Education and training

The Chesser Trust	9,000	9,000
Christopher A. Holder	23,000	-
LifePsychology Ltd	20,000	-
The Science of Early Adversity and Resilience		
UCL	-	32,214

CEO projects

The UK Trauma Council		
St James's Place Charitable Foundation	-	56,485
National Lottery Community Fund	239,508	474,004
Sundry donors	6,701	-
UCL collaborations		
Anonymous donor	53,750	42,500

Psychoanalytic Electronic Publishing	76,042	48,749
Virginia Tech Carilion	115,743	
Postnatal depression and oxytocin study		
The Michael J Samuel Charitable Trust	-	15,000
International Psychoanalytical Association	-	7,467
American Psychoanalytic Association	-	14,675
Galvani Charitable Foundation	-	250
Mental Health Academy		
The Royal Foundation	71,762	71,762
Pears Foundation	640,000	
BERRI Evaluation		
Innovate UK	19,347	
Lighthouse Parenting Programme Evaluation		
What Works for Children's Social Care	112,711	
Impact of adoption study		
Sir Halley Stewart Trust	6,699	
Closing the Gap		
The Fidelity UK Foundation	250,000	
Other	1,000	5,000
Schools		
Schools in Mind		
Jo Malone London	-	101,673
Garfield Weston Foundation	-	40,000
Rosemarie Nathanson Charitable Trust	-	10,000
Mentally Healthy Schools		
The Royal Foundation	48,192	271,814
Jo Malone London	107,884	30,600
The Danson Foundation	10,000	
Schools Outreach Service		
Mrs E Meyer	3,750	52,500
St Giles-in-the-Fields and William Shelton Educational Charity	28,600	36,019
Edward Harvist Trust	-	2,271
Westminster Almshouses Foundation	12,025	
Strand Parishes Trust	7,150	
Sundry donors	5,000	
Inclusion and Specialist Help (formerly AP Innovation)		
Pears Family School		
Anonymous donor	100,000	100,000
Barclays Bank Plc	75,000	
Other	-	441
Department for Education	49,984	214,694
KPMG Foundation	-	27,247

Porticus UK		92,753
Esmée Fairbairn Foundation	60,000	80,000
Schools and Colleges Early Support Service		
Berkeley Foundation		20,000
Hands Trust		25,005
Garfield Weston Foundation		60,000
Barclays Bank Plc	100,000	
The Foyle Foundation	50,000	
National Emergencies Trust	92,357	
Sundry donors		1,000
Other		1,200
Restricted total	3,323,218	3,059,335
Grand Total	3,765,335	3,758,874

3. Investment income

	2021 £	2020 £
Income from listed investments	61,184	58,967

Total expenditure year ended 31 August 2021

	Salaries	Consultants	PG grants	Other expense	Support costs	Total 2021
	£	£	£	£	£	£
Cost of raising funds						
Fundraising and publicity	334,981	21,000	-	27,261	-	383,241
Investment management fees	-	-	-	235	-	235
Legal fees	-	-	-	-	-	-
	334,981	21,000	-	27,495	-	383,476
Charitable expenditure						
Clinical	2,095,221	210,478	35,331	121,912	677,380	3,140,321
Applied Research and Evaluation	972,864	401,262	-	213,201	345,086	1,932,414
Education and Training	2,514,120	106,851	45,305	140,575	919,127	3,725,979
Research and Policy Development	1,374,107	859,790	168,268	731,931	952,383	4,086,478
Schools	2,132,814	84,310	130,000	104,598	693,937	3,145,659
User Participation, Library and Dissemination	197,110	38,771	35,386	61,511	-	332,779
Campus Real Estate Development	-	-	-	3,893	-	3,893
	9,286,235	1,701,463	414,290	1,377,621	3,587,913	16,367,522
Total expenditure	9,621,216	1,722,463	414,290	1,405,116	3,587,913	16,750,998

Total expenditure year ended 31 August 2020

	Salaries	Consultants	PG grants	Other expense	Support costs	Total 2020
	£	£	£	£	£	£
Cost of raising funds						
Fundraising and publicity	307,075	18,000	-	15,591	-	340,666
Investment management fees	-	-	-	720	-	720
Legal fees	-	-	-	-	-	-
	307,075	18,000	-	16,311	-	341,386
Charitable expenditure						
Clinical Service Improvement	2,738,200	143,809	-	270,394	1,097,442	4,249,844
Innovation, Evaluation and Dissemination	1,171,410	712,478	-	290,651	511,463	2,686,001
Postgraduate Studies	2,250,247	47,968	45,305	107,417	1,024,360	3,475,297
Research and Policy Development	1,184,439	265,251	187,721	532,502	787,489	2,957,402
The Family School	207,365	3,610	100,000	7,388	39,552	357,916
Mental Health and Wellbeing in Schools	1,395,074	19,244	-	156,880	573,757	2,144,955
User Participation, Library and Dissemination	290,468	2,900	35,386	42,885	-	371,639
Campus Real Estate Development	-	-	-	2,486	-	2,486
	9,237,203	1,195,259	368,412	1,410,603	4,034,063	16,245,541
Total expenditure	9,544,278	1,213,259	368,412	1,426,914	4,034,063	16,586,927

	2021	2020
	£	£
Support costs		
Staff costs via payroll	1,047,477	1,264,685
Staff costs via agency/consultants	134,282	252,170
Staff related costs	109,325	83,416
Office expenses	686,348	853,578
IT costs	732,988	673,499
Governance	41,195	35,483
Finance charges	140,924	170,079
Depreciation	695,374	701,152
	3,587,913	4,034,063

Support costs are allocated to activities in the ratio of each activity's direct expenditure as this is considered to be a reasonable reflection of usage. Governance costs include audit fees of £22,620 (2020: £21,540). Additional fees of £2,100 were paid to the auditors in the year (2020: £nil).

5. Staff costs and numbers

	2021	2020
	£	£
a) Staff costs		
Wages and salaries	9,354,232	9,515,358
Social security costs	856,721	843,079
Pension costs	457,740	450,526
	10,668,693	10,808,963

Staff costs include seconded staff costs amounting to £412,165 (2020: £542,701). Staff costs also includes staff redundancy payments amounting to £54,344 (2020: £29,775).

	2021	2020
	No.	No.
Emoluments over £60,000		
£60,001 – £70,000	15	11
£70,001 – £80,000	4	4
£80,001 – £90,000	2	4
£90,001 – £100,000	4	3
£100,001 – £110,000	1	0

Pension contributions of £85,007 were made to those receiving emoluments over £60,000 (2020: £84,162).

The total remuneration paid to key management personnel in the period was £587,609 (2020: £742,515).

	2021	2020
	No.	No.
The average number of employees analysed by function was:		
Clinical	65	90
Education and Training	96	104
Research	84	85
Conferences	18	10
Schools	63	54
Library	2	2
	328	345

b) Trustees

No trustee received remuneration for their services during the year (2020: £nil). Reimbursed expenses were £nil (2020: £nil).

6. Tangible fixed assets

	Freehold land	Freehold properties	Furnishings and equipment	Total
	£	£	£	£
Cost				
At 1 September 2020	8,110,690	28,112,281	1,318,730	37,541,701
Additions	-	-	-	-
Disposals	-	-	-	-
Transfers	-	-	-	-
At 31 August 2021	8,110,690	28,112,281	1,318,730	37,541,701
Depreciation				
At 1 September 2020	-	468,538	431,073	899,611
Charge for the year	-	374,830	321,054	695,885
Disposals	-	-	-	(33,011)
At 31 August 2021	-	843,368	752,127	1,595,496
Net book value				
At 31 August 2021	8,110,690	27,268,912	566,603	35,946,205
At 31 August 2020	8,110,690	27,643,743	887,657	36,642,089

7. Investments

	2021	2020
	£	£
Market value at 1 September	1,923,540	1,880,021
Additions	561,184	58,967
Disposal proceeds	(46,982)	(99,486)
Net investment gains	225,710	84,038
Market value at 31 August	2,663,453	1,923,540
Historical cost at 31 August	2,093,816	1,597,178
Listed investments (market value)		
UK fixed interest	262,444	282,689
UK equity shares	526,916	324,265
Overseas equities	1,413,935	991,619
Property	104,765	52,850
Alternative assets	244,282	193,182
Market value of listed investments	2,552,342	1,844,605
Cash	111,111	78,935
Total	2,663,453	1,923,540

The investment managers, Sarasin, invest in a wide range of investments and the Trustees regularly review performance. The investment managers are remunerated by a percentage of the value of the fund and the charge for 2021 was £235 (2020: £720).

8. Debtors

	2021	2020
	£	£
Trade debtors	478,837	745,247
Prepayments and accrued income	642,251	540,562
Other debtors	48,227	117,794
	1,169,315	1,403,603
	10,668,693	10,808,963

	2021	2020
	£	£
Debtors: amounts falling due within one year		
Trade debtors	478,837	745,247
Prepayments and accrued income	469,193	440,304
Other debtors	48,227	117,794
	996,257	1,303,345
	10,668,693	10,808,963

	2021	2020
	£	£
Debtors: amounts falling due after one year		
Trade debtors		
Prepayments and accrued income	173,058	100,258
Other debtors	173,058	100,258
	10,668,693	10,808,963

9. Creditors: amounts falling due within one year

	2021	2020
	£	£
Trade and other creditors	772,318	728,234
Taxation and social security costs	256,430	225,975
Accruals and deferred income	5,644,906	5,898,252
Bank loans		
	6,673,654	6,852,461

	2021	2020
	£	£
Analysis of accruals and deferred income		
Deferred income at the start of the period	5,898,252	4,840,655
Amounts released to income in the year	(5,022,625)	(4,448,580)
Amounts deferred in the year	4,769,279	5,506,177
Deferred income at the end of the period	5,644,906	5,898,252

10. Creditors: amounts falling due in more than one year

	2021	2020
	£	£
Bank loans	4,893,084	4,893,084
DfE Family School capital contribution	1,474,967	1,543,042
	6,368,051	6,436,126

The analysis of bank loans is as follows:

	2021	2020
	£	£
Due in 1-2 years	-	-
Due in 3-5 years	4,893,084	4,893,084
Due beyond 5 years	-	-
	4,893,084	4,893,084

A loan of £4.9 million was agreed on the 27 September 2019 for a period of five years on a fixed rate basis of 2.87%

The analysis of the DfE contribution is as follows:

	2021	2020
	£	£
Income	-	-
Recognised in 1-2 years	68,075	68,075
Recognised in 3-5 years	204,226	204,226
Recognised beyond 5 years	1,202,665	1,270,741
	1,474,967	1,543,042

The DfE have contributed £1,701,885 to the construction of the Family School, which was received in full this year and is recognised over the course of the 25-year lease which commenced in May 2019.

11. Operating lease commitments

	2021	2020
	£	£
Operating leases	39,684	53,828
	39,684	53,828

	2021	2020
	£	£
Due in less than 1 year	14,143	14,143
Due in 1-2 years	14,143	14,143
Due in 3-5 years	11,398	25,541
Due beyond 5 years	-	-
	39,684	53,828

12. Statement of funds

	1 September 2020	Income	Expenditure	Investment gains and revaluations	Transfers	31 August 2021
	£	£	£	£	£	£
General funds	1,252,342	12,493,250	(11,038,206)	225,710	7,702	2,940,799
Designated funds						
Fixed asset fund	28,381,900	-	(695,374)	-	-	27,686,526
EBPU	473,444	810	(34,792)	-	(5,000)	434,462
Total designated funds	28,855,343	810	(730,166)	-	(5,000)	28,120,988
Restricted funds						
Campus project	-	-	-	-	-	-
Clinical	346,298	932,927	(1,039,053)	-	-	240,172
Applied Research	91,901	844,760	(878,703)	-	-	57,959
Education and Training	21,828	52,000	(52,000)	-	-	21,828
Research and Policy Development	953,596	1,786,894	(1,878,443)	-	(297,438)	564,609
Pears Family School	9,594	-	-	-	(9,594)	-
Schools	87,111	750,122	(1,109,428)	-	304,330	32,135
Central Support Services	-	25,000	25,000	-	-	-
Total restricted funds	1,510,328	4,391,703	(4,982,627)	-	(2,702)	916,702
Total funds	31,618,014	16,885,763	(16,750,998)	225,710	-	31,978,489

Details of designated funds

Fixed asset fund

Fixed asset fund matches reserves with fixed assets held and used directly for charity purposes.

EBPU (Evidence Based Practice Unit)

Service development and evaluation has been growing for the last few years and to enable further

growth funds are being designated by self-generated surpluses.

Details of restricted funds

Restricted funds result when income is received from funders for a specific purpose in advance of the costs being incurred. These are held to fund the discharge of that purpose and generally this occurs within a year. These are the names of some of funds held for these purposes:

Clinical

Include Reflective Fostering Collaboration, AMBIT Peer Support project, Early Years Pathway, Reflective Parenting and Family Ties.

Education and Training

Includes the Science of Early Adversity.

Research and Policy Development

Includes funding for the UK Trauma Council, Lighthouse Parenting Programme Evaluation, Mental Health Academy, and Closing the Gap.

Applied Research

Includes Schools-based Evaluation and Lewisham Protect-Prevent-Repair Evaluation and the KidsTime Evaluation.

Schools

Includes Schools in Mind and Mentally Healthy Schools.

Statement of funds (2020 comparative)

	1 September 2019	Income	Expenditure	Investment gains and revaluations	Transfers	31 August 2020
	£	£	£	£	£	£
General funds	1,809,063	11,842,374	(12,483,132)	84,038	-	1,252,342
Designated funds						
Fixed asset fund	29,083,052	-	(701,152)	-	-	28,381,900
EBPU	527,139	2,338	(56,033)	-	-	473,444
Total designated funds	29,610,190	2,338	(757,185)	-	-	28,855,343
Restricted funds						
Campus project	-	-	-	-	-	-

Clinical projects	188,085	885,116	(726,903)	-	-	346,298
Innovation, Evaluation and Dissemination	-	855,545	(763,643)	-	-	91,901
Postgraduate studies	-	41,214	(19,386)	-	-	21,828
Research projects	168,762	1,877,193	(1,092,358)	-	-	953,596
The Family School	128,881	100,441	(219,727)	-	-	9,594
Mental Health and Wellbeing in Schools	624	546,077	(459,591)	-	-	87,111
Central Support Services	0	65,000	(65,000)	-	-	-
Total restricted funds	486,352	4,370,586	(3,346,609)	-	-	1,510,328
Total funds	31,905,605	16,215,298	(16,586,927)	84,038	-	31,618,014

13. Related parties and related party transactions

Trustees and related parties made donations totalling £65,000 in the year to the Anna Freud Centre (2020: £80,000).

14. Pension commitments

The organisation makes contributions to personal pension schemes on behalf of some of its employees. Contributions in the year totalled £457,740 (2020: £450,526). Amounts owing to the scheme at 31 August 2021 were £386 (2020: Enil).

15. Analysis of net assets between funds

Fund balances at 31 August 2021 are represented by:

	General funds	Designated funds	Restricted funds	Total funds
	£	£	£	£
Tangible fixed assets	8,259,679	27,686,526	-	35,946,205
Investments	2,663,453	-	-	2,663,453
Long term creditors	(6,368,051)	-	-	(6,368,051)
Net current assets	(1,614,282)	434,462	916,702	(263,118)
	2,940,799	28,120,988	916,702	31,978,489

Fund balances at 31 August 2020 are represented by:

	General funds	Designated funds	Restricted funds	Total funds
	£	£	£	£
Tangible fixed assets	8,260,190	28,381,900	-	36,642,089
Investments	1,923,540	-	-	1,923,540
Long term creditors	(6,436,126)	-	-	(6,436,126)
Net current assets	(2,495,261)	473,444	1,510,328	(511,489)
	1,252,342	28,855,343	1,510,328	31,618,014

16. Post balance sheet events

The impact of COVID 19 continued to have an effect on the Centre's operations in 2021 and we utilised the Coronavirus Job Retention Grant (CJRG) £0.1m in the year to August 2021 (2020: £0.2m).

17. Comparative financial statement of financial activities (2020)

		Unrestricted funds 2021	Restricted funds 2021	Total funds 2021	Total funds 2020
		£	£	£	£
Income from:					
Grants, donations and legacies	2	699,539	3,059,334	3,758,874	4,194,576
Investments	3	58,967	-	58,967	62,950
Charitable activities					
Clinical and preventative services		1,559,370	106,605	1,665,975	2,599,917
Postgraduate training		3,044,533	-	3,044,533	2,803,709
Research		1,831,530	1,134,024	2,965,554	2,887,974
Conference and study events		2,165,121	70,623	2,235,744	2,346,574
Campus		-	-	0	1,800
Mental health in schools		2,074,892	-	2,074,892	1,250,657
Other		10,675,446	1,311,251	11,986,697	11,890,631
		410,760	-	410,760	37,914
Total income		11,844,712	4,370,586	16,215,298	16,186,071
Expenditure on:					
Raising funds					
Fundraising and publicity	4	340,666	-	340,666	237,525
Investment and management fees		720	-	720	502
Legal fees		0	-	0	-
		341,386	-	341,386	238,027
Charitable activities					
Clinical Service		3,522,941	726,903	4,249,844	4,193,687
Improvement		-	-	-	-
Innovation, Evaluation and Dissemination		1,922,358	763,643	2,686,001	2,689,038
Postgraduate Studies		3,455,911	19,386	3,475,297	2,767,666
Research and Policy Development		1,865,044	1,092,358	2,957,402	2,586,988
The Family School		138,189	219,727	357,916	322,766
Mental Health and Wellbeing in Schools		1,685,364	459,591	2,144,955	1,639,476
User Participation, Library and Dissemination		306,639	65,000	371,639	295,295

Campus Real Estate Development		2,486		2,486	1,027,066
		12,898,932	3,346,609	16,245,541	15,521,981
Total expenditure	4	13,240,317	3,346,609	16,586,927	15,760,008
Net income/ (expenditure) before investment gains		(1,395,605)	1,023,977	(371,629)	426,063
Net investment gains		84,038		84,038	45,549
Net income / (expenditure)		(1,311,567)	1,023,977	(287,591)	471,612
Transfer between funds	12				
Net movement in funds		(1,311,567)	1,023,977	(287,591)	471,612
Funds balance brought forward at 1 September	12	31,419,253	486,352	31,905,605	31,433,992
Funds balance carried forward at 31 August	12	30,107,686	1,510,328	31,618,014	31,905,604

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