

Trustees' annual report and financial statements for the year ended 31 August 2022

Definitions

Mentalization

Mentalizing is a key concept for the Anna Freud Centre and informs all our work. Based on the globally recognised expertise of our Chief Executive, Professor Peter Fonagy, it can be described as the ability to think about what might be in other people's minds and understand their actions in terms of what they may be feeling or thinking. Of course, mentalizing is as relevant to making sense of our own actions as it is to understanding others. We spend a great deal of our waking time self-reflecting and thinking about other people's thoughts and feelings. In fact, we know from brain imaging studies, that when we are resting, not thinking about anything in particular, then the parts of our brains which we use to understand beliefs, wishes, thoughts and feelings in ourselves and others become active.

Empathy is a part of mentalizing but it is more. Empathy describes experiencing the feelings others experience. Mentalizing is also to do with beliefs and thoughts as well as the feelings of others and of course the ability to understand the mental state that underlies our own and others behaviour. When applied to someone whose perception, cognition, emotional regulation, or behaviour is significantly at odds with others around them, the conditions for what might be called a 'disorder', it has been described as a way to 'understand misunderstanding'.

Focusing on mentalizing can be used as an overall approach to a range of mental health problems, from the mild or moderate to the complex.

The Anna Freud Centre has applied the theory to great acclaim and throughout this report you will see references to its use. In May 2022 the Research Excellence Framework, the UK's body for assessing excellence in research in UK higher education providers, recognised the Anna Freud's Mentalization Based Therapy (MBT) research as 'world leading'.

List of sources

In this document we list references to findings identified from published sources and from evaluations in our 2021–2022 annual report. Where data in the report is not referenced below, it is because the findings are from internal reporting.

Invent

A new approach: anti-racism and mental health in schools	
Finding	Reference
43% of young Black people say that a lack of curriculum diversity is one of the biggest barriers to young Black people achieving in schools. Page 11	Mind. (2021). <i>Not making the grade: Why our approach to mental health at secondary school is failing young people.</i> https://www.mind.org.uk/media/8852/not-making-the-grade.pdf
70% of young people who experienced racism at school said it impacted their mental health. Page 11	
88% of young people who responded to our survey said that racism affects mental health 'a great deal'. Page 11	Anna Freud Centre. (2022). New anti-racism resources for schools to help young people's mental health https://www.annafreud.org/insights/news/2022/03/new-anti-racism-resources-for-schools-to-help-young-people-s-mental-health/
56% of young people surveyed said that understanding the impact of racism on mental health was a problem. Page 11	
Around a quarter of students said their teachers had a good understanding of the issue. Page 11	

A public mental health approach for girls and young women: My Story and Me	
Finding	Reference
All evaluation data about the My Story and Me intervention. Page 13	Anna Freud Centre. (2022). <i>My Story and Me: Development of a public mental health approach for young women. Evaluation.</i> [Unpublished evaluation].
In 2017, one in eight young women aged 17–19 experienced a mental health problem. By 2021 this figure had doubled to one in four. Page 13	Newlove-Delgado, T., Williams, T., Robertson, K., McManus, S., Sadler, K., Vizard, T., Cartwright, C., Mathews, F., Norman, S., Marcheselli, F., & Ford, T. (2021). <i>Mental Health of Children and Young People in England.</i> NHS Digital. https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2017/2017

Evidence

Using evidence to transform communities: #BeeWell	
Finding	Reference
All data about school and student participation in #BeeWell. Page 17	#BeeWell. (2022). <i>Overview briefing. #BeeWell survey 2021: Headline findings.</i> https://gmbeewell.org/wp-content/uploads/2022/09/BeeWell-overview-briefing.pdf

Implement

Introduction	
Finding	Reference
It takes 17 years for research to be translated into practice. Page 21	Lenfant, C. (2003). Clinical research to clinical practice – lost in translation? <i>New England Journal of Medicine</i> , 349(9), 868–874. https://doi.org/10.1056/nejmsa035507
Improving life chances of children in care: Reflecting Fostering research	
Finding	Reference
There are over 80,000 children and young people in care in the UK, and the figure has risen by 20% over the last decade. Page 22	Department for Education. (2022). <i>Children looked after in England including adoption 2021 to 2022</i> . https://www.gov.uk/government/statistics/children-looked-after-in-england-including-adoption-2021-to-2022
Around 45% of children in care have a diagnosable mental health disorder. Page 22	National Institute for Health and Care Excellence. (2021, October 20). <i>Looked-after children and young people. NICE guideline [NG205]</i> . https://www.nice.org.uk/guidance/ng205/chapter/Context
Half of all teenage placements break down before the age 18. Page 22	National Institute for Health and Care Excellence. (2021). <i>Interventions to support care placement stability for looked-after children and young people. NICE Guideline 205. Evidence reviews underpinning recommendations 1.3.5 to 1.3.7 and 1.3.9 to 1.3.13</i> . https://www.nice.org.uk/guidance/ng205/evidence/a-

[interventions-to-support-care-placement-stability-for-looked-after-children-and-young-people-pdf-333471052697](https://www.parliament.uk/evidence/2405/pdf/interventions-to-support-care-placement-stability-for-looked-after-children-and-young-people-pdf-333471052697)

A transformative approach to children's services: co-designing with sector and local leaders

Finding

The number of children and young people with emotional health needs is the highest ever recorded in the UK. Two thirds of them don't get access to the help they need.
Page 23

Reference

Health and Social Care Committee. *Oral evidence: Children and young people's mental health, HC 17*. (2021, June 22). <https://committees.parliament.uk/oralevidence/2405/pdf/>

There are record numbers of children in care and the cost of supporting them is rising. Children's services are caught in a vicious cycle of having to divert spending from preventative to crisis support.
Page 23

Franklin, J., & Williams, M. *Children and young people's services: Spending 2010-11 to 2019-20*. Children's Services Funding Alliance and Pro-Bono Economics (2021). <https://www.ncb.org.uk/sites/default/files/uploads/files/Children%27s%20services%20spending%202010-11%20to%202019-20.pdf>

Delivering online mental health support to schools: Schools and College Early Support Service (SCESS)

Finding

68% of young people said their mental health got worse during lockdown. One in four said they did not access mental health support because they did not think they deserved it, and a quarter tried to access support, but couldn't.
Page 24

Reference

Mind (2020). The mental health emergency: how has the coronavirus impacted our mental health? https://www.mind.org.uk/media-a/5929/the-mental-health-emergency_a4_final.pdf

Teach

A sustainable approach to supporting young people with complex problems: adaptive mentalization based integrative treatment (AMBIT)	
Finding	Reference
AMBIT results in a 60% reduction in the number of psychiatric hospital days. Page 29	Harmon, S. (Autumn 2013). Using AMBIT to reduce adolescent in-patient admissions. [Conference presentation] 2013 AMBIT conference, Anna Freud Centre, London, United Kingdom. Available at https://youtu.be/ALvv0yLC68k
AMBIT results in a 40% saving in treatment costs. Page 29	Daubney, M., Raeburn, N., Blackman, K., Jeffries, H. & Healy, K. L. (2021). Three-year outcomes of assertive community treatment for adolescents with complex mental health problems who are difficult to engage. <i>Journal of Child and Family Studies</i> , 30(2), 502–516. https://doi.org/10.1007/s10826-020-01882-3
82% of young people remained with their families, showed improved family relationships and reduced behavioural difficulties. Page 29	Talbot, L., Fuggle, P., Foyston, Z. & Lawson, K. (2020). Delivering an integrated adolescent multi-agency specialist service to families with adolescents at risk of care: Outcomes and learning from the first 10 years. <i>British Journal of Social Work</i> , 50(5), 1531–1550. https://doi.org/10.1093/bjsw/bcz148
56% of clients had significant improvements in their overall life functioning. Page 29	Fuggle, P., Talbot, L., Wheeler, J., Rees, J., Ventre, E., Beehan, V., Hare, S., Bevington, D. & Cracknell, L. (2021). Improving lives not just saying no to substances: Evaluating outcomes for a young people’s substance use team trained in the AMBIT

	<p>approach. <i>Clinical Child Psychology and Psychiatry</i>, 26(2), 490–504. https://doi.org/10.1177/1359104521994875</p>
<p>Alleviating Trauma: UK Trauma Council (UKTC) training</p>	
Finding	Reference
<p>One in three children in the UK experience a potentially traumatic event. Page 30</p>	<p>Lewis, S. J., Arseneault, L., Caspi, A., Fisher, H. L., Matthews, I., Moffitt, I. E., & Daneses, A. (2019). The epidemiology of trauma and post-traumatic stress disorder in a representative cohort of young people in England and Wales. <i>The Lancet Psychiatry</i>, 6(3), 247–256. https://doi.org/10.1016/S2215-0366(19)30031-8</p>
<p>Preventing exclusions: All on Board training</p>	
Finding	Reference
<p>Half of all children permanently excluded from school have diagnosed mental health problems. Page 31</p> <p>1 in 100 achieve five good GCSE grades. Page 31</p>	<p>Gill, K., Quilter-Pinner, H., & Swift, D. (2017). <i>Making the difference: Breaking the link between school exclusion and social exclusion</i>. Institute for Public Policy Research. https://www.ippr.org/files/2017-10/making-the-difference-report-october-2017.pdf</p>
<p>Within four terms, 60% of children from Pears Family School return to their previous school and 95% of them remain there. Page 31</p>	<p>Ofsted (2017). <i>School report: The Family School London</i>. https://reports.ofsted.gov.uk/provider/22/141130</p>