



**With thanks to our generous funders and team of dedicated volunteers, staff and trustees who together make our work possible**

# Carefree Kids

## Impact Report 2013-2018

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# Introduction

We are delighted to be publishing the first Impact Report for Carefree Kids, a remarkable community-based organisation that has been supporting the wellbeing and mental health of children and young people in and around Waltham Forest since 2004. In this report, we have set out the benefits we have delivered during 2013-18 and outlined some of the improvements we have made to our core service over this period.

Carefree Kids supports young people in a sustained way, which we believe will result in deeper, life-long results enduring far beyond the actual sessions themselves. The individual child benefits directly from our support, but so too does their extended community, of peers and staff at school and family and friends at home. A happier more confident child will enjoy more harmonious relationships and interactions in the wider community.

The relevance of our service has never been greater. The mental health of our young people is a major national concern. The NHS states that only 1 in 4 children with a diagnosable mental health condition receives treatment and CAMHS provision is stretched. In addition, schools have had to make substantial cost saving cuts and many are struggling financially. This has meant our service has become further valued and crucial in the local support landscape, with higher levels of referrals from schools and increasingly, social services. With need for our service on the rise, we are striving to reach and support ever more children, young people and families.

We have consolidated and expanded in our work from 2013 onwards – by building and capitalising on our strengths – offering open ended / longer term support for children, delivered by trained facilitators under expert supervision, using a variety of proven techniques. We have seen increasing evidence of the positive difference and beneficial change which has occurred in the lives of the young people we have worked with over the last five years.

Looking ahead, we aim to build on these improvements and to extend our support to more young people locally. We will also be looking for opportunities to develop new services – for example, developing training for parents/carers and schools and teachers. This will enable us to become more financially resilient and, most importantly, to support even more young people.

Adam Land  
Chair, Carefree Kids



# Who are we and what we do

Carefree Kids aims to promote and improve the mental health and emotional wellbeing of children, young people and their parents and carers in the London Borough of Waltham Forest and nearby areas. Our vision is that every child in Waltham Forest will have access to high quality, evidence-based, therapeutic support as and when they need it.

Half of all mental health conditions are established by the age of fourteen. We have successfully worked with children at very early stages in their lives: such preventative early intervention is crucial in developing resilience and coping strategies for both the present and later life stages.

We aim to enable the young people we work with to:

- **Gain improved emotional well-being and mental health**
- **Thrive, rather than simply survive**
- **Participate in healthier relationships**
- **Raise resilience levels and develop coping strategies**
- **Take up new opportunities, realise potential and improve attainment**
- **Gain confidence and ability to make healthy choices**
- **Develop self-esteem to participate positively in the community**

We do this by offering non-directive therapeutic play, arts- and talking-based therapies to help young people release troubling emotions that may be difficult to communicate verbally or in other ways.

We take care to tailor the support we provide to each young person's needs and preferences. For example, we find that non-directive therapeutic play is often highly effective for young children, whereas arts- and talking-based therapies, such as counselling, can be more appropriate for older children, teenagers and parents/carers.

For young people experiencing emotional difficulties, regular access to the right kind of support is vital in helping them to develop self-esteem, regulate their emotions, build resilience and to heal. The 2017 Green Paper 'Transforming Children and Young People's Mental Health Provision' from the Departments of Health and Education, made it clear that the government wants to boost the role played by schools and colleges to deliver its ambition for earlier intervention and prevention of mental health conditions. We are ideally placed to be a much-valued support partner in this.

## Non-directive therapeutic play

Play is the language of children and as such is a hugely important part of their emotional development. For children with emotional difficulties, regular access to the right kind of play space is effective in helping them to develop self-esteem, regulate their emotions, build resilience and heal.

Non-directive therapeutic play offers a child a safe space and a wide selection of play and arts materials, which they can use as they wish. By allowing children the freedom to play, explore, create and express themselves they develop a greater sense of self and can flourish. Children who have access to therapeutic play often show increased self-confidence, resilience, happiness, and this can impact positively on all areas of their life.

## Arts and talking based therapies

Arts and talking therapies are often more appropriate for young people or parents/carers. We are careful to tailor our support to meet individual needs and choices.

The use of art or drama and movement therapies is sometimes incorporated into the therapeutic play sessions. They are a powerful medium in which to work through troubling issues to promote emotional change. These therapeutic interventions can be an outlet for often complex issues which may not necessarily be possible to express verbally.

# Supporting young people's mental health and wellbeing

We work with children and teenagers to develop their emotional resilience. Addressing difficult issues in childhood will give them much better life-chances as adults, and early intervention can help break family cycles of addiction, violence and criminality, low self-esteem and poverty.

Over the last 5 years we have worked with more than 450 children and young people and offered over 5800 therapeutic sessions. We are very successful in achieving improvements to the lives of the young people we have worked with; most of them reported to have acquired increased confidence and coping skills, improved performance at school and healthier relationships. The evaluation data we have collected from young people, facilitators, schools, parents and carers indicates that almost all the children and teenagers we work with have experienced positive changes in one or more areas of their wellbeing.

Our trained volunteer facilitators work individually with a young person for weekly 45-minute sessions. We provide in-depth training and expert supervision to our facilitators to enable them to be with children in a way that is different from everyday interactions. They become skilled in creating a safe play space that is non-directive, in the sense that it imposes as few limits as possible, but with as many as are necessary for safety. Above all, the young person is given special time in which to work through their feelings in a way that is meaningful to them.

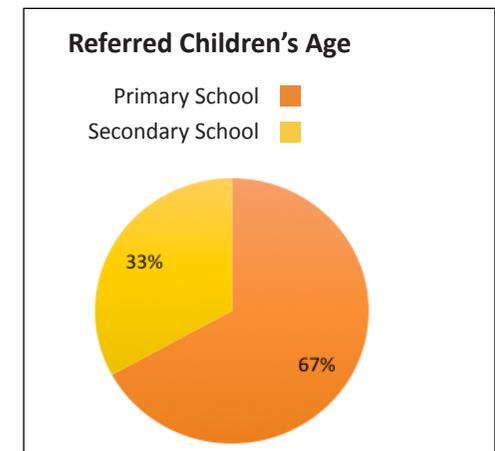
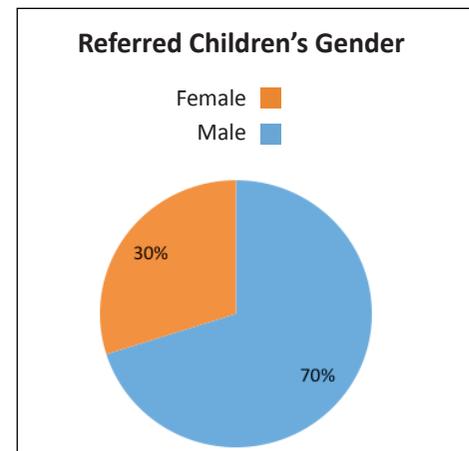
For many children, this special time in the presence of a consistent and caring adult is transformative. Our facilitators are able to simply 'be' with children – in a space that is free from the day-to-day stresses of school or family life. Above all, our therapeutic work creates a space that enables children to realise their own capacity to grow and heal without judgement.

We mostly see children of primary-school age, which means they benefit from early interventions, increasing their chances of developing into healthier and happier young people and adults. Another frequent time for referral is as children approach and transfer to secondary school.

Boys are twice as likely to be referred to Carefree Kids as girls. The gender split is particularly pronounced for younger children, with a slightly higher proportion of girls being seen among older age groups.

Carefree Kids is able to support children in an open-ended process, which we believe will result in deeper, life-long results. This commitment to short-, medium- and long-term support, responding to specific need and reviews, offers a truly tailored approach to the individual.

About 85% of referrals to Carefree Kids are made by the child's school – whether from the Special Educational Needs and Disabilities Co-ordinator (SENDCO), a class teacher, learning mentor, or in some cases the head teacher. Parents, outside professionals, or Social Services also make referrals.



He has made great strides - Loves his sessions. He is much calmer, more rational. He can reflect more now.  
School learning mentor about child, 2017

# The children and young people we help

Reasons for referral are many and varied – as each child and their experience is unique. Issues often presented by the children we see, sometimes many of these combined, include:

- Parental separation / parent absence
- Fostered or adopted status or brought up by other relatives
- Unexplained failure to learn or concentrate in class
- Diagnosed or suspected autism spectrum disorder
- Emotional and behavioural issues e.g. angry outbursts, withdrawal issues
- Bullying (either been bullied or bullying others)
- Sibling with severe special needs or causing stress to family through behaviour
- History of abuse (mental or physical) / trauma and/or neglect
- History of sexual abuse / sexualised behaviour and/or speech
- Witness / sufferer of domestic violence
- At risk of fixed-term or permanent school exclusion
- Organic special needs / learning difficulties
- Parent(s) with poor mental and/or physical health / substance abusers
- Fear of going to school
- Insecurity factors at home, e.g. homelessness, living in B&B, sofa surfing, threat of deportation, refugee status, poverty
- Mental health issues including: depression, anxiety, self-harm, eating disorders
- Lack of social skills / difficulty making and keeping friends
- Bereavement and loss
- Education, Care and Health Plans
- Language or communication difficulties / mutism or selective mutism

Carry on your excellent work with people - you help more than you know.

Parent, 2018



Drop-in Family Arts Day at our local park, 2017

He goes around with his head held high and does not avoid eye contact. It feels like he is in a much better place.

SENCO's feedback about a child, 2018

# How our interventions make a positive difference

81% have been seen to be responding positively to therapeutic play

76% demonstrated improved confidence and coping skills

73% demonstrated improved behaviour and attitude at the school

88% of parents/carers who responded, reported an improvement in their child's behaviour and interpersonal family harmony

All our evaluation methods have captured very high degrees of satisfaction and positive response. We regularly collect and record feedback from the young people we work with, their families and teachers. Some of this feedback is illustrated throughout this document.

We have found that supporting parents/carers in turn greatly benefit the children we support, and has enabled many families to remain together whilst overcoming difficult life challenges, and thriving as a unity. We do this through offering one-off sessions of advice and information, or short or long-term psychotherapeutic support.

Our prioritising of school liaison has achieved a much more robust and linked up service, so that progress made in our sessions can be better applied to school and other areas of the child's life.

Our figures demonstrate a **strong performance** as they are in keeping with expectations and results from other comparable services and agencies. For example: the latest Play Therapy UK (2018) research found that between 74% and 83% of children receiving play therapy from PTUK therapists exhibit a positive change/response. These results were based on analysis of over 12,000 cases.

It is the best thing that has happened to him - he looks forward to every Friday as it is Carefree Kids.

School staff, 2017

Thank you for all the support you gave myself and my children. We finally get our fresh start and one thing's for sure - you will remain in our hearts forever.

Parent, 2017

He shows more confidence and talks about changes in his life with excitement.

Carefree Kids Facilitator, 2018

The therapeutic facilitator was the only thing that kept him in school! He really valued and adored her. The child said "she is the only one who listens to me."

School staff, 2016

From the first session A had a brighter demeanour and a happier attitude to school and was behaving better.

School staff, 2017

She has improved a lot. In the last 6 to 8 months she has achieved so much. The school are very pleased with how she has come on. Thank you to everyone.

Parent, 2018

He has improved confidence and communication and is able to join in class work.

School SENDCO, 2018

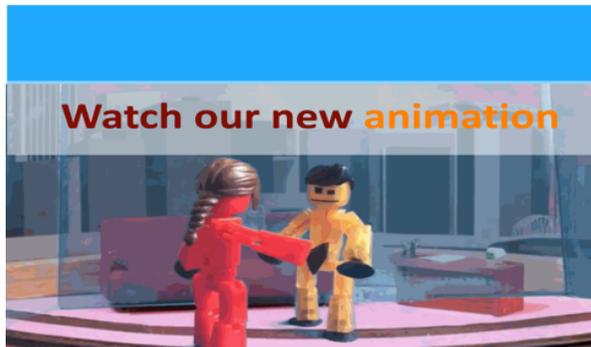
The change in R is tangible - he is much happier, less anxious and more self-confident at school.

He really relies on the sessions and he thoroughly enjoys the space to talk and to just be himself.

School staff, 2016

# Our work in action

*Given the sensitive and confidential nature of our work, we do not publish details of individual young people. The following case studies are a composite of many stories, based on the experiences of our trained facilitators, that illustrate the type of work that we do and the positive impact it can have on young people's lives.*



On our website



On YouTube

[https://youtu.be/\\_VIWe0eVTt0](https://youtu.be/_VIWe0eVTt0)

## IMRAN - 10 years old

Imran was referred for play sessions due to his aggressive behaviour towards peers and getting into frequent arguments. His expressions of anger and inability to take responsibility for his own actions were also disrupting learning in the class.

The school and Imran's parents thought therapeutic play might offer a helpful space for him to think and express himself through play and have the trained facilitator reflect his actions into words, so that he might gain some self-awareness and a language with which to express his feelings.

In the beginning Imran came to the sessions willingly enough but did not engage with any of the toys or the facilitator. For the first few sessions, he sat and watched the clock without speaking until the session was over.

The Carefree Kids facilitator took this to their supervision group and it was suggested that perhaps Imran didn't know how to play along with someone else. At the next session the facilitator invited Imran to play. Imran engaged quickly and together they created a house. Imran still did not talk about anything other than the activity they were both engaged in, but he seemed much more relaxed. In the following session Imran was able to suggest a game with a ball he found in the room and the therapeutic play worker followed his lead. Through consistent acknowledgement and understanding of Imran (including the facilitator naming Imran's need to win at every ball game), sessions often began to feature more engagement and laughter.

A meeting with Imran's mother was arranged and she spoke of how Imran was sharing how he felt about things at home and at school. Imran had made a friend and was going for a sleepover, something that was new to him. His mother said Imran seemed much less angry and had even apologised on a few occasions when he had done something he knew was not very kind.

Feedback from the school staff and his mother showed that Imran had indeed found ways to communicate his needs and feelings in a positive way rather than through aggressiveness. Part of this learning was brought about through his being able to share what he chose in the sessions with a trusted adult who was accepting of Imran just as he was. Experiencing this acceptance meant he could feel safe enough to let himself be free rather than defensive. Imran didn't always like what the facilitator noticed and shared with him but over time he became more aware of his own behaviours for himself and found ways to calm himself either through verbalising his feelings or expressing them through the play.

At the end of the work Imran was no longer seen as a 'bully' by other children, he was able to engage in games and was on the basketball team. He had a group of friends and no longer needed to "punch his way" into the game. Imran was better able to engage with his learning in school and was more thoughtful and caring towards his peers.

I am wrapping myself in change, everything is changing, everything changes not just outside, but even within myself.  
Child to their facilitator during session, 2018

Today is my favourite day because you come to play with me and I grow stronger.  
Child to their facilitator during session, 2016

Carefree Kids is where kids are cared for and can be themselves.  
Child to their facilitator during session, 2018

## ELAINE - 9 years old

Elaine's teacher contacted Carefree Kids as she had noticed a clear deterioration of Elaine's mental health over the last year; she found it difficult to concentrate and was often found worrying about the smallest of issues, with increasing meltdowns and signs of a self-harming nature.

The oldest of two siblings, she lost her mother when she was only 3 years old, during the delivery of her younger sister. As a result, her father's mental health was affected, and he suffered from depression and anxiety, further exacerbated by the death of his own mother shortly afterwards.

Elaine attended sessions regularly and seemed happy to have this time for herself. However, she was quiet and tentative in her play. She always asked for permission to do things and although her Carefree Kids facilitator reassured her that this was her time for her to use as she would like, it took well over 3 months for Elaine to show some independence in the room. Her play often involved medical equipment with dolls who were taken ill. She looked after them and got the facilitator to help in the process; some died, some made it.

As months went by, school contacted Carefree Kids, concerned that Elaine's behaviour had worsened as she was often angry and slightly aggressive with other younger children in the school, also to her own sister at home. They wanted these sessions to stop. Carefree Kids organised a meeting to discuss this and we were able to explain that many times with children, things can get worse before they improve, and often anger is a positive change that will allow them to move away from a depressed and anxious position.

Sessions continued and anger soon became part of the play. She often played with the same figurines and over time different outcomes were rehearsed, emotions played out, and as the relationship grew warmer and more trusting in the room, Elaine was able to explore her anger and her emotional responses. Elaine was by now in a much better place in school and ready for learning, which in turn helped consolidate her self-esteem, well-being and confidence. Her coping at home had become now a positive influence in the family system.

As Elaine's move to secondary school approached, an ending was mutually decided upon. At their last session, lovely words were exchanged. Elaine instructed "let's have lots of fun today to remember". As they exchanged the cards they had both made for each other during that session, the facilitator had tears in her eyes as she read "I wish you were staying, I love you."

# Training our team of volunteer facilitators

Over the years, we have worked hard to ensure that we have a strong cohort of skilled and committed volunteers, as they are at the heart of our service providing a much-needed safe space each week in which children can work through difficult or troubling feelings and emotions.

We offer an attractive package of free training, support and ongoing supervision to students of different therapies and members of the community who possess the right qualities to work therapeutically with children. We attract people from a wide range of backgrounds and age groups – from students to retired teachers and social workers, unfortunately however, only 20% males.

We reach out to hundreds of potential facilitators through our regular information days and promotional activities in the community and have established ongoing relationships with universities and colleges that offer training courses in therapeutic disciplines such as counselling and art therapy e.g. Hackney College, University of Hertfordshire, Tavistock, Kingston and Roehampton universities. This has led to a marked steady increase in the number of high-calibre students joining us on placements and providing long-term one-to-one support with children. We also network with volunteering agencies, such as 'Team London' and 'Do-it.' We regularly carry out fundraising and awareness raising/recruitment events in the local area.

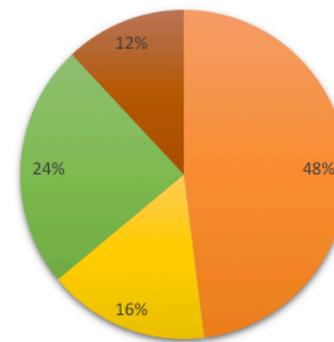
We have had 138 facilitators complete Carefree Kids training to deliver therapeutic play to children, families and carers over the last five years. We have put in place strategies to help our trained facilitators feel supported and valued to nurture ongoing commitment with Carefree Kids and support retention. Improvements include formalised interview meetings; DBS and reference checks in place before commencing any training; mandatory safeguarding training with an experienced and accredited trainer; comprehensive checklist of skills and experience to be gained before working with children; greater recognition and celebration of facilitators' contributions.

## In-House Supervision

We run 9 weekly training/supervision groups during term time. These are run by our team of qualified and experienced supervisors trained in a range of therapeutic disciplines. These groups are an opportunity to discuss work with children in a confidential setting, reflect on sessions and any themes arising and self-exploration – in an ongoing supportive learning environment. We also run study days during the year, in which certain themes and topics can be studied in further depth, with the addition of a range of specialist speakers contributing. Our well-stocked specialist book and DVD library is regularly used and enjoyed by our team of trained facilitators, to further their learning, illustrate discussions and generate debate and reflect on best practice.



Role Play exercise at a Study Day, 2018



Volunteers from the Community  
Volunteer students on placement  
Volunteer students not on placement  
Volunteers with professional relevant qualifications



Learning relaxation and mindfulness at a Study Day at Forest School, 2014

# Training feedback

The overwhelming majority of people who have completed training go forward to demonstrate their abilities in providing therapeutic play to children. Our committed facilitators stay with us for at least one year, and approximately 25% of them have stayed with us for over 4 years.

In June 2018 we carried out a major feedback survey with our facilitators and those in training. They felt that supervision discussions and working from live case studies were at the core of their learning. Other areas that people valued included role-play sessions, access to our book and DVD resource library, support from the staff team, study days, and safeguarding training.

Facilitators often share that our comprehensive training and expert supervision has given them increased confidence, greater self-knowledge and personal growth. This increased ability to understand and reflect on their own feelings and relationships with others in their lives, does in turn reflect back beneficially onto the children they support and their wider communities. Many of our community volunteers often grow the confidence to engage in further related training.

We also have other indicators that inform us of the 'health' of our work force, such as high levels of attendance and punctuality to supervision groups, which have increased from an average of 72% to 85% in the last year alone. Similarly, our retention rates have dramatically increased over the five year period, which is an excellent outcome for our children, who thrive on high levels of commitment and consistency from the person they work with.



I have learned how important supervision is, the ability to express my thoughts and my honest opinions. I realised that this has given me the motivation to keep going to the placement training with great passion.  
Carefree Kids facilitator about Supervision, 2017



# Working in partnership with local schools

As well as retaining close relationships with long-standing schools, our reputation has continued to grow. Over the last five years we have worked with 65 schools - approximately 80% being in the Borough of Waltham Forest. We have also grown in reach into neighbouring boroughs such as Redbridge, Haringey, Newham and Tower Hamlets.

Our work includes regular meetings with SENDCOs, staff groups, borough meetings, meetings at Children's Services, Team Around the Child meetings etc.

In 2018 we conducted a survey with schools to see what they are happy with and what other interventions they feel could be beneficial or would like to see developed in future. For example, 100% of the schools who completed the survey were interested in Inset Day 'Therapeutic Responses' training to be delivered in schools.

We have started rolling out pilot training in therapeutic responses with parents/ carers and some school staff. We are keen to develop this further as it would support even more children and enhance the impact of our existing core work.

Our aim is to increase our school liaison work and engage with wider staff groups so they get to learn more about the benefits of our model and therapeutic principles.

Just keep doing what you are doing and expand as much as possible so the maximum amount of children can benefit from your great service.

Carefree Kids Facilitator, 2013

What kind of magic fairy dust are you using on these children? The work you do with them makes such a difference.

Headteacher, 2013



# Running a high-quality operation

## Core systems

Our staff team have developed our core systems and operations: designed and developed our own database for optimum efficiency, standardised our promotional literature and increased our online and social media presence, which has improved our reach and audience base. We have developed a comprehensive evaluation process to capture outcomes and have developed closer relationships with schools and our links with other stakeholders.

We improved our safeguarding practices by ensuring regular provision of level 2 in house training. We have been successful in recruiting several new Trustees including our Chair and Treasurer and have also widened the knowledge diversity of our Trustees with more insight into fundraising and business management. We have developed several sub committees which provide an additional focus to address the operational and therapeutic work, fundraising and finance and governance.

Your staff team is very impressive as is the level of understanding of your facilitators. I appreciate the work you do so much, they are one of the best groups I have ever taught.

Trainer, Phil Miller 2016

## Project Funding and Management

Our income goes towards the recruitment, training and co-ordination of our team of trained volunteer facilitators, premises and the employment of supervisors and a core staff team. Schools pay a fee for services, which is kept low, to enable as many young people as possible to receive our support.

## External context

We have developed excellent links with colleges and universities and have recruited increasingly larger numbers of students on placement. We have been involved in the support and initiation of fundraising initiatives and have established a range of beneficial links with different organisations on policy and best practice such as Just for Kids Law, Play Therapy UK, Cranfield Trust.

## Evidence of strong relationships with local providers, funders, and stakeholders

We are proud of the very strong relationships we have developed and nurtured with primary and secondary schools in the local area and beyond and the demand for our service has increased. We have also found that parents increasingly access our service directly and we are providing much needed support for many of them. We have developed good signposting systems and liaise with other providers on how best to meet demand. We have good links with funders, many of whom have offered longstanding support.

## Extent to which the work has been informed by the community / service users

We are continually informed by community / service users – this is reflected in ever rising numbers of referrals and recommendations e.g. from schools, parents and social services. We have been working in partnership with young people in different contexts such as NCS The Challenge and groups at local schools in developing our services - listening to their ideas, recommendations, thoughts and concerns about support and provision for young people.

## Management of risk

We have an organisational risk policy and act on any new developments and requirements such as GDPR compliance and regular review of all policies e.g. safeguarding and child protection.

# The ongoing need for our service

In a typical classroom of 30 children you are likely to find that<sup>1</sup>:

- 15 children (52%) report having been bullied at some point
- 3 children (11%) are living with limiting long-term conditions
- 8 children (25%) have a parent with mental health problems
- 1 child (2%) is living with two parents with serious mental health problems
- 1 child (2%) is caring for their parents or siblings
- 3 children (10%) have special education needs
- 2 children (7%) are living in homes with domestic violence and abuse
- 1 child (4%) is living in material deprivation and severe low income

As you can see, some children are affected by more than one vulnerability. Some classrooms may not have any children with these vulnerabilities; other classrooms may have far more. In practice levels of risk are clustered by area and will be higher in areas of greater deprivation. To put this into context, Waltham Forest is the 7th most deprived London borough and the 35th most deprived Local Authority in the country<sup>2</sup>.

In addition, one in eight children in England have at least one mental health disorder<sup>3</sup>. That is around four children in every classroom. Many of these children will have developed their mental health disorder because of one or more of the above. Further, many young people do not have a clinical diagnosis yet experience a period of mental ill-health or emotional distress during their childhood or adolescence, with almost one in four showing some evidence of mental ill-health, including anxiety and depression<sup>4</sup>.

A Freedom of Information (FOI) request by the NSPCC to NHS Trusts in England found that the number of referrals by schools seeking mental health treatment for pupils has risen by over a third in the last 3 years. 56% of referrals came from primary schools and on average 183 referrals were made per school day in 2017/18<sup>5</sup>. The Key, the national information service for school leaders, found that 78% of primary, and 87% of secondary school head teachers were more concerned about their pupils' mental health than they were two years ago. In addition, they felt 61% of primary children and 65% of secondary pupils were less resilient over that period<sup>6</sup>.

On average, 21% of referrals to specialist CAMHS in 2017/18 were rejected or deemed inappropriate at the point of referral, as eligibility thresholds are now very high<sup>7</sup>. Many referrals where children are experiencing problems, such as those described above, are routinely turned down. In Waltham Forest all referrals were rejected during eight months in 2018, except for the most severe cases<sup>8</sup>.

Once children are deemed to meet the threshold for specialist treatment, it may be a long time before treatment starts. The average median waiting time to treatment in 2017-18 was 60 days, with young people in London waiting the longest for treatment<sup>9</sup>. It typically takes ten years for a young person to get any help, from the time they first show the signs of a mental health difficulty to the time they get support. And in those ten years, for many young people problems escalate, accumulate and too often come to a head in a crisis<sup>10</sup>. Once assessed, only one in four children and young people currently receive treatment<sup>11</sup>.

1 Children's Commissioner (2018) Vulnerability Report 2018: Overview London: Children's Commissioner for England

2 Department for Communities and Local Government (2015) The English indices of Deprivation 2015 London: Department for Communities and Local Government

3 Sadler, K. et al (2018) Mental health of children and young people in England, 2017 London: NHS Digital

4 ONS (2016) Selected children's well-being measures by country London: Office of National Statistics

5 <https://www.nspcc.org.uk/what-we-do/news-opinion/one-third-increase-in-school-referrals-for-mental-health-treatment/>

6 The Key (2017) State of education: survey report 2017 London: The Key

7 Crenna-Jennings, W. and Hutchinson, J. (2018) Access to children and young people's mental health services – 2018 London: Education Policy Institute

8 <https://www.guardian-series.co.uk/news/16908568.waltham-forest-turns-away-struggling-children-from-its-mental-health-services/>

9 Crenna-Jennings, W. and Hutchinson, J. (2018) Access to children and young people's mental health services – 2018 London: Education Policy Institute

10 <https://www.centreformentalhealth.org.uk/news/children-wait-ten-years-mental-health-support-says-review-centre-mental-health>

11 <https://www.bbc.co.uk/news/health-45607313>

You have changed my life from sad to happy,  
You have helped to make me confident, I love you so  
You made me take my mind of bads,  
and put them onto goods.  
You helped improve my learning in some way,  
You helped my dreams come true

Because of you,  
I have slept better,  
listened better,  
made my beliefs stronger.

Christmas isn't about giving or getting,  
it's about thanking.  
But remember this:  
You are always strong in heart,  
not physically

Child's card to their Carefree Kids Facilitator  
before Christmas break

## Our current and past funders

Albert Hunt Trust  
Archer Trust  
B & P Glasser Charitable Trust  
Baily Thomas Charitable Fund  
BBC Children in Need  
Big Lottery Fund, Reaching Communities  
Charity Walk for Peace  
Charles S French Charitable Trust  
City Bridge Trust  
Co-operative Community Dividend Grant  
Co-operative Membership Community Fund  
Cranfield Trust  
Cygnus Trust  
Doughty Hansen Charitable Foundation  
Evening Standard Dispossessed fund  
Ford Britain Trust  
Friends of Carefree Kids  
Futures for Kids  
Garfield Weston Foundation  
George Oliver Foundation  
Glasser Charitable trust  
Global make some noise  
Goldsmiths Company  
Grange Farm  
Greggs Foundation  
Henry Smith Charity  
Hopkins/Tim Bellinger's Legacy  
Ironmongers' Company  
Kelly Family Charitable Trust  
LB Waltham Forest Community Council  
LB Waltham Forest Volunteering Support Grant  
London Community Foundation  
Mercers' Charitable Foundation  
Network for Social Change  
Redbridge Olympic Legacy Fund  
Sainsburys  
Santander Foundation UK  
Skipton Building Society Charitable Foundation  
Sobell Foundation  
Swan Mountain Trust  
Thomas Cook  
Toy Trust  
TSB  
Tudor Trust  
Vintners' Company  
Waitrose  
Walthamstow & Chingford Almshouse Charity  
**+ numerous donations from individuals,  
local businesses and organisations**

A special thank you to The Stow Brothers for their kind support in the publication of this report.

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