

 Guest Speakers

Suzy Rowland

Bonnie Elster

Young People

Naomi Moore

 Facilitator

Jocelyne Quennell

HYBRID EVENT

**EBSA
&
ACEs**

@londonaceshub



6:00pm – 8:00pm

14 October 2026



In Person & Online

2 Langley Lane
Vauxhall, London
SW8 1GB



Eventbrite

www.londonaceshub.org

EMOTIONALLY BASED SCHOOL AVOIDANCE AND ACES



Time to reset! This event will bring diverse voices together for a reflective and timely conversation exploring **emotionally based school avoidance** through an **ACE-aware lens**.

Hear from young people, parents, educators, and practitioners as we explore the experiences behind **challenges with accessibility and attendance**, the impact of **adverse childhood experiences**, and **compassionate approaches** that can make a difference.

Join us for honest discussion, fresh perspectives, and shared learning and practice.



PROGRAMME

17:30

REGISTRATION

18:00

GREETINGS AND INTRODUCTION

18:05

EMOTIONALLY BASED
SCHOOL AVOIDANCE AND ACES

18:25

PARENT AND YOUNG PEOPLE'S VOICES

18:55

INSIGHTS FROM EDUCATION

19:15

Q&A AND OPEN DIALOGUE

19:50

FINAL REMARKS AND CLOSURE

20:00

DRINKS RECEPTION

20:30

END



SPECIAL GUEST



Suzy Rowland

Suzy enjoyed a 20+ year career in corporate communications working in arts organisations and charities. When her son was diagnosed with autism and ADHD after many school exclusions, she embarked on a new journey, setting up [happyinschoolproject](#).

She delivers training, talks for educators and allied professionals and works therapeutically with families. With living knowledge of autism and ADHD, and wide knowledge of the education system, Suzy's approach is solution-focused, compassionate and practical. She's a Mental Health First-Aider, trauma-informed and CBT certified.

Suzy captured her experiences in her book '[S.E.N.D. in the Clowns](#)', an Amazon bestseller. She's passionate about developing positive narratives enabling parents and educators to refresh what they know about neurodivergence and learning. Her latest book '[I Can't Go to School](#)' prompts conversations between schools, parents and young people. Suzy was diagnosed with ADHD as an adult.

SPECIAL GUESTS



**Bonnie Elstar &
Daughters, Joely and Poppy**

Bonnie is a trainee psychotherapist. Her practice is grounded in critical psychology, the Power Threat Meaning Framework, trauma-informed thinking and the neurodiversity paradigm. She is disabled and has a high ACE score. She has been fighting local authorities for her children's rights for over ten years, and the EHCP process for five, including taking a local authority to court. She loves her dog, her garden, and holidays that get her away from the burden of disability admin.

She comes to this event first as a parent. Her daughters, Joely and Poppy, have both lived the reality that sits underneath the term EBSA. Bonnie argues that what gets labelled avoidance is more honestly named school distress, or school-based trauma.

Joely is 17. She is bright and fiercely creative, and loves Minecraft and music. She has always struggled with attendance, has missed almost three years of school, and is still struggling to access education.

Poppy is 15. She loves film, hip-hop and has a brilliant sense of humour. She has joint hypermobility, with pain and fatigue, and is dyslexic and dyscalculic. She has always struggled to attend, has missed nearly four years of school, and is close to being given home tuition and a mentor.

Both girls are AuDHD, and both carry ACEs of their own.

SPECIAL GUEST



Naomi Moore

Naomi is a Play and Creative Arts Therapist and Humanistic Integrative Therapeutic Counsellor working with children, adolescents and adults. Her professional interests centre on the integration of therapeutic practice within education and the development of relational, therapeutically informed approaches to supporting children and young people in schools.

Naomi has practised as a therapist for eleven years, predominantly with children and young people, and has worked across primary and secondary education in both state and independent settings as well as mainstream and specialist provision. She has previously held a Clinical Lead role within an alternative provision and has supported a range of schools to develop and strengthen their therapeutic provision.

Alongside her clinical practice, Naomi is trained in parent-child work and clinical supervision. She works as a teacher and trainer of therapeutic practitioners, leading teaching in children and young people, therapeutic practice in education, and research. She is currently beginning a PhD in Mental Health in Education and is the author of multiple therapeutic stories for children.

FACILITATOR



Jocelyne Quennell

Jocelyne has been working as a psychotherapist for over thirty years with all ages and stages of life and is former Principal of the Institute for Arts in Therapy and Education ([IATE](#)). She has pioneered quality and standards in education, training, practice and research in the United Kingdom Council for Psychotherapy (UKCP) for many years, where she was made an Honorary Fellow. She has been the lead on Training Standards in the European Interdisciplinary Association for Therapeutic Services for Children and Young People ([EIATSCYP](#)) for ten years.

Jocelyne is committed to increasing access to effective therapeutic support which is culturally attuned and responsive to the needs of young people. She was Clinical Director of a Schools Programme in 40 schools in London and works with Margot Sunderland at IATE. She worked with Camila Batmanghelidjh for 3 decades.

Jocelyne currently works with [Oasis St Martins Village Tulse Hill](#), enabling creative approaches to [therapeutic counselling](#). She remains committed to embedded and creative therapeutic approaches in education for community wellbeing.