

CONFLICT RESOLUTION EDUCATION IN SHEFFIELD SCHOOLS TRAINING

England & Wales · Charity number 1116794

Details

Status Registered

Legal form Charitable company

Company number [05932383](#)

Registered 2006-11-15

Register [View on the Charity Commission register](#)

Contact

Address Cresst
Scotia Works
Leadmill Road
Sheffield
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Activities

Objects: TO ADVANCE THE EDUCATION OF CHILDREN AND YOUNG PEOPLE IN THE SUBJECT OF NON-VIOLENT CONFLICT RESOLUTION

Activities: CRESST is dedicated to helping children and young people learn conflict resolution skills that can be used in their schools and communities.

Classification

- **How:** Provides Human Resources, Provides Services
- **What:** Education/training
- **Who:** Children/young People

Geography

- **Area of benefit:** NOT DEFINED. IN PRACTICE. SOUTH YORKSHIRE, DERBYSHIRE, NOTTINGHAMSHIRE, LINCOLNSHIRE
- Barnsley
- Doncaster
- Rotherham
- Sheffield City

Finances

| Period end | Income | Expenditure | Assets | Employees |
|------------|----------|-------------|--------|-----------|
| 2025-03-31 | £50,255 | £55,572 | - | - |
| 2024-03-31 | £56,373 | £69,908 | - | - |
| 2023-03-31 | £60,321 | £77,044 | - | - |
| 2022-03-31 | £118,959 | £78,135 | - | - |
| 2021-03-31 | £72,747 | £94,073 | - | - |

Trustees

| Name | Role | Appointed |
|-----------------------|-------|------------|
| ALISON WARNER | Chair | |
| Adrian Marc Hughes | | 2021-01-26 |
| Catherine Mary Baird | | 2025-04-15 |
| Dr Benjamin Bowman | | 2025-11-12 |
| Laura Catherine Selby | | 2022-05-24 |
| Professor Ian Sabroe | | 2023-04-12 |
| SHEILA BROADHEAD | | 2015-03-10 |
| Samuel Francis Read | | 2026-01-26 |

Accounts



Conflict Resolution Education in Sheffield Schools Training

Registered Charity no: 1116794 Company No: 05932383. Report covers the period: 1st April 2024 – 31st March 2025

Annual Report 2024–25

Including unaudited financial statements



Introduction and Administrative Information

Since being set up by Sheffield Central Quaker Meeting in 2003, CRESST has developed as a centre of excellence for training and resources that empower young people to deal with everyday conflict positively and calmly. CRESST's face-to-face work is mainly in Sheffield and surrounding areas but we also offer support to schools nationally and internationally.

Our training equips children with skills to manage difficult situations and to face challenging conversations with more confidence and resilience. The demand for our work is ever-increasing; we have now

delivered in over 130 primary, secondary and special schools with a focus on long-term change.

Our charitable object and overarching aim is: to advance the education of children and young people in the subject of non-violent conflict resolution. CRESST uses participatory methods to teach children and young people the skills to handle conflict well. Our aim is not to eliminate conflict, which we see as a normal part of everyday life, but to reduce the hurt and harm caused when it escalates and is handled badly.

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Staff during 2024/25

Programme Director: Rob Unwin

Office & Communications: Simon Wells

Freelance Trainers: Dave Green, Donna Fry, Heather Morgan, Jess Matthews, Rachel Newman. Susan Downer, Véronique Pin-Fat.

Volunteers:

Carolyn Leary, Henrietta Zigwai Shehu, Nnedimma Aghanya, Serena Onissah, Shahbaz Akhtar, Waris Lambo.

Trustees during 2024/25

Acting Chair: Ian Sabroe

Treasurer: Sheila Broadhead

Margaret Anne Edmonds

Alison Warner

Adrian Marc Hughes

Alan Hurford

Laura Catherine Selby

Pirashanthie Vivekananda-Schmidt

Catherine Baird (from April 2025)

CRESST

Charity Number 1116794

Company No 05932383

Registered Office

Scotia Works

Leadmill Road

Sheffield S1 4SE

Independent Examiner

Susan Cochrane, FCA

Seven Hills Accountants

Limited

57 Burton Street

Sheffield

S6 2HH

Bank

Unity Trust Bank

Nine Brindley Place

60 Broad Street

Birmingham

B1 2HB



Facebook: CRESST.Sheffield

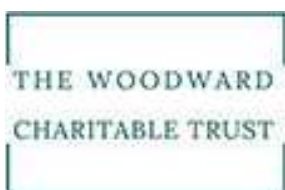
Cover photo: Peer mediators at the annual conference. (EDEN Films)

Overview

CRESST's 2024–2025 year focused primarily on the Young Peacemakers Project (YPP), which empowers pupils to resolve conflicts and was implemented in twelve schools. Mediators, typically Year 6 pupils, were trained using the structured 'GLIDE framework'. The programme showed statistically significant benefits and 61% of mediators reported increased confidence, and nearly all (97.4%) gained confidence in handling their own conflicts. Staff feedback was overwhelmingly positive, with 97% noting an overall positive impact and 76% reporting less time taken up sorting out

conflicts. The year also featured the highly successful Peer Mediators' Conference in January, which earned '100% Excellents!' in evaluations, despite challenging weather conditions. The event celebrated peer mediators and featured the inspirational keynote speaker Nicky Perfect. During the year the team revised the flagship 'Peer Mediation Coordinators' Training Manual' and handbook. CRESST's schemes were recognized in three recent Outstanding Ofsted reports. Funding was secured via grants from various trusts and some valued donations from local Quakers.

With special thanks to all our funders and supporters:



SHEFFIELD BLUECOAT AND MOUNT PLEASANT EDUCATIONAL FOUNDATION



FOYLE FOUNDATION

The Hugh Neill Charity

MOLLIE CROYSDALE CHARITABLE TRUST

Young Peacemakers Project

Peer mediators from different schools playing drama games on the themes of conflict and peace at the 2025 annual conference. (EDEN Films)



Our peer mediation work during 2024-2025 has focused on empowering pupils to resolve conflicts and foster more positive school environments, bringing about significant benefits for both mediators and the wider school community, despite facing various challenges. The programme has been implemented in twelve schools, demonstrating its continued adaptability and impact.

Hubs' for mediations and conference circles for larger groups.

Benefits: The programme has a pronounced positive impact. The 200 responding Peer mediators themselves demonstrate statistically significant improvements in their understanding of conflict, how it affects them, their ability to listen to others' problems, and their confidence in helping peers resolve disputes.

'I am more confident in myself and I am a better listener and better at understanding others' feelings'

Implementation: Typically, we train Year 6 pupils as peer mediators, although some schools also involve Year 5, or even Year 4, pupils. Mediators often work on a rota system, mediating conflicts 1-2 times per week, primarily assisting younger pupils in Years 3 and 4, though some programmes work across all year groups from Year 1 to Year 6. The training emphasizes a structured approach, normally using our 'GLIDE framework', which provides security and confidence to mediators. Some schools, like Herringthorpe Juniors, employ a two-tiered system with both Peer Mediators and Restorative Practice (RP) Representatives, utilizing dedicated 'RP

Over 80% report being better at understanding different points of view and others' feelings, 67% at listening, and 61% being more confident. A majority (68%) felt changed by their role, noting increased confidence, improved problem-solving skills, better listening, and enhanced emotional regulation. One pupil stated, ***'I am more confident in myself and I am a better listener and better at understanding other's feelings'*** Nearly all mediators gain confidence in handling their own conflicts (97.4%) and develop empathy, responsibility, and leadership skills. These skills are often transferred to their personal lives, helping resolve disputes with siblings, cousins, and even parents. One mediator highlighted,

The Civil Mediation Council's Definition of Peer Mediation:

Peer Mediation is when a young person is trained as a mediator, usually within an educational setting, and then mediates conflicts that two other young people have, often at school break and lunchtimes. Peer Mediators usually resolve conflict for other children and young people the same age or younger than them.

'I can solve my own conflicts now' and another shared, 'It helps with my little brothers as well because they fight a lot... I know what I need to do to sort it out.'

For the school environment, the impact is equally notable. Staff from participating schools reported positive impacts: 97% noted a positive overall impact, and 76% experienced less time taken up sorting out conflicts. This was backed up by over 85% of peer mediators who had seen some change in their school because of peer mediation, *'Wayyy less arguments'* as one put it.

'Less people are coming to us because our playgrounds are a happier place'

Other benefits reported by staff include calmer playgrounds (53%), improved social skills and better empathy among children (68%), and increased confidence in children interacting with one another (71%). Schools observed a reduction in low-level conflicts, more kindness and respect, and fewer pupils automatically approaching teachers, instead seeking out peer mediators. A member of staff at Herringthorpe Juniors commented that there were, ***'less people coming to us because our playgrounds are a happier place'***

Challenges and Solutions: Challenges include role confusion with play leaders in some schools, and coordination issues with staff like lunchtime supervisors. Mediators also struggle with disputants who don't take the process seriously, walk away, fabricate problems, or refuse to apologize. More serious conflicts, particularly on Key Stage 2 playgrounds, are often too complex for peer mediators, requiring adult intervention. To address these, schools implement strategies such as clear role explanation, separating

pupils during conflicts, and encouraging apologies without forcing them. Enhanced visibility for mediators (e.g., distinct vests, posters) and better communication between mediators and staff are recommended to ensure appropriate referrals and ongoing support. Dedicated mediation spaces, providing recognition (e.g., stickers), and consistent staff support are also valuable for programme sustainability. Techniques like 'happy breathing' and using a calm voice help de-escalate situations, while emphasizing active listening and guiding pupils to find their own 'win-win' solutions

are core to the mediation process. Mediators are also encouraged not to carry emotional burdens alone and to involve staff for serious issues like bullying.

Future and Recommendations: The skills acquired through peer mediation are highly transferable, preparing pupils for the transition to secondary school, where they anticipate continued conflicts. The programme fosters valuable cross-age relationships and builds a stronger school community. Overall, 73% of responding staff would recommend other schools explore introducing a peer mediation programme, highlighting its proven positive impact and the potential for a whole-school approach to embed mediation within the school culture and curriculum.

Peer Mediators' Conference

Following teacher feedback from the previous conference, held in the summer, this year's event took place on January 8th.



Peer mediators from different schools playing drama games on the themes of conflict and peace at the 2025 annual conference. (Rob Unwin)

Peer Mediators' Conference & Resources



Nicky Perfect delivering the key note speech at the 2025 annual peer mediators' conference. (EDEN Films)

Nicky Perfect
Hostage & Crisis Negotiator turned communication coach

Despite adverse weather and logistical challenges, the event was widely praised for its engaging content, inspirational speakers, and effective organization, earning '100% Excellents!' in school group evaluations. Attendees noted children 'developed skills further' and applied their understanding to 'personal lives/potential future jobs,' stressing 'the importance of listening'. The 'You've Got Skills!' workshop was commended as 'a superb opportunity for the children to realise and appreciate how their mediation skills can be used in their future'. One pupil shared, *'I feel like I've matured more. I feel more reassured that I know how to sort out a situation. It's a really good life skill to learn'*. Children's quotes further highlighted their enjoyment, with one exclaiming, *'It was really fun and would definitely come back again,'* and another finding it *'amazing! An unforgettable experience'*. The event also offered *'a great chance to celebrate the peer mediators'*.

Despite a snowy, icy day and late arrivals, the conference's organization was also praised. The team *'did fantastic at handling late arrivals without stress and adapted the day to suit'*. Headteacher Matt from Wharnccliffe observed, *'Despite the chaos caused by the weather, our Y6 peer mediators had a great time at yesterday's peer mediator conference'*. Overall, the event *'worked very well and managed very well despite changes to times,'* proving *'very effective despite the challenges of the weather'*. We are hugely grateful to Sheffield Hallam University for allowing us to use their excellent Charles Street Building again. Watch the [video](#).

Resources

CRESST's reach extends beyond the schools directly trained, with over 40 YPP Peer Mediator Coordinators' Training Manuals purchased by schools during the year. Additionally, over 30 sets of 'Curious About

'It was really fun and would definitely come back again'

The inspirational presence of keynote speaker Nicky Perfect was another major highlight. Participants described her as *'perfect'* and noted that *'the children learnt a lot from her presentation'*. Another attendee felt *'The Nicky Perfect bit summarised our work beautifully'* and found her *'Very well pitched for the children. Very engaging'*. Workshops were also appreciated for being *'interesting, thought provoking, informative, fun!'*, with 'Coop games' proving *'great fun'*.

Conflict' lessons were purchased, and Around 2,000 free resource downloads were made via TES and the CRESST website.

We have now run two paid-for online 'quick conflict resolution skills' training sessions for school staff the first on de-escalating conflict had six attendees, the second 'From conflict to communication', twelve. Feedback was positive and ideas were collected for future sessions.

Youth Resolving Conflict, The Team & Outreach

Youth Resolving Conflict

YRC Training was delivered by Dave at Newcastle College for support staff to deliver conflict and dispute resolution

This year the team have been actively involved in revising Cresst's flagship resource, The award-winning 'Peer Mediation Coordinators' Training Manual' which has now gone to print.

'Peer mediators successfully help other pupils to work out any disharmony that might arise between friends'

sessions to their students aged 16+. This went well and Dave returned in August. Training took place with 10 teachers at a Sheffield Springs Academy where we'd trained up conflict coaches in December. The Assistant Headteacher showed a video of young people doing a conflict coaching role play. There was a discussion about the school's behaviour policy and how it might fit with a restorative initiative like conflict coaching. The CMC are piloting peer mediation work at Darwen Aldridge (Secondary) Academy in Blackburn and we hope to learn from this experience.

During the year we had to say farewell to Simon Wells, our Office and Communications Worker as his contract came to an end. Simon showed relentless commitment to helping keep Cresst funded and we continue to benefit from his efforts.

Our Team

CRESST's diverse team of freelance trainers are core to CRESST's success and remain highly motivated and engaged in shaping practice and future development of the organisation. They are well-regarded by the schools they serve, one Assistant Headteacher writing:

Networking and Outreach

Through the Civil Mediation Council (CMC), we are participating in a national evaluation led by former CRESST trainer, Ben Harper, where common data is collected across schools and schemes nationally. This may support future national promotion. There is also a pilot peer mediation certification scheme with marked workbooks that we hope to implement soon.

'Your trainer did an absolutely fantastic job teaching the Year 5's peer mediation skills. Her approach is simply wonderful – she possesses a calm, fun, and natural demeanour that resonates effortlessly with the children. It's evident that her rapport with them is strong, and they responded exceptionally well to her guidance. I truly appreciate her dedication and the positive impact she's had on our pupils.'

We are delighted that Arbourthorne Primary (who we nominated) were shortlisted, along with former CRESST trainer, Jenny Owen, for the National Mediation Awards, that took place on 12th December.

The British School of Rio de Janeiro in March led to some lovely feedback and the booking of three online workshops: *'I'm now back in Brazil and wanted to take a moment to express my sincere gratitude for the outstanding quality and organization of the course. I was truly impressed by the strategies presented, and on Monday, I had the privilege of observing CRESST in action with the children at Elmwood Junior School.'*

| | |
|---|---|
| Peer Mediators at schools where CRESST has established schemes were mentioned in three recent outstanding Ofsted reports: | Pupils regularly reflect on their personal growth. Pupils identify strengths and areas to work on. They have access to a range of roles and responsibilities, like student councillors and playground leaders. Herringthorpe Junior School Outstanding Feb 2025 |
| Pupils get the chance to make a real difference in the school. This includes pupil leadership roles. For example, peer mediators successfully help other pupils to work out any disharmony that might arise between friends. Nether Edge Primary Outstanding March 2025 | Pupils hold leadership roles in school, such as peer mediators, who organize games and activities in the playground. Stocksbridge Junior School Outstanding March 2025 |

Acting Chair's Report (2024-25)



CRESST continues to make an impact in the schools with which it works, delivering effective conflict resolution strategies that are highly valued by the children and staff with whom they work.

Our wonderful freelance trainers are a dedicated and passionate team who delight in their work and contribute hugely to the life of CRESST. As always, we thank them and honour them for their work. Thank you also to our volunteers who have assisted in a range of tasks.

This report evidences clearly how much of an impact the work of CRESST has, and we are proud to be able to serve our schools and communities.

The year's highlights included another very successful conference, and it was a

pleasure to have our patron, Nicky Perfect, and the Mayor of Sheffield in attendance. Bringing together children from some of the local schools who have been involved with CRESST was a joyful experience and an opportunity for those children to continue to build on their conflict resolution skills.

Whilst continuing to work on a very small budget, we are profoundly grateful that CRESST was remembered in a legacy donation this year. Combined with fundraising led by our Programme Director, Rob Unwin, we remain financially stable. We thank the bodies listed who have awarded us funding, which allows us to continue to reach schools in Sheffield, South Yorkshire and further afield – we've even had international expressions of interest in our work.

The trustees thank Rob Unwin for his unceasing and passionate work as Programme Director. I thank the trustees for their ongoing engagement and commitment to CRESST. We were delighted to appoint Catherine Baird as a new trustee in April 2025, and know her skills will contribute to the life of CRESST. We anticipate some trustee changes this year as some long serving members step down, and look forward to thanking and honouring them for their work and commitment, and to welcoming some new trustees to continue to build the work we do.

Ian Sabroe



A CRESST trainer in action at the 2025 annual peer mediators' conference. (EDEN Films)

Structure, Governance and Management

CRESST is dedicated to helping children and young people learn conflict resolution skills that can be used in their schools and communities.

Governing document

CRESST is a charitable company limited by guarantee, incorporated on 12 September 2006 and registered as a charity on 15 November 2006. The company is governed by the Memorandum and Articles of Association. Every member has guaranteed that they will pay an amount not exceeding £10 in the event of the company being wound up.

The object of the charity is to advance the education of children and young people, and those adults who work with them, in the subject of non-violent conflict resolution.

Appointment of trustees

The trustees, who are also directors for the purposes of company law, are shown on page 8 of this report.

Appointment of trustees is made against the following principles:

- Trustees are normally elected by the members at the Annual General Meeting
- One third of the trustees must retire by rotation at each Annual General Meeting
- Up to two trustees may be co-opted by the trustees
- Up to three trustees may be nominated by the Sheffield Central Quaker Meeting provided that the nominated trustees do not form a majority of the Board
- Other trustee vacancies are filled by open recruitment through various channels including the Voluntary Action Sheffield Volunteer Centre
- The trustees meet at least six times a year

Public benefit

In planning and delivering our services and activities, the Trustees and staff at CRESST have given due regard to the need to ensure that the organisation provides public benefit following the Charity Commission's guidance on these matters. CRESST's charitable objectives and our annual declaration of activities and achievements (publicly available from the Charities Commission and Companies House) demonstrate that CRESST provides charitable services to all in South Yorkshire and its surrounding areas, free-to-access by its beneficiaries.

CRESST is clearly meeting the requirements of the public benefit test - a charity providing benefits for the public and supported by the public.

Recruitment, induction and training of trustees

CRESST has established a procedure for the recruitment and appointment of new trustees. The Board reviewed the skill set of the current trustees and identified the areas required. Nominations have been requested from the Sheffield Central Quaker Meeting to fill the appropriate vacancies.

The requirement to undertake Criminal Records Bureau checks (now DBS) has been kept under review and consequently those trustees or workers who regularly work with children in school undergo an enhanced check. The Safeguarding Policy of the organisation is kept under review and support in the form of guidance and support/training is provided through the Sheffield Safeguarding Children Service. The Board's Safeguarding Trustee has undertaken both a three-year renewal of DBS clearance and a training update. (Both are considered to be best practice in this area of work) A trustee also sits on the Education Safeguarding Reference Group, a part of the Sheffield Children's Safeguarding Board working structures. CRESST is aware that where Trustees and volunteers work directly with school pupils the safeguarding procedures of the school are those that apply and they are aware of the latest DfE guidance on Keeping Children Safe in Education. New trustees receive written induction





CRESST volunteers and trainer at the 2025 annual peer mediators' conference. (EDEN Films)

materials about CRESST and about the role as trustees, including copies of all procedures, protocols and policies. They also have an induction briefing with the Chair of the Board and it is proposed going forward that they will also have a "trustee pair" to support them in the role.

Training opportunities from both local and national providers are made available to all trustees when a reasonable need is identified and they are agreed by the Chair.

Internal control and risk management

The trustees and staff conduct a regular assessment and review of the risks to which the charity is exposed and measures being taken to mitigate risks. The trustees have systems of internal control which help to minimise the risk of material financial mis-statement or loss.

These include:

- a set of financial standing orders which are kept under regular review
- a business plan and annual budget which are approved by trustees
- regular review by trustees of charity performance against the business plan and budget

Measures are taken to minimise other types of risk, including the supervision and appraisal for staff, regular reviews of policies and establishing systems for ensuring that the Board is regularly updated on CRESST performance and risks, as well as appropriately skilled to manage CRESST activities.

Directors' responsibilities for the financial statements

Company and charity law requires the Directors to prepare financial statements for each financial period, which show the state of affairs of the charity and of net income or expenditure of the charity for that period. In preparing those financial statements, the Directors are required to:

- Select suitable accounting policies and apply them consistently
- Make judgements and estimates that are reasonable and prudent
- Prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation
- State whether applicable accounting standards of recommended practice have been followed subject to any departures disclosed and explained in the financial statements

The Directors are responsible for keeping proper accounting records, which disclose with reasonable accuracy at any time the financial position of the charity and enable the Directors to prepare financial statements. The Directors are responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention of fraud and other irregularities.

This report has been prepared in accordance with the special provisions for small companies under Part 15 of the Companies Act 2006.

The trustees have taken advantage of the exemptions available to small companies, including the audit exemption (see statement on balance sheet).

Financial Review 2024–2025



Peer mediators from different schools creating peace cranes at the 2025 conference. (EDEN Films)

CRESST was successful in securing 8 grants totalling £22,321 during 2024/25 which supported our training programmes during the year. In addition £5,507 was received from Sheffield Adult Schools Union, being part of the residual funds distributed from the organisation when its operations discontinued. Staff and trustees continue to try and secure significant multi-year grant funding but this is proving very challenging in the current climate.

Other sources of income received during 24/25 were notably higher than in previous years. CRESST was very grateful to receive a legacy of £3,000 and many thanks are due to Friends of CRESST for their continuing support and fundraising activities which raised £2,168. These included a sponsored walk and cake & book sale. £13,737 was received from schools and other training income and £2,733 was generated from the sale of the Peer Mediation handbooks and online PSHE resources.

Annual income for 2024/2025 amounted to £50,255. Expenditure for the period totalled £55,572 - major items continuing to be staff and freelance costs (72% of total expenditure). Funds held at the end of the financial year stood at £31,724.

CRESST is very grateful to the Sheffield Church Burgesses Trust, Sheffield Grammar School Exhibition Foundation, Sheffield Town Trust, South Yorkshire's Community Foundation, The Sheffield Bluecoats and Mount Pleasant Educational Foundation, The Grocers' Charity, The Sheffield 1000 Charity,

and the Woodward Charitable Trust for their financial support and encouragement.

Reserves policy

The balance sheet as at 31 March 2025 shows free reserves of £31,724.

Trustees agree to hold approximately 3 months running costs in free reserves. The budget for 2025/2026 is £68,500 and funds to be held as reserves are now calculated at £17,125.

The organisation has no statutory redundancy obligations and the only other notable commitment relates to the 5-year office lease, which runs until March 2026. However, only one month's notice is required to discontinue the lease within this 5 year period with no further financial obligation beyond the notice period.

This report was approved by the Directors at the AGM on 12 November 2025 and is signed on their behalf by:

Sheila Broadhead
Director and Treasurer
on behalf of the Board of Trustees

Independent Examiner's Report

Independent examiner's report to the directors of Conflict Resolution Education in Sheffield Schools Training ('the Company')

I report to the charity directors on my examination of the accounts of the Company for the year ended 31 March 2025.

Responsibilities and basis of report

As the charity's trustees of the Company (and also its directors for the purposes of company law) you are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ('the 2006 Act').

Having satisfied myself that the accounts of the Company are not required to be audited under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of your charity's accounts as carried out under section 145 of the Charities Act 2011 ('the 2011 Act'). In carrying out my examination I have followed the Directions given by the Charity Commission under section 145(5) (b) of the 2011 Act.

Independent examiner's statement

I have completed my examination. I confirm that no matters have come to my attention in connection with the examination giving me cause to believe:

1. accounting records were not kept in respect of the Company as required by section 386 of the 2006 Act; or

2. the accounts do not accord with those records; or

3. the accounts do not comply with the accounting requirements of section 396 of the 2006 Act other than any requirement that the accounts give a 'true and fair view' which is not a matter considered as part of an independent examination; or

4. the accounts have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102).

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

Signed:

S Cochrane

20/11/2025]

Susan Cochrane, FCA
Seven Hills Accountants Limited
57 Burton Street
Sheffield
S6 2HH



A plenary session at the 2025 peer mediators' conference. (EDEN Films)

Statement of Financial Activities for the year ended 31 March 2025

(incorporating the income and expenditure account)

| | Note | Unrestricted funds | Restricted funds | 2025 Total | 2024 Total |
|------------------------------------|------|--------------------|------------------|----------------|-----------------|
| | | £ | £ | £ | £ |
| Income from: | | | | | |
| Grants | 2 | 6,500 | 15,821 | 22,321 | 43,427 |
| Donations and gift aid | | 6,243 | - | 6,243 | 972 |
| Legacy | | 3,000 | - | 3,000 | - |
| Friends of CRESST events | | 2,168 | - | 2,168 | 192 |
| Training courses | | 80 | - | 80 | 202 |
| Schools training | | 13,657 | - | 13,657 | 7,603 |
| Bank interest | | 53 | - | 53 | 1,069 |
| Other income | | 2,773 | - | 2,733 | 2,908 |
| | | 34,434 | 15,821 | 50,255 | 56,373 |
| Expenditure on: | | | | | |
| Charitable activities | 3 | 12,480 | 43,092 | 55,572 | 69,908 |
| | | 12,480 | 43,092 | 55,572 | 69,908 |
| Net income/ (expenditure) | | 21,954 | (27,271) | (5,317) | (13,535) |
| Transfer between funds | 9 | (27,271) | 27,271 | - | - |
| Net movement in funds | | (5,317) | - | (5,317) | (13,535) |
| Total funds brought forward | | 37,041 | - | 37,041 | 50,576 |
| Total funds carried forward | | 31,724 | - | 31,724 | 37,041 |



Peer mediators at the conference. (EDEN Films)

Balance Sheet as at 31 March 2025

| | Note | 2025 £ | 2024 £ |
|---|------|---------------|---------------|
| Current assets | | | |
| Balance at bank and cash | | 36,350 | 41,183 |
| Debtors | 7 | 2,216 | 980 |
| Total current assets | | 38,566 | 42,163 |
| Creditors: amounts falling due within one year | | | |
| Deferred income | | 800 | 2,000 |
| Creditors | 8 | 6,042 | 2,187 |
| Held funds - Peer mediation network | | - | 935 |
| Total creditors: amounts falling due within one year | | 6,842 | 5,122 |
| Net current assets | | 31,724 | 37,041 |
| Total assets less current liabilities | | 31,724 | 37,041 |
| Creditors: amounts falling due after one year | | - | - |
| Total net assets | | 31,724 | 37,041 |
| Represented by | | | |
| FUNDS | | | |
| Unrestricted funds | | 31,724 | 37,041 |
| Restricted funds | 11 | - | - |
| | | 31,724 | 37,041 |

For the year ending 31 March 2025 the company was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies.

The members have not required the company to obtain an audit in accordance with section 476 of the Companies Act 2006.

The directors acknowledge their responsibilities for complying with the requirements of the Act with respect to accounting records and for the preparation of accounts.

These accounts have been prepared in accordance with the provisions applicable to companies subject to small companies' regime.

Approved by the Board of Trustees on 12th November 2025

Signed by,

Ian Sabroe

Ian Sabroe
Director and Chair of the Board of Trustees
Company number: 05932383

Notes to the Financial Statements for the year ended 31 March 2024

1 Accounting policies

(a) General

Conflict Resolution Education in Sheffield Schools Training is a charitable company limited by guarantee. In the event that the charity is wound up the liability in respect of the guarantee is limited to £10 per members of the charity. The address of the registered office is given in the company information on page 2 of this annual report.

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 and Republic of Ireland (FRS 102) (effective 1 January 2015) - (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS102) and the Companies Act 2006. The financial statements have also adopted Charities SORP (FRS102) Bulletin 1 and taken advantage of the cash flow exemption.

The charity meets the definition of a public benefit entity under FRS 102. The financial statements are presented in sterling which is the functional currency of the charity and rounded to the nearest £.

(b) Income

Income is recognised when the charity has entitlement to the funds, any performance conditions attached to the item(s) of income have been met, it is probable that the income will be received and the amount can be measured reliably. Grants are recognised in the period they are received unless the funder imposes conditions which have not been met at the year end, such as a time period over which the project is to be undertaken. Legacy income is recognised either upon receipt of where the receipt of the legacy is probable and the amount of the legacy can be reliably estimated.

(c) Expenditure and liabilities

Expenditure is recognised once there is legal or constructive obligation to make a payment to a third party, it is probable that settlement will be required and the amount of the obligation can be measured reliably. All expenditure is reported gross of irrecoverable VAT which is charged as a cost against the activity for which the expenditure was incurred.

(d) Tangible fixed assets

All items of capital expenditure below £500 are written off as incurred.

(e) Cash and cash equivalents

Cash and cash equivalents comprise cash on hand and call deposits, and other short-term highly liquid investments that are readily convertible to a known amount of cash and are subject to an insignificant risk of change in value.

(f) Trade debtors

Trade debtors are amounts due from customers for services performed in the ordinary course of business.

Trade debtors are recognised initially at transaction price. They are subsequently measured at amortised cost using the effective interest method, less provision for impairment. A provision for the impairment of trade debtors is established when there is objective evidence that the company will not be able to collect all the amounts due according to the original terms of the receivables.

(g) Trade creditors

Trade creditors are obligations to pay for goods or services that have been acquired in the ordinary course of business from suppliers. Accounts payable are classified as current liabilities if the charity does not have an unconditional right, at the end of the reporting period, to defer settlement of the creditor for at least twelve months after the reporting date. If there is an unconditional right to defer settlement for at least twelve months after the reporting date, they are presented as non-current liabilities.

Trade creditors are recognised initially at the transaction price and subsequently measured at amortised cost using the effective interest method.

(h) Taxation

As a charity, the organisation is exempt from tax on income and gains falling within the available tax exemptions to the extent that these are applied to its charitable objects. No tax charges have arisen in the charity.

(i) Funds

Unrestricted funds are donations and other income receivable or generated for the objects of the organisation without further specified purpose and are available as general funds.

Designated funds comprise funds which have been set aside at the discretion of the trustees for specific purposes. The purposes and uses of the designated funds are set out in the notes to the accounts.

Restricted funds are to be used for specific purposes as laid down by the funder.

(j) Pension costs and other post-retirement benefits

The charity operates a defined contribution pension scheme. Contributions payable to the charity's pension scheme are charged to the Statement of Financial Activities in the period to which they relate.

(k) Going concern

The financial statements have been prepared on a going concern basis as the directors/trustees believe that no material uncertainties exist about which the charity's ability to continue. Based on the adequacy of the charity's reserves as the balance sheet date, along with the knowledge of the charity's ability to meet bills, payments and other liabilities as they fall due, the directors/trustees have a reasonable expectation that the charity has sufficient resources to continue in operational existence for the foreseeable future. The trustees have considered the level of funds held and the expected level of income and expenditure for 12 months from authorising these financial statements. The budgeted income and expenditure is sufficient with the level of reserves for the charity to be able to continue as a going concern.

| 2 | Grants | Unrestricted funds | Restricted funds | Total 2025 | Unrestricted funds | Restricted funds | Total 2024 |
|---|--|--------------------|------------------|---------------|--------------------|------------------|---------------|
| | | £ | £ | £ | £ | £ | £ |
| | Sheffield Church Burgesses Trust | - | 2,250 | 2,250 | - | 1,662 | 1,662 |
| | Sheffield Grammar School Exhibition Foundation | - | 2,250 | 2,250 | - | 3,000 | 3,000 |
| | Sheffield Town Trust | 3,500 | - | 3,500 | 2,000 | 2,700 | 4,700 |
| | South Yorkshire's Community Foundation | - | 4,996 | 4,996 | - | - | - |
| | The Sheffield Bluecoat and Mount Pleasant Educational Foundation | - | 2,000 | 2,000 | - | 2,690 | 2,690 |
| | The Grocers' Charity | - | 4,325 | 4,325 | - | - | - |
| | The Sheffield 1000-1 Charity | 1,000 | - | 1,000 | - | - | - |
| | The Woodward Charitable Trust | 2,000 | - | 2,000 | - | - | - |
| | Brelms Trust | - | - | - | - | 4,875 | 4,875 |
| | Sir James Reckitt Charity | - | - | - | - | 10,000 | 10,000 |
| | St James's Place Charitable Foundation | - | - | - | - | 2,500 | 2,500 |
| | The Foyle Foundation | - | - | - | 10,000 | - | 10,000 |
| | The Freshgate Trust | - | - | - | - | 1,000 | 1,000 |
| | The Harry Bottom Charitable Trust | - | - | - | - | 2,000 | 2,000 |
| | The Hugh Neill Charity | - | - | - | - | 1,000 | 1,000 |
| | Total grants | 6,500 | 15,821 | 22,321 | 12,000 | 31,427 | 43,427 |

| 3 | Expenditure on charitable activities | Note | Unrestricted funds | Restricted funds | Total 2025 | Unrestricted funds | Restricted funds | Total 2024 |
|---|--|------|--------------------|------------------|---------------|--------------------|------------------|---------------|
| | | | £ | £ | £ | £ | £ | £ |
| | Staff costs:- | | | | | | | |
| | Salary costs | 4 | 1,293 | 1,837 | 3,129 | 7,128 | 11,623 | 18,750 |
| | Staff secondment | | 7,758 | 11,022 | 18,781 | 6,939 | 11,315 | 18,254 |
| | Freelance trainers | | 1,995 | 16,164 | 18,159 | 1,027 | 18,288 | 19,315 |
| | Volunteer expenses | | 1 | 6 | 7 | 18 | 50 | 68 |
| | Staff and freelance travel and training | | 53 | 1,218 | 1,271 | 36 | 786 | 822 |
| | Recruitment, payroll & pension admin fees | | 8 | 62 | 70 | 56 | 152 | 208 |
| | Direct costs:- | | | | | | | |
| | Pupil training and teaching resources | | | 595 | 595 | 20 | 52 | 72 |
| | Publicity and promotion | | 64 | 517 | 581 | 114 | 312 | 426 |
| | Peer mediation conference | | | 1,305 | 1,305 | - | 1,236 | 1,236 |
| | Office costs:- | | | | | | | |
| | Rent | | 945 | 7,658 | 8,604 | 2,116 | 5,780 | 7,897 |
| | Insurance | | 64 | 522 | 587 | 162 | 442 | 604 |
| | IT, Web and office equipment | | 186 | 1,508 | 1,694 | 342 | 933 | 1,274 |
| | Stationery, photocopy, postage & telephone | | 0 | 0 | 0 | 43 | 116 | 160 |
| | Other expenses | | 40 | 79 | 119 | 80 | 109 | 189 |
| | Support costs:- | | | | 0 | | | |
| | Board costs | 5 | - | - | - | - | - | - |
| | Independent examination | 6 | 74 | 596 | 670 | 169 | 464 | 633 |
| | Total resources expended | | 12,480 | 43,092 | 55,571 | 18,248 | 51,660 | 69,908 |

| 4 | Salary costs | 2025 | 2024 |
|---|--|---------------|---------------|
| | | £ | £ |
| | Gross wages, salaries and benefits in kind | 2,976 | 17,857 |
| | Employers National insurance costs | 202 | 1,209 |
| | Employer's allowance | (202) | (1,209) |
| | Employer pension costs | 153 | 893 |
| | Staff secondment | 18,781 | 18,254 |
| | Total | 21,910 | 37,004 |

The average number of monthly employees during the year was 1 until May 2025, then 0 (2024: 1).

No employee was paid over £60,000. A part time (0.4 fte) Programme Director is seconded from the Development Education Centre South Yorkshire (DECSY).

5 Trustees and key management personnel remuneration, benefits and expenses

No remuneration was paid to any director/trustee during the year nor to any person connected to them.

Expenses of £Nil (2024: £Nil) were paid to trustees during the year. In addition, training costs of £Nil (2024: £Nil) in relation to the trustees were incurred in the year

Key management personnel is considered to be the Programme Director, who is seconded from the Development Education Centre South Yorkshire (DECSY) on a part time basis (0.4 fte).

Charges from DECSY for secondment amounted to £18,781 (2024: £18,254)

| 6 Independent examiner's fees | 2025 | 2024 |
|---|------|------|
| | £ | £ |
| Independent examiner's fees for reporting on the accounts | 660 | 633 |

No other fees were paid to the independent examiner's organisation during the year

| 7 Debtors | 2025 | 2024 |
|------------------|--------------|------------|
| | £ | £ |
| Training debtors | 1,736 | 500 |
| Other debtors | 480 | 480 |
| | <u>2,216</u> | <u>980</u> |

| 8 Creditors: amounts falling due within one year | Note | 2025 | 2024 |
|--|------|--------------|--------------|
| | | £ | £ |
| Deferred income | 9 | 800 | 2,000 |
| Peer Mediation Network (held funds) | 10 | - | 935 |
| Other creditors | | 6,042 | 2,187 |
| | | <u>6,842</u> | <u>5,122</u> |

| 9 Deferred income | 2025 | 2024 |
|--|------------|--------------|
| | £ | £ |
| Deferred income at 1 April 2024 | 2,000 | 4,700 |
| Income deferred during the year | 800 | 2,000 |
| Income released to grants | (2,000) | (4,700) |
| | <u>800</u> | <u>2,000</u> |
| Split between:- | | |
| Creditors: amounts falling due within one year | 800 | 2,000 |
| Creditors: amounts falling due after one year | - | - |
| Deferred income at 31 March 2024 | <u>800</u> | <u>2,000</u> |

| 10 Peer Mediation Network (held funds) | 2025 | 2024 |
|--|----------|------------|
| | £ | £ |
| Held funds at 1 April 2024 | 935 | 935 |
| Funds received during the year | - | - |
| Funds paid during the year | (935) | - |
| Held funds at 31 March 2025 | <u>-</u> | <u>935</u> |

Peer Mediation Network is a small national network of organisations delivering mediation training for young people in schools. It meets three times a year to share knowledge, skills and best practice. CRESST is a long standing member of the network and, for operational ease, managed its very small number of financial incomings and outgoings. Going forward, there will be no further funds held by CRESST.

11 Restricted funds

| | | Balances at 1 April 2024 | Income | Expenditure | Transfers | Balances at 31 March 2025 |
|---------------------------|------|-----------------------------|---------------|-----------------|---------------|------------------------------|
| | Note | £ | £ | £ | £ | £ |
| Youth Resolving Conflict | | - | - | - | - | - |
| Young Peacemakers Project | 11a | - | 15,821 | (43,092) | 27,271 | - |
| Totals | | - | 15,821 | (43,092) | 27,271 | - |

Youth Resolving Conflict is our work in providing Conflict Resolution training in secondary schools.

Young Peacemakers Project is our work in providing Conflict Resolution training in primary schools.

| <i>Prior year</i> | | Balances at 1 April 2024 | Income | Expenditure | Transfers | Balances at 31 March 2025 |
|----------------------------------|--|-----------------------------|---------------|-----------------|--------------|------------------------------|
| | | £ | £ | £ | £ | £ |
| <i>Youth Resolving Conflict</i> | | - | - | (4,318) | 4,318 | - |
| <i>Young Peacemakers Project</i> | | 15,000 | 31,427 | (47,342) | 915 | - |
| Totals | | 15,000 | 31,427 | (51,660) | 5,233 | - |

12 Related party transactions

There were no related party transactions during the year other than those disclosed in note 5.

13 Net assets by fund

| | General funds | Restricted funds | 2025 Total |
|---|------------------|---------------------|---------------|
| | £ | £ | £ |
| Current assets | 38,567 | - | 38,566 |
| Creditors: amounts falling due within one year | (6,842) | - | (6,842) |
| | 31,724 | - | 31,724 |
| Free reserves - general funds excluding tangible fixed assets | 31,724 | | |

Prior year comparison

| | General funds | Restricted funds | 2024 Total |
|---|------------------|---------------------|---------------|
| | £ | £ | £ |
| <i>Current assets</i> | 42,163 | - | 42,163 |
| <i>Creditors: amounts falling due within one year</i> | (5,122) | - | (5,122) |
| | 37,041 | - | 37,041 |
| Free reserves - general funds excluding tangible fixed assets | 37,041 | | |

14 Statement of Financial Activities - prior year comparison

| | Unrestricted funds | Restricted funds | 2025 Total | Unrestricted funds | Restricted funds | 2024 Total |
|------------------------------------|-----------------------|---------------------|----------------|-----------------------|---------------------|-----------------|
| | £ | £ | £ | £ | £ | £ |
| Income from: | | | | | | |
| Grants | 6,500 | 15,821 | 22,321 | 12,000 | 31,427 | 43,427 |
| Donations and gift aid | 6,243 | - | 6,243 | 972 | - | 972 |
| Legacy | 3,000 | - | 3,000 | - | - | - |
| Friends of CRESST events | 2,168 | - | 2,168 | 192 | - | 192 |
| Training Courses | 80 | - | 80 | 202 | - | 202 |
| Schools Training | 13,657 | - | 13,657 | 7,603 | - | 7,603 |
| Bank interest | 53 | - | 53 | 1,069 | - | 1,069 |
| Other income | 2,733 | - | 2,733 | 2,908 | - | 2,908 |
| | 34,434 | 15,821 | 50,255 | 24,946 | 31,427 | 56,373 |
| Expenditure on: | | | | | | |
| Charitable activities | 12,480 | 43,092 | 55,572 | 18,248 | 51,660 | 69,908 |
| | 12,480 | 43,092 | 55,572 | 18,248 | 51,660 | 69,908 |
| Net income/(expenditure) | 21,954 | (27,271) | (5,317) | 6,698 | (20,233) | (13,535) |
| Transfer between funds | (27,271) | 27,271 | - | (5,233) | 5,233 | - |
| Net movement in funds | (5,317) | - | (5,317) | 1,465 | (15,000) | (13,535) |
| Total funds brought forward | 37,041 | - | 37,041 | 35,576 | 15,000 | 50,576 |
| Total funds carried forward | 31,724 | - | 31,724 | 37,041 | - | 37,041 |



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| Wed, 19th Nov 2025 9:51:31 GMT | Envelope generated |
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| Thu, 20th Nov 2025 13:41:13 GMT | Professor Ian Sabroe viewed the envelope (82.71.117.91) |
| Thu, 20th Nov 2025 13:41:53 GMT | Professor Ian Sabroe signed the envelope (82.71.117.91) |

| | |
|---------------------------------|---|
| Thu, 20th Nov 2025 13:41:53 GMT | Sent the envelope to Sue Cochrane for signing (82.71.117.91) |
| Thu, 20th Nov 2025 13:41:53 GMT | Document emailed to party email |
| Thu, 20th Nov 2025 13:50:34 GMT | Sue Cochrane viewed the envelope (176.26.254.184) |
| Thu, 20th Nov 2025 14:12:45 GMT | Sue Cochrane signed the envelope (176.26.254.184) |
| Thu, 20th Nov 2025 14:12:45 GMT | This envelope has been signed by all parties (176.26.254.184) |

Accounts



Conflict Resolution Education in Sheffield Schools Training

Registered Charity no: 1116794 Company No: 05932383 Report covers the period: 1st April 2023 – 31st March 2024

Annual Report 2023–24

Including unaudited financial statements



Introduction and Administrative Information

Since being set up by Sheffield Central Quaker Meeting in 2003, CRESST has developed as a centre of excellence for training and resources that empower young people to deal with everyday conflict positively and calmly. CRESST's face-to-face work is mainly in Sheffield and surrounding areas but we also offer support to schools regionally and nationally.

Our training equips children with skills to manage difficult situations and to face challenging conversations with more confidence and resilience. The demand for our work is ever-increasing; we have now

delivered in over 120 primary, secondary and special schools with a focus on long-term change.

Our charitable object and overarching aim is: to advance the education of children and young people in the subject of non-violent conflict resolution. CRESST uses participatory methods to teach children and young people the skills to handle conflict well. Our aim is not to eliminate conflict, which we see as a normal part of everyday life, but to reduce the hurt and harm caused when it escalates and is handled badly.

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Staff during 2023/24

Rob Unwin – Programme Director
Simon Wells – Office & Communications
Freelance Trainers: Susan Downer,
Donna Fry, Heather Morgan, Dave Green,
Ben Harper, Jess Matthews,
Véronique Pin-Fat, Rachel Newman.

Volunteers:

Olubori Fasehun, Oluwajoba Fatola, Zanele
Gaule, Beth Keller, Carolyn Leary, Josiah
Lenton, Raphael Nwachukwu, Olusoji
Okeyele, Kufre-mfon Okon, Ruth Sabroe,
Cherry Smart.

Trustees during 2023/24

Alison Warner – Chair
Prof. Ian Sabroe – Acting Chair
Sheila Broadhead – Treasurer
Margaret Anne Edmonds

Adrian Marc Hughes

Alan Hurford
Laura Catherine Selby and
Pirashanthie Vivekananda-Schmidt

CRESST

Charity Number 1116794
Company No 05932383
Registered Office
Scotia Works
Leadmill Road
Sheffield S1 4SE

Independent Examiner

Susan Cochrane, FCA
Seven Hills Accountants
Limited
57 Burton Street
Sheffield
S6 2HH

Bank

Unity Trust Bank
Nine Brindley Place
60 Broad Street
Birmingham
B1 2HB



Facebook: CRESST.Sheffield



X: @_CRESST

Overview

Over the past year, CRESST has directly trained nearly 500 children as peer mediators and 160 staff members across 17 schools in conflict resolution and run a conference. An additional 5,300 children have benefited as a result of this work, marking a significant increase in reach compared to the previous year. The schools involved have a higher-than-average proportion of pupils eligible for free school meals, pupils with a non-White British background, and those with special educational needs, indicating that CRESST is supporting a considerable number of disadvantaged children.

The quality of CRESST's work, as evidenced by evaluations, follow-up visits, and mentions in OFSTED reports, has consistently been positive. CRESST has also started collaborating nationally with the Civil Mediation Council to establish common indicators. New developments include staff training in schools beyond the region, the introduction of online short courses, an online support forum, and follow-up visits to peer mediation coordinators and mediators. None of this would have been possible without our wonderful trainers, our strong partnerships with schools and our funders.

With special thanks to all our funders and supporters:



Garfield Weston
FOUNDATION



FOYLE FOUNDATION



Sheffield
Town
Trust



HARRY BOTTOM
CHARITABLE TRUST

SHEFFIELD BLUECOAT AND MOUNT PLEASANT EDUCATIONAL FOUNDATION



FRESHGATE
TRUST FOUNDATION

The Hugh Neill Charity

The James Neill
Trust Fund

Young Peacemakers Project



Peer mediator training in a Sheffield school (Jessica Matthews)

Of 212 children trained in peer mediation, who completed questionnaires, over 97% enjoyed the sessions and were eager to become peer mediators. More than three-quarters said it made a 'difference to them as a person.' Around 7% noting that it had made them 'kinder,' 'more confident,' or 'better at listening,' while 4% mentioned improved problem-solving skills. About 3% felt they were 'more responsible,' 'calmer,' or had 'more skills.'

When peer mediators were revisited after approximately eight months of experience, children shared their reflections:

"I stay calm and I don't get angry"

"I've got more confident. I can help younger ones if they get into an argument."

"I've learnt how to take more responsibility."

"I've learnt more ideas for how to solve my own arguments."

"I've learnt to be more patient and listen more."

"I know how to properly solve an argument. If you can do it for other people, you can definitely do it for yourself"

"I feel like I've matured more. I feel more reassured that I know how to sort out a situation. It's a really good life skill to learn."

A peer mediation coordinator commented to her peer mediators,

"I can see a difference in the confidence of you lot and I can also see how you've matured. And I can see how you've used mediation skills with your own friends when you've had arguments or fall-outs, which is fabulous going forward."

Feedback from CRESST trainers included:

"I felt that these kids could inspire others and feel certain that they have the support within the school to make PM their own."

In one instance, a particularly shy student, who struggled to speak during the initial training, later reported feeling confident and was able to speak up during role-play scenarios. Her teacher described this as an "unprecedented breakthrough" for the student, who was typically barely audible.

Data from a sample of 36 children across three primary schools showed a statistically significant improvement in their understanding of conflict, how it affects them, their ability to listen to others' problems, and their confidence in helping peers resolve disputes. Nine schools have already rebooked training for the coming year. Additionally, feedback from some schools indicates a significant pupil-perceived reduction in conflicts following peer mediation training.

The Civil Mediation Council's Definition of Peer Mediation:

Peer Mediation is when a young person is trained as a mediator, usually within an educational setting, and then mediates conflicts that two other young people have, often at school break and lunchtimes. Peer Mediators usually resolve conflict for other children and young people the same age or younger than them.

Staff CPD evaluations scored 85% for engagement and enjoyment, and 93% for usefulness. Comments included:

"The trainer did an absolutely fantastic job teaching the Year 5's peer mediation skills. Her approach is simply wonderful – she possesses a calm, fun, and natural demeanour that resonates effortlessly with the children. It's evident that her rapport with them is strong, and they responded exceptionally well to her guidance."

"I truly appreciate the trainer's dedication and the positive impact she's had on our pupils. Please extend my appreciation to her for her outstanding work."

"The trainer was a great facilitator - very knowledgeable and flexible in his approach."

Peer Mediators' Conference

In June 2023, the first peer mediators' conference since the pandemic took place, attended by 91 pupils from five schools. A film of the event was made. The CRESST team described the day as 'aspirational,' offering young people insights into mediation's wider applications. The Lord Mayor (described as both 'funny and informative') gave an example from the Council Chamber, while guest speaker Amrik Kandola (described as 'very inspirational' by one headteacher) highlighted the role of mediation in the commercial world. The SHU venue also offered a glimpse of university life. Peer mediators shared experiences and ideas, boosting their confidence and making them feel valued.

Of the 12 attending teachers, 75% rated the conference as 'excellent,' with the remaining 25% rating it as 'good.' Pupils commented:

'This is brilliant'

'I've had a fantastic day!'

"We were encouraged to be creative,"

"I loved meeting everyone from the other schools."

"When I grow up, I want to be a vet and I think my meditation skills will be really useful for when I have to explain bad news to the pets owners."

"Peer mediation has made me a better friend, because I look for solutions to problems."

"Peer mediation has taught me to be a better listener, before I was always butting in and now, I try not."

"It has helped us to understand conflict can be solved. It makes you feel like a grown up."

"It's helped me understand other people's feelings."

"Never doubt yourself."

Although the conference ran smoothly, thanks to a capable and resourceful team of volunteers, some teachers suggested holding it earlier in the year to build momentum for peer mediation schemes. The next conference is planned for January 2025.

Resources

Many teachers now feel confident enough to train future cohorts of peer mediators, which is valuable for the sustainability of the schemes. CRESST's reach extends beyond the schools directly trained, with 53 YPP Peer Mediator Coordinators' Training Manuals purchased by schools during the year. Schools that purchased the pack were offered a free online workshop to maximise its use. Additionally, 46 sets of 'Curious About Conflict' lessons were purchased, and



Peer mediators from different schools playing cooperative games at the 2023 annual conference. (EDEN Films)

Peer mediators from Arbourthorne Primary School (Rob Unwin)



6,000 free resource downloads were made via TES and the CRESST website.

A survey conducted among purchasers of the Peer Mediation (PM) pack highlighted the value they place on the pack's 'clear instructions,' 'variety of activities,' and 'high-quality graphics.' Additionally, respondents

expressed interest in having a PowerPoint presentation to accompany the staff Continuing Professional Development (CPD) session. We are looking to produce a third edition in the coming year.

One of the schools we've worked closely with, **Arbourthorne Community Primary School**, which serves a particularly challenging area, has been implementing peer mediation for about twenty years with initial training and ongoing support from CRESST. Peer mediation has become deeply ingrained in the school's culture. **Arbourthorne has just been shortlisted for the 2024 National Mediation Awards in the Peer Mediation of the Year category, an award previously won by another of our partner schools, Greystones, in 2022.**

Arbourthorne Community Primary, serving a Sheffield housing estate characterised by higher-than-average disadvantage, has been running the programme for over two decades. Over this period, some peer mediators have returned to the school as either staff or parents, further embedding the initiative into the school's culture. Children eagerly anticipate the training, having seen older siblings participate. The scheme has evolved, with fewer mediations now required because many disputes are resolved before escalating. Year 5 mediators now take on a 'peace-building' role, engaging

younger pupils in calming activities. However, if conflicts arise, six mediators are on duty during every lunchtime to manage them.

In a striking example of pupil leadership, the Head and Deputy Head pupil mediators ensure that rotas are covered when someone is absent, and they contribute to shaping the scheme's future. Peer mediation is part of a whole-school approach in which all staff are Trauma-Informed, influencing how mediators interact with their peers. The mediators have been described as a calming presence throughout the school. Staff report that for some students, becoming a mediator has been life-changing. One pupil, who previously struggled with emotional regulation, fully embraced the role, earning respect from peers on the playground. Another pupil, who found communication difficult, discovered her voice through the scheme. The programme helps children grow and flourish in confidence, and parents have expressed gratitude for the mediators' positive influence on their children during lunchtimes.

Youth Resolving Conflict

“Peer mediation will be used less in secondary school for sorting out problems but for making people feel better if they’ve been in a problem because when you get older, you get more stubborn. People probably won’t listen to you. If you peer mediate one person and make them feel better about the problem and cheer them up that would help a bit more than discussing between two people that have had an issue.”
(A Year 5 Peer Mediator argues for ‘Conflict Coaching’ at secondary level)

At a Sheffield secondary academy, conflict coaches were trained in December, followed by staff training in the spring. During the staff CPD session, the Assistant Headteacher shared a video of students role-playing as conflict coaches. Discussions ensued about how the school’s behaviour policy could incorporate restorative initiatives like conflict coaching. The staff engaged well with the activities,

including conflict style exercises and a win-win game. They shared concerns about parents’ involvement in escalating conflicts, particularly how family dynamics sometimes exacerbated issues. They saw potential in conflict coaches managing lower-level disputes, though not more serious cases, which would still require sanctions. Some staff also expressed interest in mediation training.

At another secondary school, successful staff training in mediation, using the ‘SING’ process (Story, Impact, Needs, and Goals), took place. Teachers were trained to hold individual meetings with each party involved before bringing them together for resolution, using a two-meeting model. Additionally, positive feedback followed staff training at a Special School in York.

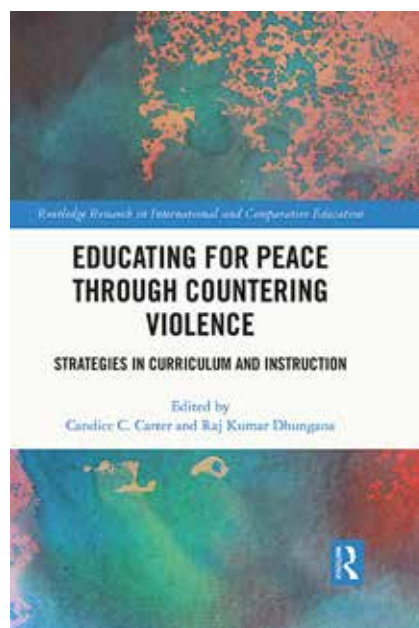
Recent OFSTED reports on schools supported by CRESST trainers or training materials include the following remarks:

‘Excellent relationships, with both staff and each other, help pupils to feel happy and safe. The opportunities for pupils to take on leadership roles in school are numerous. Pupils complete these roles dutifully. For example, playground leaders make sure that all pupils play well together. No one is left alone.’

(Oughtibridge obtained an Outstanding OFSTED in January 2024)

‘The school supports pupils’ wider personal development. Staff provide pupils with many opportunities to develop their leadership skills. Pupils value helping their peers in their roles as sports leaders and peer mediators.’
(Deepcar, OFSTED 9 September 2024)

‘Older pupils value the opportunity to contribute to the life of the school through a range of different leadership roles, such as peer mediators.’
(Abbey Lane February 2024)



This new Routledge publication, published during the year, contains the chapter ‘Conflict Coaching in the UK – Youth Leading a Transformative Approach to Conflict’, written by members of the CRESST team.

Staffing and Development work

Our Team

CRESST's diverse team of freelance trainers remains highly motivated and engaged. Team meetings involve 'insanely interesting' discussions, and the trainers are well-regarded by the schools they serve. Over the past year, CRESST has expanded its reach to schools in Manchester, London, and Newcastle, in addition to those across Yorkshire and Derbyshire. One trainer has since become a national coordinator of peer mediation in the UK, basing much of his training on CRESST's methods and resources. This year, we welcomed Véronique Pin-Fat, an academic and community mediator with a wealth of experience. One of our trainers also provided consultancy services to Peacemakers on Conflict Coaching during the year.

Various social events took place over the year, including a creative workshop hosted by former trainer Kim Balmer at her new venture, 'Ed's Workshop,' on Calver Street. A farewell event was held for our administrator, Rosie McKnight. Throughout the year, CRESST benefited from invaluable support in fundraising, office management, and communications, provided by Simon Wells.

Networking

Nationally, CRESST continues to collaborate with the Peer Mediation Working Group of

the Civil Mediation Council, exploring areas such as national accreditation for peer mediators, trainers, and service providers. Three CRESST members attended a two-day peace education residential event organised by Peacemakers as part of a new national peace education initiative. Rob also attended a session in Birmingham to develop a new framework for peace education and participated in a MESH event in September, attended by Abtissam Mohamed, now an MP for Sheffield Central.

Outreach

Outreach activities included presentations to heads of South East Sheffield schools in the summer and sessions for Learn Sheffield and ROSIS (Rotherham) in the autumn, reaching a further 30 teachers. Ben Harper, a former CRESST trainer and now national PM coordinator, presented a CRESST activity and resources at the national NEU conference. Our materials were also displayed at the national Geography Association and History Association conferences. We are proud of CRESST's strong reputation, the continued demand for our work, and the rebookings we've secured. Looking ahead, fostering stronger relationships with schools and funders will be a priority to ensure that this impactful work can continue with adequate resources.



A number of CRESST staff, and freelance trainers, at Rosie McKnight's farewell (The Street Food Chef)

Acting Chair's Report (2023-24)



This year has been another year of deeply distressing global and local conflicts. The work of CRESST, to empower children to resolve conflict positively and learn to be peacemakers, continues to be a vital project that we evidence in our annual report makes a real difference in the communities and schools we work with and serve.

CRESST has continued to deliver its activities and work on a small budget, and with the support of many small grants from other charities that value our work. We thank them, and all our supporters and fundraisers, for their donations, hard work and

other contributions to our work. We honour and acknowledge Tim Herrick, a previous trustee and a parent of a CRESST-trained peer mediator, who undertook a long distance sponsored walk from Manchester to Sheffield to raise funding for CRESST. Thank you, Tim!

We were also delighted this year to gain a Patron, Nicky Perfect. Nicky is a renowned ex-police hostage and crisis negotiator, who like us, is passionate about communication as a pathway to solve and reduce conflict. We're really proud to have begun to develop an association with her. Nicky will be speaking at our next annual conference, and we know that she will inspire the next generation of peer mediators and negotiators.

Our annual report shows that we continue to reach children, change our communities for the better, and contribute to peace-making in our schools. This work wouldn't happen without a wonderful team of trainers, and our dedicated and exceptional Programme Director, Rob Unwin. We pay tribute and give thanks to them all. Our trustees are engaged and supportive, and work for the best of CRESST. Times are tough and funding is difficult – we had to reduce staff this year – but we continue as a team to strive to see CRESST provide its vital services to our community.

A handwritten signature in black ink that reads "Ian Sabroe".

Ian Sabroe

Structure, Governance and Management

CRESST is dedicated to helping children and young people learn conflict resolution skills that can be used in their schools and communities.

Governing document

CRESST is a charitable company limited by guarantee, incorporated on 12 September 2006 and registered as a charity on 15 November 2006. The company is governed by the Memorandum and Articles of Association. Every member has guaranteed that they will pay an amount not exceeding £10 in the event of the company being wound up.

The object of the charity is to advance the education of children and young people, and those adults who work with them, in the subject of non-violent conflict resolution.

Appointment of trustees

The trustees, who are also directors for the purposes of company law, are shown on page 8 of this report.

Appointment of trustees is made against the following principles:

- Trustees are normally elected by the members at the Annual General Meeting
- One third of the trustees must retire by rotation at each Annual General Meeting
- Up to two trustees may be co-opted by the trustees
- Up to three trustees may be nominated by the Sheffield Central Quaker Meeting provided that
 - the nominated trustees do not form a majority of the Board
- Other trustee vacancies are filled by open recruitment through various channels including the Voluntary Action Sheffield Volunteer Centre
- The trustees meet at least six times a year

Public benefit

In planning and delivering our services and activities, the Trustees and staff at CRESST have given due regard to the need to ensure that the organisation provides public benefit following the Charity Commission's guidance on these matters. CRESST's charitable objectives and our annual declaration of activities and achievements (publicly available from the Charities Commission and Companies House) demonstrate that CRESST provides charitable services to all in South Yorkshire and its surrounding areas, free-to-access by its beneficiaries.

CRESST is clearly meeting the requirements of the public benefit test - a charity providing benefits for the public and supported by the public.

Recruitment, induction and training of trustees

CRESST has established a procedure for the recruitment and appointment of new trustees. The Board reviewed the skill set of the current trustees and identified the areas required. Nominations have been requested from the Sheffield Central Quaker Meeting to fill the appropriate vacancies.

The requirement to undertake Criminal Records Bureau checks (now DBS) has been kept under review and consequently those trustees or workers who regularly work with children in school undergo an enhanced check. The Safeguarding Policy of the organisation is kept under review and support in the form of guidance and support/training is provided through the Sheffield Safeguarding Children Service. The Board's Safeguarding Trustee has undertaken both a three-year renewal of DBS clearance and a training update. (Both are considered to be best practice in this area of work) A trustee also sits on the Education Safeguarding Reference Group, a part of the Sheffield Children's Safeguarding Board working structures. CRESST is aware that where Trustees and volunteers work directly with school pupils the safeguarding procedures of the school are those that apply and they are aware of the latest DfE guidance on Keeping Children Safe in Education. New trustees receive written induction





Video of CRESST's 15th Peer Mediator's Conference available on CRESST's website: cresst.org.uk (EDEN Films)

materials about CRESST and about the role as trustees, including copies of all procedures, protocols and policies. They also have an induction briefing with the Chair of the Board and it is proposed going forward that they will also have a "trustee pair" to support them in the role.

Training opportunities from both local and national providers are made available to all trustees when a reasonable need is identified and they are agreed by the Chair.

Internal control and risk management

The trustees and staff conduct a regular assessment and review of the risks to which the charity is exposed and measures being taken to mitigate risks. The trustees have systems of internal control which help to minimise the risk of material financial mis-statement or loss.

These include:

- a set of financial standing orders which are kept under regular review
- a business plan and annual budget which are approved by trustees
- regular review by trustees of charity performance against the business plan and budget

Measures are taken to minimise other types of risk, including the supervision and appraisal for staff, regular reviews of policies and establishing systems for ensuring that the Board is regularly updated on CRESST performance and risks, as well as appropriately skilled to manage CRESST activities.

Directors' responsibilities for the financial statements

Company and charity law requires the Directors to prepare financial statements for each financial period, which show the state of affairs of the charity and of net income or expenditure of the charity for that period. In preparing those financial statements, the Directors are required to:

- Select suitable accounting policies and apply them consistently
- Make judgements and estimates that are reasonable and prudent
- Prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation
- State whether applicable accounting standards of recommended practice have been followed subject to any departures disclosed and explained in the financial statements

The Directors are responsible for keeping proper accounting records, which disclose with reasonable accuracy at any time the financial position of the charity and enable the Directors to prepare financial statements. The Directors are responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention of fraud and other irregularities.

This report has been prepared in accordance with the special provisions for small companies under Part 15 of the Companies Act 2006.

The trustees have taken advantage of the exemptions available to small companies, including the audit exemption (see statement on balance sheet).

Financial Review 2023–2024

Peer mediators from different schools using avatars to discuss conflict scenarios at the 2023 conference. (EDEN Films)



CRESST was successful in securing funding from 11 grant providers during 2023/24 which has ensured continuing delivery of our training programmes - reaching 17 schools during the year. Staff and trustees continue to try and secure significant multi-year grant funding but this is proving very challenging in the current climate. All 17 schools have contributed financially towards the training which has helped significantly in balancing the budget. The sale of CRESST resources continues to be healthy.

Total income for 2023/2024 amounted to £56,373 including grants of £43,427. Other sources of income totalled £12,946, which included £7,805 schools and other training income, £1,164 donations and 'Friends of CRESST' fundraising events, £2,908 sales of the Peer Mediation handbook and PSHE lessons and bank interest of £1,069.

The major item of expenditure continues to be staff and freelance costs (82% of total costs).

CRESST is very grateful to The Brelms Trust, The Foyle Foundation, The Freshgate Trust Foundation, Garfield Weston Foundation, The Grocer's Charity, The Harry Bottom Charitable Trust, The Hugh Neill Charity, The James Neill Trust Fund, St James's Place Charitable Foundation, local Quakers, Sir James Reckitt Charity, The Southall Trust, The Sheffield Bluecoat and Mount Pleasant Educational Foundation, Sheffield Grammar School Exhibition Foundation and Sheffield Town Trust, for their continuing financial support and encouragement.

Reserves policy

The balance sheet as at 31 March 2024 shows funds held as £37,041 which comprise unrestricted funds entirely.

Trustees agree to hold approximately 3 months running costs in free reserves. In previous years, during the period when CRESST received multi-year funding, funds to be held as reserves were calculated at approximately £26,000. During the last 2 years turnover has reduced by 50% compared to 2022 levels. The budget for 2024/2025 is £55,000 and funds to be held as reserves are now calculated at £13,750.

The organisation has no statutory redundancy obligations and the only other notable commitment relates to the 5-year office lease, which runs until March 2026. However, only one month's notice is required to discontinue the lease within this 5 year period with no further financial obligation beyond the notice period.

This report was approved by the Directors at the AGM on 6 November 2024 and is signed on their behalf by:

Sheila Broadhead
Director and Treasurer
on behalf of the Board of Trustees

Independent Examiner's Report

Independent examiner's report to the directors of Conflict Resolution Education in Sheffield Schools Training ('the Company')

I report to the charity directors on my examination of the accounts of the Company for the year ended 31 March 2024.

Responsibilities and basis of report

As the charity's trustees of the Company (and also its directors for the purposes of company law) you are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ('the 2006 Act').

Having satisfied myself that the accounts of the Company are not required to be audited under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of your charity's accounts as carried out under section 145 of the Charities Act 2011 ('the 2011 Act'). In carrying out my examination I have followed the Directions given by the Charity Commission under section 145(5) (b) of the 2011 Act.

Independent examiner's statement

I have completed my examination. I confirm that no matters have come to my attention in connection with the examination giving me cause to believe:

1. accounting records were not kept in respect of the Company as required by section 386 of the 2006 Act; or

2. the accounts do not accord with those records; or

3. the accounts do not comply with the accounting requirements of section 396 of the 2006 Act other than any requirement that the accounts give a 'true and fair view' which is not a matter considered as part of an independent examination; or

4. the accounts have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102).

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

Signed:

S. Cochrane
14/11/24

Susan Cochrane, FCA
Seven Hills Accountants Limited
57 Burton Street
Sheffield
S6 2HH



Peer Mediators from a Sheffield school celebrating their 'graduation' at the end of their training. (Véro Pin-Fat)

Statement of Financial Activities for the year ended 31 March 2024

(incorporating the income and expenditure account)

| | Note | Unrestricted funds | Restricted funds | 2024 Total | 2023 Total |
|------------------------------------|------|--------------------|------------------|-----------------|-----------------|
| | | £ | £ | £ | £ |
| Income from: | | | | | |
| Grants | 2 | 12,000 | 31,427 | 43,427 | 39,824 |
| Donations and gift aid | | 972 | - | 972 | 5,479 |
| Friends of CRESST events | | 192 | - | 192 | 1,014 |
| Training courses | | 202 | - | 202 | - |
| Schools training | | 7,603 | - | 7,603 | 10,473 |
| Bank interest | | 1,069 | - | 1,069 | 628 |
| Other income | | 2,908 | - | 2,908 | 2,903 |
| | | 24,946 | 31,427 | 56,373 | 60,321 |
| Expenditure on: | | | | | |
| Charitable activities | 3 | 18,248 | 51,660 | 69,908 | 77,044 |
| | | 18,248 | 51,660 | 69,908 | 77,044 |
| Net income/ (expenditure) | | 6,698 | (20,233) | (13,535) | (16,723) |
| Transfer between funds | 9 | (5,233) | 5,233 | - | - |
| Net movement in funds | | 1,465 | (15,000) | (13,535) | (16,723) |
| Total funds brought forward | | 35,576 | 15,000 | 50,576 | 67,299 |
| Total funds carried forward | | 37,041 | - | 37,041 | 50,576 |



CRESST Trainer, Susan Downer, running a team building game at the Peer Mediator's Conference 2023 (EDEN Films)

Balance Sheet as at 31 March 2024

| | Note | 2024 £ | 2023 £ |
|---|------|----------------|----------------|
| Current assets | | | |
| Balance at bank and cash | | 41,183 | 57,380 |
| Debtors | 7 | 980 | 480 |
| Total current assets | | 42,163 | 57,860 |
| Creditors: amounts falling due within one year | 8 | (5,122) | (7,284) |
| Net current assets | | 37,041 | 50,576 |
| Total assets less current liabilities | | 37,041 | 50,576 |
| Total net assets | | 37,041 | 50,576 |
| Represented by | | | |
| FUNDS | | | |
| Unrestricted funds | | 37,041 | 35,576 |
| Restricted funds | 11 | - | 15,000 |
| | 13 | 37,041 | 50,576 |

For the year ending 31 March 2024 the company was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies.

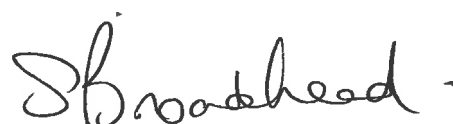
The members have not required the company to obtain an audit in accordance with section 476 of the Companies Act 2006.

The directors acknowledge their responsibilities for complying with the requirements of the Act with respect to accounting records and for the preparation of accounts.

These accounts have been prepared in accordance with the provisions applicable to companies subject to small companies' regime.

Approved by the Board of Trustees on 6th November 2024

Signed by,



Sheila Broadhead
Director and Treasurer
on behalf of the board of Trustees
Company number: 05932383

Notes to the Financial Statements for the year ended 31 March 2024

1 Accounting policies

(a) General

Conflict Resolution Education in Sheffield Schools Training is a charitable company limited by guarantee. In the event that the charity is wound up the liability in respect of the guarantee is limited to £10 per members of the charity. The address of the registered office is given in the company information on page 2 of this annual report.

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 and Republic of Ireland (FRS 102) (effective 1 January 2015) - (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS102) and the Companies Act 2006. The financial statements have also adopted Charities SORP (FRS102) Bulletin 1 and taken advantage of the cash flow exemption.

The charity meets the definition of a public benefit entity under FRS 102. The financial statements are presented in sterling which is the functional currency of the charity and rounded to the nearest £.

(b) Income

Income is recognised when the charity has entitlement to the funds, any performance conditions attached to the item(s) of income have been met, it is probable that the income will be received and the amount can be measured reliably.

Grants are recognised in the period they are received unless the funder imposes conditions which have not been met at the year end, such as a time period over which the project is to be undertaken.

(c) Expenditure and liabilities

Expenditure is recognised once there is legal or constructive obligation to make a payment to a third party, it is probable that settlement will be required and the amount of the obligation can be measured reliably. All expenditure is reported gross of irrecoverable VAT which is charged as a cost against the activity for which the expenditure was incurred.

(d) Tangible fixed assets

All items of capital expenditure below £500 are written off as incurred.

(e) Cash and cash equivalents

Cash and cash equivalents comprise cash on hand and call deposits, and other short-term highly liquid investments that are readily convertible to a known amount of cash and are subject to an insignificant risk of change in value.

(f) Trade debtors

Trade debtors are amounts due from customers for services performed in the ordinary course of business.

Trade debtors are recognised initially at transaction price. They are subsequently measured at amortised cost using the effective interest method, less provision for impairment. A provision for the impairment of trade debtors is established when there is objective evidence that the company will not be able to collect all the amounts due according to the original terms of the receivables.

(g) Trade creditors

Trade creditors are obligations to pay for goods or services that have been acquired in the ordinary course of business from suppliers. Accounts payable are classified as current liabilities if the charity does not have an unconditional right, at the end of the reporting period, to defer settlement of the creditor for at least twelve months after the reporting date. If there is an unconditional right to defer settlement for at least twelve months after the reporting date, they are presented as non-current liabilities.

Trade creditors are recognised initially at the transaction price and subsequently measured at amortised cost using the effective interest method.

(h) Taxation

As a charity, the organisation is exempt from tax on income and gains falling within the available tax exemptions to the extent that these are applied to its charitable objects. No tax charges have arisen in the charity.

(i) Funds

Unrestricted funds are donations and other income receivable or generated for the objects of the organisation without further specified purpose and are available as general funds.

Designated funds comprise funds which have been set aside at the discretion of the trustees for specific purposes. The purposes and uses of the designated funds are set out in the notes to the accounts.

Restricted funds are to be used for specific purposes as laid down by the funder.

(j) Pension costs and other post-retirement benefits

The charity operates a defined contribution pension scheme. Contributions payable to the charity's pension scheme are charged to the Statement of Financial Activities in the period to which they relate.

(k) Going concern

The financial statements have been prepared on a going concern basis as the directors/trustees believe that no material uncertainties exist about which the charity's ability to continue. Based on the adequacy of the charity's reserves as the balance sheet date, along with the knowledge of the charity's ability to meet bills, payments and other liabilities as they fall due, the directors/trustees have a reasonable expectation that the charity has sufficient resources to continue in operational existence for the foreseeable future. The trustees have considered the level of funds held and the expected level of income and expenditure for 12 months from authorising these financial statements. The budgeted income and expenditure is sufficient with the level of reserves for the charity to be able to continue as a going concern.

| 2 | Grants | Unrestricted funds | Restricted funds | Total 2024 | Unrestricted funds | Restricted funds | Total 2023 |
|---|--|--------------------|------------------|---------------|--------------------|------------------|---------------|
| | | £ | £ | £ | £ | £ | £ |
| | The Brelms Trust | - | 4,875 | 4,875 | - | 4,875 | 4,875 |
| | Sheffield Grammar School Exhibition Foundation | - | 3,000 | 3,000 | - | - | - |
| | Sheffield Town Trust | 2,000 | 2,700 | 4,700 | 2,000 | - | 2,000 |
| | The Sir James Reckitt Charity | - | 10,000 | 10,000 | - | - | - |
| | St James's Place Charitable Foundation | - | 2,500 | 2,500 | - | - | - |
| | Foyle Foundation | 10,000 | - | 10,000 | - | - | - |
| | FreshgateTrust Foundation | - | 1,000 | 1,000 | - | - | - |
| | The Harry Bottom Charitable Trust | - | 2,000 | 2,000 | - | - | - |
| | The Hugh Neill Charity | - | 1,000 | 1,000 | - | - | - |
| | Sheffield Bluecoat and Mount Pleasant Educational Foundation | - | 2,690 | 2,690 | - | - | - |
| | Southall Trust | - | 1,662 | 1,662 | - | - | - |
| | Ganton Educational Trust | - | - | - | 500 | - | 500 |
| | Garfield Weston Foundation | - | - | - | - | 15,000 | 15,000 |
| | Gay and Peter Hartley's Hillards Charitable Trust | - | - | - | 1,000 | - | 1,000 |
| | Sheffield City Council - Covid Recovery Fund | - | - | - | - | 12,236 | 12,236 |
| | The Edith M Ellis 1985 Charitable Trust | - | - | - | - | 1,713 | 1,713 |
| | The James Neill Trust Fund | - | - | - | 1,000 | - | 1,000 |
| | The Woodward Charitable Trust | - | - | - | 1,500 | - | 1,500 |
| | Total grants | 12,000 | 31,427 | 43,427 | 6,000 | 33,824 | 39,824 |

| 3 | Expenditure on charitable activities | Note | Unrestricted funds | Restricted funds | Total 2024 | Unrestricted funds | Restricted funds | Total 2023 |
|---|--|------|--------------------|------------------|---------------|--------------------|------------------|---------------|
| | | | £ | £ | £ | £ | £ | £ |
| | Staff costs | | | | | | | |
| | Salary costs | 4 | 14,066 | 22,938 | 37,004 | 10,207 | 25,357 | 35,564 |
| | Freelance trainers | | 1,026 | 18,288 | 19,314 | 1,108 | 24,120 | 25,228 |
| | Staff expenses (including training) | | 36 | 786 | 822 | 205 | 3,752 | 3,957 |
| | Recruitment, payroll & pension admin fees | | 58 | 150 | 208 | 8 | 160 | 168 |
| | Direct costs | | | | | | | |
| | Pupil training and teaching resources | | 20 | 52 | 72 | 22 | 1,521 | 1,543 |
| | Publicity and promotion | | 114 | 312 | 426 | 12 | 255 | 267 |
| | Peer Mediation conference | | - | 1,236 | 1,236 | - | - | - |
| | Office costs | | | | | | | |
| | Rent | | 2,116 | 5,781 | 7,897 | 312 | 6,808 | 7,120 |
| | Insurance | | 162 | 442 | 604 | 26 | 558 | 584 |
| | IT, Web and office equipment | | 341 | 933 | 1,274 | 61 | 1,311 | 1,372 |
| | Stationery, photocopy, postage & telephone | | 42 | 118 | 160 | 43 | 254 | 297 |
| | Volunteer costs | | 19 | 50 | 69 | 5 | 85 | 90 |
| | Other expenses | | 79 | 110 | 189 | 84 | 150 | 234 |
| | Support costs | | | | | | | |
| | Board expenses | 5 | - | - | - | - | - | - |
| | Independent examination | 6 | 169 | 464 | 633 | 28 | 592 | 620 |
| | Total resources expended | | 18,248 | 51,660 | 69,908 | 12,121 | 64,923 | 77,044 |

| 4 | Salary costs | 2024 | 2023 |
|---|--|---------------|---------------|
| | | £ | £ |
| | Gross wages, salaries and benefits in kind | 17,857 | 17,247 |
| | Employers National insurance costs | 1,209 | 1,051 |
| | Employer's allowance | (1,209) | (1,051) |
| | Employer pension costs | 893 | 768 |
| | Staff secondment | 18,254 | 17,549 |
| | Total | 37,004 | 35,564 |

The average number of monthly employees during the year was 1 (2023: 1). No employee was paid over £60,000.

A part time (0.4 fte) Programme Director is seconded from the Development Education Centre South Yorkshire (DECSY).

Notes to the Financial Statements for the year ended 31 March 2024 (continued)

5 Trustees and key management personnel remuneration, benefits and expenses

No remuneration was paid to any director/trustee during the year nor to any person connected to them.

Expenses of £Nil (2023: £Nil) were paid to trustees during the year. In addition, training costs of £Nil (2023: £Nil) in relation to the trustees were incurred in the year

Key management personnel is considered to be the Programme Director, who is seconded from the Development Education Centre South Yorkshire (DECSY) on a part time basis (0.4 fte).

Charges from DECSY for secondment amounted to £18,254 (2023: £17,549)

| 6 Independent examiner's fees | 2024 | 2023 |
|---|------|------|
| | £ | £ |
| Independent examiner's fees for reporting on the accounts | 633 | 684 |

No other fees were paid to the independent examiner's organisation during the year

| 7 Debtors | 2024 | 2023 |
|------------------|------------|------------|
| | £ | £ |
| Training debtors | 980 | - |
| Other debtors | - | 480 |
| | <u>980</u> | <u>480</u> |

| 8 Creditors: amounts falling due within one year | Note | 2024 | 2023 |
|--|------|--------------|--------------|
| | | £ | £ |
| Deferred income | 9 | 2,000 | 4,700 |
| Peer Mediation Network (held funds) | 10 | 935 | 935 |
| Other creditors | | 2,187 | 1,649 |
| | | <u>5,122</u> | <u>7,284</u> |

| 9 Deferred income | 2024 | 2023 |
|--|--------------|--------------|
| | £ | £ |
| Deferred income at 1 April 2023 | 4,700 | 13,949 |
| Income deferred during the year | 2,000 | 4,700 |
| Income released to grants | (4,700) | (13,949) |
| | <u>2,000</u> | <u>4,700</u> |
| Split between:- | | |
| Creditors: amounts falling due within one year | 2,000 | 4,700 |
| Creditors: amounts falling due after one year | - | - |
| Deferred income at 31 March 2024 | <u>2,000</u> | <u>4,700</u> |

| 10 Peer Mediation Network (held funds) | 2024 | 2023 |
|--|------------|------------|
| | £ | £ |
| Held funds at 1 April 2023 | 935 | 935 |
| Funds received during the year | - | - |
| Funds paid during the year | - | - |
| Held funds at 31 March 2024 | <u>935</u> | <u>935</u> |

Peer Mediation Network is a small national network of organisations delivering mediation training for young people in schools. It meets three times a year to share knowledge, skills and best practice. CRESST is a long standing member of the network and, for operational ease, manages its very small number of financial incomings and outgoings.

11 Restricted funds

| | Balances at 1 April 2023 | Income | Expenditure | Transfers | Balances at 31 March 2024 |
|---------------------------|-----------------------------|---------------|-----------------|--------------|------------------------------|
| | £ | £ | £ | £ | £ |
| Youth Resolving Conflict | - | - | (4,318) | 4,318 | - |
| Young Peacemakers Project | 15,000 | 31,427 | (47,342) | 915 | - |
| Totals | 15,000 | 31,427 | (51,660) | 5,233 | - |

Youth Resolving Conflict is our work in providing Conflict Resolution training in secondary schools.

Young Peacemakers Project is our work in providing Conflict Resolution training in primary schools.

| <i>Prior year</i> | <i>Balances at 1 April 2022</i> | <i>Income</i> | <i>Expenditure</i> | <i>Transfers</i> | <i>Balances at 31 March 2023</i> |
|----------------------------------|-------------------------------------|---------------|--------------------|------------------|--------------------------------------|
| | £ | £ | £ | £ | £ |
| <i>Youth Resolving Conflict</i> | <i>11,264</i> | <i>1,713</i> | <i>(13,350)</i> | <i>373</i> | <i>-</i> |
| <i>Young Peacemakers Project</i> | <i>30,127</i> | <i>32,111</i> | <i>(51,573)</i> | <i>4,335</i> | <i>15,000</i> |
| Totals | 41,391 | 33,824 | (64,923) | 4,708 | 15,000 |

12 Related party transactions

There were no related party transactions during the year other than those disclosed in note 5.

13 Net assets by fund

| | General funds | Restricted funds | 2024 Total |
|---|------------------|---------------------|---------------|
| | £ | £ | £ |
| Current assets | 42,163 | - | 42,163 |
| Creditors: amounts falling due within one year | (5,122) | - | (5,122) |
| | 37,041 | - | 37,041 |
| Free reserves - general funds excluding tangible fixed assets | 37,041 | | |

Prior year comparison

| | General funds | Restricted funds | 2022 Total |
|---|------------------|---------------------|----------------|
| | £ | £ | £ |
| <i>Current assets</i> | <i>42,860</i> | <i>15,000</i> | <i>57,860</i> |
| <i>Creditors: amounts falling due within one year</i> | <i>(7,284)</i> | <i>-</i> | <i>(7,284)</i> |
| | 35,576 | 15,000 | 50,576 |
| Free reserves - general funds excluding tangible fixed assets | 35,576 | | |

14 Statement of Financial Activities - prior year comparison

| | Unrestricted funds | Restricted funds | 2024 Total | Unrestricted funds | Restricted funds | 2023 Total |
|------------------------------------|-----------------------|---------------------|-----------------|-----------------------|---------------------|-----------------|
| | £ | £ | £ | £ | £ | £ |
| Income from: | | | | | | |
| Grants | 12,000 | 31,427 | 43,427 | 6,000 | 33,824 | 39,824 |
| Donations and gift aid | 972 | - | 972 | 5,479 | - | 5,479 |
| Friends of CRESST events | 192 | - | 192 | 1,014 | - | 1,014 |
| Training Courses | 202 | - | 202 | - | - | - |
| Schools Training | 7,603 | - | 7,603 | 10,473 | - | 10,473 |
| Bank interest | 1,069 | - | 1,069 | 628 | - | 628 |
| Other income | 2,908 | - | 2,908 | 2,903 | - | 2,903 |
| | 24,946 | 31,427 | 56,373 | 26,497 | 33,824 | 60,321 |
| Expenditure on: | | | | | | |
| Fundraising | | - | - | - | - | - |
| Charitable activities | 18,248 | 51,660 | 69,908 | 12,121 | 64,923 | 77,044 |
| | 18,248 | 51,660 | 69,908 | 12,121 | 64,923 | 77,0424 |
| Net income/(expenditure) | 6,698 | (20,233) | (13,535) | 14,376 | (31,099) | (16,723) |
| Transfer between funds | (5,233) | 5,233 | - | (4,708) | 4,708 | - |
| Net movement in funds | 1,465 | (15,000) | (13,535) | 9,668 | (26,391) | (16,723) |
| Total funds brought forward | 35,576 | 15,000 | 50,576 | 25,908 | 41,391 | 67,299 |
| Total funds carried forward | 37,041 | - | 37,041 | 35,576 | 15,000 | 50,576 |

Accounts



Conflict Resolution Education in Sheffield Schools Training

Registered Charity no: 1116794 Company No: 05932383 Report covers the period: 1st April 2022 – 31st March 2023

Annual Report 2022–23

Including unaudited financial statements



Introduction and Administrative Information

Since being set up by Sheffield Central Quaker Meeting in 2003, CRESST has developed as a centre of excellence for training and resources that empower young people to deal with everyday conflict positively and calmly. CRESST's face-to-face work is mainly in Sheffield and surrounding areas but we also offer support to schools regionally and nationally.

Our training equips children with skills to manage difficult situations and to face challenging conversations with more confidence and resilience. The demand for our work is ever-increasing; we have now

delivered in over 100 primary, secondary and special schools with a focus on long-term change.

Our charitable object and overarching aim is: to advance the education of children and young people in the subject of non-violent conflict resolution. CRESST uses participatory methods to teach children and young people the skills to handle conflict well. Our aim is not to eliminate conflict, which we see as a normal part of everyday life, but to reduce the hurt and harm caused when it escalates and is handled badly.

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Staff during 2022/23

Rob Unwin – Programme Director
Rosie McKnight – Office & Communications
Simon Wells (from March 2023)
Freelance Trainers: Kim Balmer, Susan

Downer, Donna Fry, Dave Green, Ben Harper,
Jess Matthews, Heather Morgan, Rachel
Newman, Jenny Owen, Debs Scholey.
Volunteers: Josiah Lenton, Véronique
Pin-Fat, Zhenni Qin

Trustees during 2022/23

Alison Warner – Chair
Sheila Broadhead – Treasurer
Margaret Anne Edmonds
Adrian Marc Hughes

Alan Hurford
Laura Catherine Selby and
Pirashanthie Vivekananda-Schmidt
(both appointed 24 May 2022)
Prof. Ian Sabroe (appointed 12 April 2023)

CRESST

Charity Number 1116794
Company No 05932383
Registered Office
Scotia Works
Leadmill Road
Sheffield S1 4SE

Independent Examiner

Susan Cochrane, FCA
Seven Hills Accountants
Limited
57 Burton Street
Sheffield
S6 2HH

Bank

Unity Trust Bank
Nine Brindley Place
60 Broad Street
Birmingham
B1 2HB



Facebook: CRESST.Sheffield



X: @_CRESST

Highlights

Since April 2022, CRESST has worked in 19 schools, training over 500 members of school staff and nearly 400 pupils as peer mediators or conflict coaches; potentially reaching another 3600 pupils. The average percent free school meal eligibility figure for participating schools exceeds the national average, indicating that CRESST is reaching and supporting disadvantaged children.

Our new termly school forum and evaluation methods indicate substantial improvements of pupils' skills in conflict resolution, with qualitative results showing positive behavioural changes in the school and in individual pupils.

Our "KS3: PSHE Lessons resource" was a finalist in the Teach Secondary Awards for Mental Wellbeing resources. One of our schools, Greystones Primary, won "Peer Mediation Scheme of the Year" at the National Mediation Awards in December, showing the impact of our training and support over a number of years.

This year data from 150 pupils from nine primary schools showed a statistically significant improvement in pupils' understanding of conflict; how it affects them; how good they are at listening to others' problems and how confident they feel in helping young people to sort out their problems following peer mediation training. Beginning and end of year school surveys

have indicated a statistically significant reduction in one type of conflict and a statistically significant increase in pupils helping to sort out conflicts. There was also a statistically significant improvement in how secondary pupils felt after conflict coaching, with 88% indicating that they now 'Understood things better' 86% that they now 'Know what they need to think about or do next' and over 82% likely to 'Come back to see a conflict coach in future if struggling with something'. At a four-month follow-up visit, all but one of the 18 conflict coaches at one school indicated that there were now fewer fights in school.

'there were now fewer fights in school.' (follow-up visit)

Primary teachers have said: 'Peer mediation is going really well here. It was lovely to see their responses after they had supported their first mediations.' 'Peer mediation has helped reduce low level conflict in our school'. 'There is daily positive evidence that it is working.' Pupils have said: 'I've learnt to be more patient and listen more' and 'It's nice to see children leave with a smile on their face when we've helped them.'

Three recent OFSTED reports have specifically mentioned the schemes in a positive light. In 2023 we also relaunched our annual peer mediation conference.



Participants at CRESST's 15th Peer Mediator's Conference (EDEN Films)

With special thanks to our funders:

The Brelms Trust, VCS Covid Recovery Fund (SCC), The Edith M Ellis 1985 Charitable Trust, Ganton Educational Trust, Garfield Weston Foundation, Gay and Peter Hartley's Hillards Charitable Trust, The James Neill Trust Fund, The Sir James Reckitt Charity, National Lottery Community Fund, The Postcode Neighbourhood Trust, The Sheffield Bluecoat and Mount Pleasant Educational Foundation, Sheffield Church Burgesses Trust, Sheffield Grammar School Exhibition Foundation, Sheffield Town Trust, The Southall Trust, The Wharfedale Foundation, The Woodward Charitable Trust.

Young Peacemakers Project

Peer mediators from different schools playing cooperative games at the annual conference. (EDEN Films)



This year CRESST worked in 16 primary schools, running sessions with nearly 400 teaching staff, over 100 midday supervisors and training 326 pupils as peer mediators; potentially reaching another 2900 pupils.

The 224 respondents to the 2022–23 post Y5/6 peer mediation training survey indicated a very similar level of enjoyment and scoring of the training (98% vs 99% and 93% for both respectively) as compared to the five-year period 2015–20 (543 respondents). The figure for the question, *'Has the training made a difference to you as a person?'* was higher than for last year (81% vs 75%). Comments included: *'It was amazing!'* *'I loved the mediation practice.'* and *'I really enjoyed it!!!'*

Nearly all of the 170 teaching staff surveyed enjoyed the training (96%), understood the role of the peer mediators (99%) and said they would refer low level conflicts to them (94%). The figures were similar for the 45 midday supervisors surveyed (94%, 98% and 82% respectively). Both groups shared similar views about how often conflict took place between pupils at their school during breaktimes (an average of 'Quite a lot'). Comments from teachers included: *'Great delivery. Friendly knowledgeable. Made me feel comfortable.'* *'Very good, great balance of delivery and time to discuss'* *'Inspiring, enthusiastic'* and from midday supervisors, *'Really interesting and insightful'* *'Friendly. Lovely professional approach. Brilliant, thanks.'* One said *'Having mediators deal with low level conflicts would help support staff free up time to deal with any other problems.'*

'Very good. Great balance of delivery and time to discuss'

A promotional online CPD twilight took place on 16th May attended by 10 teachers and a system of follow-up communications with schools was established, with the first online forum meeting for School Peer Mediation Coordinators taking place in November 2022. In the March 2023 meeting, a peer mediation coordinator at one school said she is feeling much more confident this year and really feels that the practice is embedded within the school. They have weekly meetings and share updates at assemblies. The coordinator at another school reported that she uses role-play in her meetings to help peer mediators to show what they have been doing and practice the skills. Both feel that implementing peer mediation has helped reduce low level conflict in their schools. The peer mediators are really confident and active in the playground offering to mediate if they see a conflict. Other follow-up conversations with schools include one reporting that at the beginning, children in Y4, 5 and 6 showed confidence in approaching the PM's, but Y3's less so. Staff have tried to encourage more Y3's to use the service with some positive effect. Here the peer mediators do mediation with their own year group and they show real insight and maturity about how they handle this, knowing when it might not be appropriate. The mediators have taken some ownership to develop their role to include leading games and activities on the playground. They use Communication in Print to support their mediation process and the school have worked hard to get all

staff and peer mediators using consistent language around dealing with conflict. A Deputy Head at another school supported by CRESST wrote: *'The Peer mediation is going really well here. I have met with the children several times to discuss what is working and where they have needed any additional support and when I am meeting with them, where possible lunchtime supervisors are attending too. I have been on the yard every week to help the children and ensure that they are feeling confident carrying out their duties. It was lovely to see their responses after they had supported their first mediations. In addition to this, peer mediators have spoken with each class individually to explain that their jobs are, they have also been in assembly to do this and will appear today as part of anti-bullying week to remind children that they are here to help - but that if it is bullying they will need to pass it on.'*

Many teachers involved feel sufficiently confident to deliver peer mediation training to future cohorts of peer mediators which is desirable in terms of the sustainability of the schemes.

A Sept 2022 OFSTED inspection of Lound Juniors reported: *'Pupils take on leadership responsibilities in school willingly and well. For example, the pupil peer mediators help to create the friendly atmosphere at break and lunchtimes.'* A November 2022 OFSTED of Wharncliffe Side Primary where training was run in September reported: *'Some pupils act as peer mediators and help their friends to resolve occasional fallings out.'* A January 2023 OFSTED report of another school supported by CRESST, Tinsley Meadows, stated: *'Pupils support each other in managing their behaviour. Pupils who are peer mediators are used successfully across school when there are friendship issues*

between pupils. Bullying rarely happens.'

***'Pupils who are peer mediators are used successfully across school when there are friendship issues between pupils. Bullying rarely happens.'* (OFSTED, Jan 2023)**

CRESST was delighted to learn in December that one of their primary schools had jointly won the National Mediation Award for Peer Mediation Scheme of the year. Greystones Primary has been involved with peer mediation on and off for 25 years, originally as part of a pilot project which led to the formation, by local Quakers, of CRESST. Their Year Six peer mediation scheme is oversubscribed, with many of the children having used its services themselves in the past. Headteacher Chris Jennings said of peer mediation: *'The personal development of the children is at the forefront, but also their ability to deal with some of the complex situations and demands of the world that they're moving into. And that idea of being able to resolve the conflict, to mediate for others, is a really strong aspect of the whole process.'*

CRESST joined peer mediators and staff from the school at the awards at The Palace of Westminster.

During the spring CRESST was commissioned to run two workshops on conflict resolution and mediation at a Catholic Schools Multi-academy Trust conference in Telford attended by 95 members of staff. This received positive evaluations with over 90 percent of participants recommending the sessions to other schools.



Peer mediators and staff from Greystones Primary School at the National Mediation Awards (Rob Unwin)

Youth Resolving Conflict



Forum theatre group work at Oakwood High School (Jack Owen)

Over the year 2022–23, CRESST worked with four secondary schools on conflict coaching and a group work programme, directly reaching 68 young people and indirectly a further 700.

The Conflict coach training resulted in a statistically significant improvement in knowledge, understanding and skills in handling conflicts from the self-assessments of the young people trained.

Follow-up surveys of 38 conflict coaches 4–7 months after their training, indicated that there was still a statistically significant perceived improvement in students' knowledge about conflict and how it affects them, as compared with the baseline survey.

There was also a statistically significant improvement in how 27 beneficiaries of conflict coaching felt about their situations compared to before coaching, with an average of 88 percent ticking that they now 'Understood things better,' 86 percent that they now 'Know what they need to think about or do next,' and over 82 percent likely to 'Come back to see a coach in future if struggling with something'. At a four-month follow-up visit, all but one of the 18 conflict coaches at one school indicated that there were now fewer fights in school. Their teacher commented: *'Many of our coaches have thrived in taking on the responsibility [and have] much more confidence in dealing independently with conflict. [Younger] students now feel more confident speaking to others in older year groups for support. It's made the school a happier place.'*

A conflict coach co-ordinating teacher from another school commented, *'Some pupils who were relatively quiet and wouldn't put themselves forward for things have definitely grown in confidence and are more willing to get involved. Younger pupils seem to have found [conflict] coaching useful when they have accessed it and found it a good outlet for their emotions. I feel that some low-level arguments and complaints have been avoided due to coaches being available. [There are now] fewer incidents for staff to deal with.'*

A statistically significant improvement in how 27 beneficiaries of conflict coaching felt about their situations after the sessions, with over 82% likely to return

The qualitative feedback from students was also very positive, including, for example: *'Without this training I would have never known how to deal with conflict and I would have avoided people who are experiencing it. But now I have gained knowledge and experience I can now do something about it; 'I enjoyed learning the skills, I think the most useful thing was being impartial'. 'I really enjoyed the two days; "I feel like I learnt a lot.'* In a follow-up visit to one participating school, three students did a role play based on a real case they had worked on involving a Y7 pupil getting picked on by other pupils with the situation becoming worse after they'd informed a teacher. The two coaches followed all the principles, reflecting

back what they'd heard, not giving advice, identifying feelings and needs, asking open questions and following the lead of the person seeking help

Conflict resolution training also took place at Carr Manor Community School in the autumn. Over the two days CRESST were there, 24 pupils were trained in conflict resolution. The young people were so thoughtful and mature and one even expressed interest in a career in mediation. They were all very engaged in the activities

With younger year groups of pupils being supported by these volunteers there is an expected reach of up to 300 other pupils through the scheme in the school over the year.

The school was ready with coaching rotas for the week after the training and the early-in-the-term start with new Y7s should help the scheme get established. The young people showed statistically significant improvements in all the measures from before and after training evaluations.

It seems that if both parties in a dispute wish to meet that there is provision within the school for mediation in the form of 'Restorative Conversation' involving a member of staff.

A further set of six groupwork sessions to take place during May and June in another secondary school, Oakwood High School in Rotherham. This groupwork project used the Theatre of the Oppressed technique of Forum Theatre to support young people to explore their relationship with conflict. Through drama games and exercises, 26 young people articulated and reinterpreted

their own experiences and rehearsed possible solutions to real-life challenges they faced. Conflict resolution skills and coaching were embedded into the workshop series, which culminated in two days of performances to students and staff of the Forum play the group created. The Forum Theatre plays involved an interactive element where audience members were invited to take the place of the main character on stage and try out alternative courses of action to resolve the issue presented. This enabled the audiences who identified with the issues in the play to share their own experiences and try out different scenarios that they might go on to use in real life. Additionally, it gave those without lived experience of the issue the opportunity to 'walk in somebody else's shoes' by experiencing first-hand the challenges and injustices they experienced. These groupwork projects were organised so that students, who are often engaged in conflict, could become better equipped with the necessary skills to resolve and transform conflict in their lives, and the school community would have a greater understanding of the challenges faced by these particular young people.

The participating young people in the Forum Theatre groupwork at Oakwood High showed a statistically significant perceived improvement in understanding of how conflict affected them and also how easily they now found it to communicate in ways that reduce the harmful effects of conflict. In 83 percent of the post-groupwork evaluations, young people indicated that they enjoyed the activities and 61 percent of evaluations indicated that the young people had acquired skills in resolving conflict, with some indicating that their confidence had increased.



Peer mediator Coordinator's workshop at the conference (EDEN Films)

Staffing and Development work

Staff

Four new freelancers have been recruited, who we were able to balance with training opportunities in new schools. A Lottery underspend provided Conflict Coaching, and Non-violent Communication, training to both existing and new staff. The latter have now reached the standard where they are able to train alone (except for peer mediation training, where two trainers are required). UoS PhD student Josiah Lenton has conducted research as part of the groupwork at Oakwood High School and a Masters placement student, Zhenni Qin, joined us in June, when a monthly 'reading group' was established which explored Non-violent Communication, Trauma Informed Practice amongst other topics. One of our freelancers, Susan Downer, also led an arts social for staff. Véronique Pin-Fat, an experienced trainer and ethics academic, joined our team as a much-valued volunteer. The energy and dynamics of the team are strong and there's a focus on development, expansion into new areas of work as well as re-establishing the conference.

Simon Wells took over the Office Coordinator from Rosie McKnight and quickly got engaged in fundraising and conference planning.

Conference

Plans were made during the year for our summer peer mediators conference. Seven schools expressed interest, the Sheffield Hallam University venue, the Lord Mayor, guest speaker Amrik Kandola and children's entertainer, Maynard Flip Flap were booked, and funds were successfully raised from local trusts. A video of the final event can be seen on the CRESST website.

Resources

Around £2,900 has been generated from sales of 40 Peer Mediation Training Manuals and 50 'Curious About Conflict' resources over the year. We have hit 500+ downloads per month again from the TES website where we've also totalled 10,000 interactions for the Curious About Conflict lessons. We've recently been noting the inclusion of blogs about peer mediation on school websites. 2023 also saw the publication of '*Education for Peace through Countering Violence*' (Routledge) containing a chapter written by CRESST on conflict coaching.

Trustees

In response to a recruitment drive, CRESST was delighted to welcome new trustees Laura Selby and Pirashanthie Vivekananda-Schmidt and later Ian Sabroe from Sheffield Central Quaker Meeting House.



A number of CRESST staff, freelance trainers, volunteers and Trustees at the end of the Peer Mediator's Conference (Véronique Pin-Fat)

Chair's Report



I am always thrilled when I look back at the achievements of CRESST, and the year 2022-2023 is no exception. The energy, hard work, and enthusiasm of the team, together with the support of the trustees, have all contributed to a successful year. Our commitment to empowering young people to handle conflict positively and calmly has continued to drive our efforts, and the results have been remarkable.

Since its inception, CRESST has evolved into a centre of excellence for training and resources that equip young people with the tools to navigate everyday conflicts. While our primary focus remains in Sheffield and its surrounding areas, our influence has expanded to schools both regionally and nationally. This past year, we saw a surge in demand for our work, which speaks to its increasing relevance and impact.

Our training equips children with the skills to manage challenging situations with confidence and resilience. The demand for our work has been consistently growing, with over 100 primary, secondary, and special schools now having benefited from our programmes, emphasizing long-term change.

Our Annual Conference continues to be a vibrant gathering, as illustrated by some of the photos in this report. It provides a platform for children across the city to meet, share ideas, and reflect on their roles. Additionally, it facilitates collaboration between school staff and our team, fostering effective ways to utilize training and resources for optimal outcomes.

The statistics paint a vivid picture of our accomplishments. From the 2022-23 pre and post Y5/6 peer mediation training surveys involving 150 participants, we witnessed substantial improvements in pupils' understanding of conflict, their ability to listen empathetically, and their confidence in aiding their peers. The feedback from teachers and students alike has been overwhelmingly positive, underscoring the tangible transformation our programmes can make.

Our involvement in secondary schools has been equally impactful. Our conflict coaching and group work programs have directly influenced around 70 young people and indirectly touched the lives of another 700. Through meticulous training and evaluations, we have demonstrated statistically significant improvements in knowledge, understanding, and skills in conflict of the coaches and nearly 90 per cent of secondary pupils who underwent coaching reported better understanding of their situations.

These achievements are bolstered by national recognition. Our 'KS3: PSHE Lessons resource' was a finalist in the Teach Secondary Awards for Mental Wellbeing resources. The National Mediation Award for Peer Mediation Scheme of the Year, awarded to Greystones Primary, reaffirms the effectiveness of our training over the long term.

None of this would be possible without the dedication of our staff, trustees, and freelancers. Their commitment to fostering positive change has been unwavering. Our collaborative spirit was evident in the relaunch of our celebratory annual peer mediation conference in 2023, which brought together a diverse array of participants and speakers.

As we move forward, our aspirations remain high. With a number of new trainers and trustees on board and renewed energy, we are poised to embrace new challenges and opportunities. Our creative approach will be pivotal in guiding CRESST's evolution, ensuring our impact continues to grow and inspire. I am deeply grateful to everyone who has contributed to our success thus far, and I am excited to see what the future holds for CRESST.

Alison Warner

Structure, Governance and Management

CRESST is dedicated to helping children and young people learn conflict resolution skills that can be used in their schools and communities.

Governing document

CRESST is a charitable company limited by guarantee, incorporated on 12 September 2006 and registered as a charity on 15 November 2006. The company is governed by the Memorandum and Articles of Association. Every member has guaranteed that they will pay an amount not exceeding £10 in the event of the company being wound up.

The object of the charity is to advance the education of children and young people, and those adults who work with them, in the subject of non-violent conflict resolution.

Appointment of trustees

The trustees, who are also directors for the purposes of company law, are shown on page 8 of this report.

Appointment of trustees is made against the following principles:

- Trustees are normally elected by the members at the Annual General Meeting
- One third of the trustees must retire by rotation at each Annual General Meeting
- Up to two trustees may be co-opted by the trustees
- Up to three trustees may be nominated by the Sheffield Central Quaker Meeting provided that
 - the nominated trustees do not form a majority of the Board
- Other trustee vacancies are filled by open recruitment through various channels including the Voluntary Action Sheffield Volunteer Centre
- The trustees meet at least six times a year

Public benefit

In planning and delivering our services and activities, the Trustees and staff at CRESST have given due regard to the need to ensure that the organisation provides public benefit following the Charity Commission's guidance on these matters. CRESST's charitable objectives and our annual declaration of activities and achievements (publicly available from the Charities Commission and Companies House) demonstrate that CRESST provides charitable services to all in South Yorkshire and its surrounding areas, free-to-access by its beneficiaries.

CRESST is clearly meeting the requirements of the public benefit test - a charity providing benefits for the public and supported by the public.

Recruitment, induction and training of trustees

CRESST has established a procedure for the recruitment and appointment of new trustees. The Board reviewed the skill set of the current trustees and identified the areas required. Nominations have been requested from the Sheffield Central Quaker Meeting to fill the appropriate vacancies.

The requirement to undertake Criminal Records Bureau checks (now DBS) has been kept under review and consequently those trustees or workers who regularly work with children in school undergo an enhanced check. The Safeguarding Policy of the organisation is kept under review and support in the form of guidance and support/training is provided through the Sheffield Safeguarding Children Service. The Board's Safeguarding Trustee has undertaken both a three-year renewal of DBS clearance and a training update. (Both are considered to be best practice in this area of work) A trustee also sits on the Education Safeguarding Reference Group, a part of the Sheffield Children's Safeguarding Board working structures. CRESST is aware that where Trustees and volunteers work directly with school pupils the safeguarding procedures of the school are those that apply and they are aware of the latest DfE guidance on Keeping Children Safe in Education. New trustees receive written induction



A peer mediator with a puppet/ avatar at the 2023 conference. (Rob Unwin)

materials about CRESST and about the role as trustees, including copies of all procedures, protocols and policies. They also have an induction briefing with the Chair of the Board and it is proposed going forward that they will also have a “trustee pair” to support them in the role.

Training opportunities from both local and national providers are made available to all trustees when a reasonable need is identified and they are agreed by the Chair of the Board.

Internal control and risk management

The trustees and staff conduct a regular assessment and review of the risks to which the charity is exposed and measures being taken to mitigate risks. The trustees have systems of internal control which help to minimise the risk of material financial misstatement or loss.

These include:

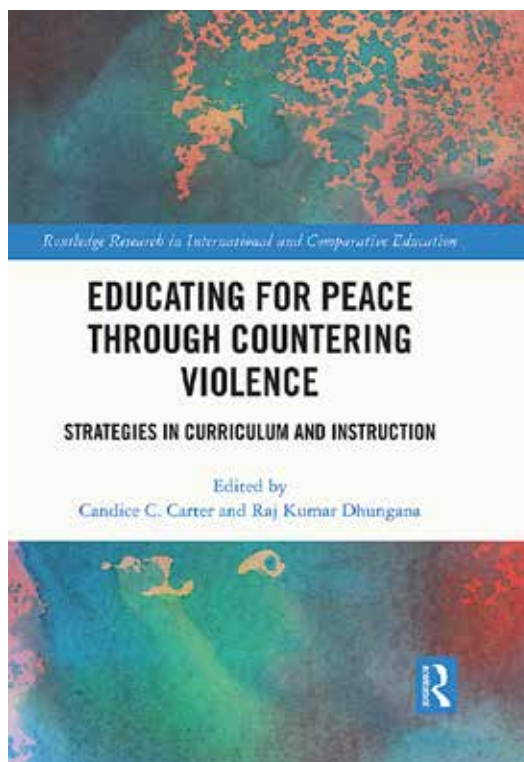
- a set of financial standing orders which are kept under regular review
- a business plan and annual budget which are approved by trustees
- regular review by trustees of charity performance against the business plan and budget

Measures are taken to minimise other types of risk, including the supervision and appraisal for staff, regular reviews of policies and establishing systems for ensuring that the Board is regularly updated on CRESST performance and risks, as well as appropriately skilled to manage CRESST activities.

Directors’ responsibilities for the financial statements

Company and charity law requires the Directors to prepare financial statements for each financial period, which show the state of affairs of the charity and of net income or expenditure of the charity for that period. In preparing those financial statements, the Directors are required to:

- Select suitable accounting policies and apply them consistently
- Make judgements and estimates that are reasonable and prudent
- Prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation



This new Routledge publication contains the chapter ‘*Conflict Coaching in the UK – Youth Leading a Transformative Approach to Conflict*’, written by members of the CRESST team.

- State whether applicable accounting standards of recommended practice have been followed subject to any departures disclosed and explained in the financial statements

The Directors are responsible for keeping proper accounting records, which disclose with reasonable accuracy at any time the financial position of the charity and enable the Directors to prepare financial statements. The Directors are responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention of fraud and other irregularities.

This report has been prepared in accordance with the special provisions for small companies under Part 15 of the Companies Act 2006.

The trustees have taken advantage of the exemptions available to small companies, including the audit exemption (see statement on balance sheet).

Financial Review 2022–2023



A 'camp fire conversation' with peer mediators from different schools at the 2023 conference. (EDEN Films)

Financial review 2022/2023

Following the end of the National Lottery Community Fund 3-year grant in June 2022, CRESST applied for further multi-year grants from a number of identified funders. These proved unsuccessful which, in part, was due to high volume applications from many organisations struggling for funds post Covid. CRESST then established two aims – firstly to apply for a number of one-year grants and short term project funds and, secondly, to diversify our income streams. Both approaches proved successful.

Total income for 2022/2023 amounted to £60,321 including grants of £39,824. Other sources of income totalled £20,497, which included £10,473 schools training income, £5,479 donations and gift aid, £1,014 from 'Friends of CRESST' fundraising events, £2,903 sales of the Peer Mediation handbook and PSHE lessons and bank interest of £628.

The major item of expenditure continues to be staff and freelance costs (84% of total costs).

CRESST is very grateful to The Brelms Trust, VCS Covid Recovery Fund (SCC), The Edith M Ellis 1985 Charitable Trust, Ganton Educational Trust, Garfield Weston Foundation, Gay and Peter Hartley's Hillards Charitable Trust, The James Neill Trust Fund, The Sir James Reckitt Charity, National Lottery Community Fund, The Postcode Neighbourhood Trust, The Sheffield Bluecoat and Mount Pleasant Educational Foundation,

Sheffield Church Burgesses Trust, Sheffield Grammar School Exhibition Foundation, Sheffield Town Trust, The Southall Trust, The Wharfedale Foundation, The Woodward Charitable Trust.

Reserves policy

The balance sheet as at 31 March 2023 shows funds held as £50,576, Total free reserves amount to £35,576 and restricted funds total £15,000.

CRESST aims to hold between three and six months running costs in free reserves. The trustees agreed to hold £26,000 as reserves, which represents approximately 3.5 months of 2023-24 budgeted expenditure. The balance of unrestricted reserves, £9,576, will be utilised in 2023/2024.

The organisation has minimal statutory redundancy obligations and the only other notable commitment relates to the 5-year office lease, which runs until March 2026. However, only one month's notice is required to discontinue the lease within this 5 year period with no further financial obligation beyond the notice period.

This report was approved by the Directors at the AGM on 11 October 2023 and is signed on their behalf by:

Sheila Broadhead
Director and Treasurer
on behalf of the Board of Trustees

Independent Examiner's Report

Independent examiner's report to the directors of Conflict Resolution Education in Sheffield Schools Training ('the Company')

I report to the charity directors on my examination of the accounts of the Company for the year ended 31 March 2023.

Responsibilities and basis of report

As the charity's trustees of the Company (and also its directors for the purposes of company law) you are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ('the 2006 Act').

Having satisfied myself that the accounts of the Company are not required to be audited under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of your charity's accounts as carried out under section 145 of the Charities Act 2011 ('the 2011 Act'). In carrying out my examination I have followed the Directions given by the Charity Commission under section 145(5) (b) of the 2011 Act.

Independent examiner's statement

I have completed my examination. I confirm that no matters have come to my attention in connection with the examination giving me cause to believe:

1. accounting records were not kept in respect of the Company as required by section 386 of the 2006 Act; or

2. the accounts do not accord with those records; or

3. the accounts do not comply with the accounting requirements of section 396 of the 2006 Act other than any requirement that the accounts give a 'true and fair view' which is not a matter considered as part of an independent examination; or

4. the accounts have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102).

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

Signed:



17/10/2023

Susan Cochrane, FCA
Seven Hills Accountants Limited
57 Burton Street
Sheffield
S6 2HH



Amrik Kandola,
NMA Civil/
Commercial
Mediator of the
Year 2022/23
answering
questions at the
Peer Mediator's
Conference
2023
(EDEN Films)

Statement of Financial Activities for the year ended 31 March 2023

(incorporating the income and expenditure account)

| | | Unrestricted funds | Restricted funds | 2023 Total | 2022 Total |
|------------------------------------|-------|--------------------|------------------|-----------------|----------------|
| | Notes | | | | |
| Income from: | | £ | £ | £ | £ |
| Grants | 2 | 6,000 | 33,824 | 39,824 | 113,179 |
| Donations and gift aid | | 5,479 | - | 5,479 | 575 |
| Friends of CRESST events | | 1,014 | - | 1,014 | 192 |
| Training courses | | - | - | - | 800 |
| Schools training | | 10,473 | - | 10,473 | 2,000 |
| Bank interest | | 628 | - | 628 | 416 |
| Other income | | 2,903 | - | 2,903 | 1,797 |
| | | 26,497 | 33,824 | 60,321 | 118,959 |
| Expenditure on: | | | | | |
| Charitable activities | 3 | 12,121 | 64,923 | 77,044 | 78,135 |
| | | 12,121 | 64,923 | 77,044 | 78,135 |
| Net income/ (expenditure) | | 14,376 | (31,099) | (16,723) | 40,824 |
| Transfer between funds | | (4,708) | 4,708 | - | - |
| Net movement in funds | | 9,668 | (26,391) | (16,723) | 40,824 |
| Total funds brought forward | | 25,908 | 41,391 | 67,299 | 26,475 |
| Total funds carried forward | | 35,576 | 15,000 | 50,576 | 67,299 |



The Lord Mayor of Sheffield receiving messages from peer mediators at the 2023 conference. (EDEN Films)

Balance Sheet as at 31 March 2023

| | | | 2023 | 2022 |
|---|--------------------------|-------|---------------|---------------|
| | | Notes | £ | £ |
| Current assets | | | | |
| | Balance at bank and cash | | 57,380 | 84,527 |
| | Debtors | 7 | 480 | 533 |
| | | | | |
| Total current assets | | | 57,860 | 85,060 |
| | | | | |
| Creditors: amounts falling due within one year | | | | |
| Deferred income | | | 4,700 | 13,949 |
| Creditors | | 8 | 1,649 | 2,877 |
| Held funds - Peer mediation network | | | 935 | 935 |
| Total creditors: amounts falling due within one year | | | 7,284 | 17,761 |
| | | | | |
| Net current assets | | | 50,576 | 67,299 |
| | | | | |
| Total assets less current liabilities | | | 50,576 | 67,299 |
| | | | | |
| Creditors: amounts falling due after one year | | | - | - |
| | | | | |
| Total net assets | | | 50,576 | 67,299 |
| | | | | |
| Represented by | | | | |
| FUNDS | | | | |
| Unrestricted funds | | | 35,576 | 25,908 |
| Restricted funds | | 11 | 15,000 | 41,391 |
| | | 13 | 50,576 | 67,299 |

For the year ending 31 March 2023 the company was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies.

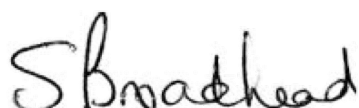
The members have not required the company to obtain an audit in accordance with section 476 of the Companies Act 2006.

The directors acknowledge their responsibilities for complying with the requirements of the Act with respect to accounting records and for the preparation of accounts.

These accounts have been prepared in accordance with the provisions applicable to companies subject to small companies' regime.

Approved by the Board of Trustees on 11/10/2023

Signed by,



Sheila Broadhead
Director and Treasurer
on behalf of the board of Trustees
Company number: 05932383

Notes to the Financial Statements for the year ended 31 March 2023

1 Accounting policies

(a) General

Conflict Resolution Education in Sheffield Schools Training is a charitable company limited by guarantee. In the event that the charity is wound up the liability in respect of the guarantee is limited to £10 per members of the charity. The address of the registered office is given in the company information on page 2 of these financial statements.

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 and Republic of Ireland (FRS 102) (effective 1 January 2015) - (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS102) and the Companies Act 2006. The financial statements have also adopted Charities SORP (FRS102) Bulletin 1 and taken advantage of the cash flow exemption.

The charity meets the definition of a public benefit entity under FRS 102. The financial statements are presented in sterling which is the functional currency of the charity and rounded to the nearest £.

(b) Income

Income is recognised when the charity has entitlement to the funds, any performance conditions attached to the item(s) of income have been met, it is probable that the income will be received and the amount can be measured reliably.

Grants are recognised in the period they are received unless the funder imposes conditions which have not been met at the year end, such as a time period over which the project is to be undertaken.

(c) Expenditure and liabilities

Expenditure is recognised once there is legal or constructive obligation to make a payment to a third party, it is probable that settlement will be required and the amount of the obligation can be measured reliably. All expenditure is reported gross of irrecoverable VAT which is charged as a cost against the activity for which the expenditure was incurred.

(d) Tangible fixed assets

All items of capital expenditure below £500 are written off as incurred.

(e) Cash and cash equivalents

Cash and cash equivalents comprise cash on hand and call deposits, and other short-term highly liquid investments that are readily convertible to a known amount of cash and are subject to an insignificant risk of change in value.

(f) Trade debtors

Trade debtors are amounts due from customers for services performed in the ordinary course of business.

Trade debtors are recognised initially at transaction price. They are subsequently measured at amortised cost using the effective interest method, less provision for impairment. A provision for the impairment of trade debtors is established when there is objective evidence that the company will not be able to collect all the amounts due according to the original terms of the receivables.

(g) Trade creditors

Trade creditors are obligations to pay for goods or services that have been acquired in the ordinary course of business from suppliers. Accounts payable are classified as current liabilities if the charity does not have an unconditional right, at the end of the reporting period, to defer settlement of the creditor for at least twelve months after the reporting date. If there is an unconditional right to defer settlement for at least twelve months after the reporting date, they are presented as non-current liabilities.

Trade creditors are recognised initially at the transaction price and subsequently measured at amortised cost using the effective interest method.

(h) Taxation

As a charity, the organisation is exempt from tax on income and gains falling within the available tax exemptions to the extent that these are applied to its charitable objects. No tax charges have arisen in the charity.

(i) Funds

Unrestricted funds are donations and other income receivable or generated for the objects of the organisation without further specified purpose and are available as general funds. Designated funds comprise funds which have been set aside at the discretion of the trustees for specific purposes. The purposes and uses of the designated funds are set out in the notes to the accounts.

Restricted funds are to be used for specific purposes as laid down by the funder.

(j) Pension costs and other post-retirement benefits

The charity operates a defined contribution pension scheme. Contributions payable to the charity's pension scheme are charged to the Statement of Financial Activities in the period to which they relate.

(k) Going concern

The financial statements have been prepared on a going concern basis as the directors/trustees believe that no material uncertainties exist about which the charity's ability to continue. Based on the adequacy of the charity's reserves as the balance sheet date, along with the knowledge of the charity's ability to meet bills, payments and other liabilities as they fall due, the directors/trustees have a reasonable expectation that the charity has sufficient resources to continue in operational existence for the foreseeable future. The trustees have considered the level of funds held and the expected level of income and expenditure for 12 months from authorising these financial statements. The budgeted income and expenditure is sufficient with the level of reserves for the charity to be able to continue as a going concern.

| 2 | Grants | | Unrestricted funds | Restricted funds | Total 2023 | Unrestricted funds | Restricted funds | Total 2022 |
|---|---|------|--------------------|------------------|---------------|--------------------|------------------|----------------|
| | | | £ | £ | £ | £ | £ | £ |
| | The Brelms Trust | | - | 4,875 | 4,875 | - | 4,875 | 4,875 |
| | The Edith M Ellis 1985 Charitable Trust | | - | 1,713 | 1,713 | | | |
| | Ganton Educational Trust | | 500 | - | 500 | - | 3,900 | 3,900 |
| | Garfield Weston Foundation | | - | 15,000 | 15,000 | 21,250 | - | 21,250 |
| | Gay and Peter Hartley's Hillards Charitable Trust | | 1,000 | - | 1,000 | - | - | - |
| | Sheffield City Council - VCS Covid Recovery Fund | | - | 12,236 | 12,236 | - | - | - |
| | Sheffield Town Trust | | 2,000 | - | 2,000 | - | - | - |
| | The James Neill Trust Fund | | 1,000 | - | 1,000 | | | |
| | The Woodward Charitable Trust | | 1,500 | | 1,500 | | | |
| | National Lottery Community Fund | | - | - | - | - | 44,396 | 44,396 |
| | Postcode Neighbourhood Trust | | - | - | - | - | 19,883 | 19,883 |
| | Sheffield Grammar School Exhibition Foundation | | - | - | - | - | 3,000 | 3,000 |
| | The Sheffield Bluecoat and Mount Pleasant Educational Foundation | | - | - | - | - | 1,500 | 1,500 |
| | The Sir James Reckitt Charity | | - | - | - | - | 7,000 | 7,000 |
| | The Wharfedale Foundation | | - | - | - | - | 2,500 | 2,500 |
| | The Southall Trust | | - | - | - | - | 4,875 | 4,875 |
| | Total grants | | 6,000 | 33,824 | 39,824 | 21,250 | 91,929 | 113,179 |
| | | | | | | | | |
| 3 | Charitable expenditure | Note | Unrestricted funds | Restricted funds | Total 2023 | Unrestricted funds | Restricted funds | Total 2022 |
| | | | £ | £ | £ | £ | £ | £ |
| | Staff costs:- | | | | | | | |
| | Salary costs | 4 | 5,170 | 12,845 | 18,015 | 7,959 | 16,134 | 24,093 |
| | Staff secondment | | 5,036 | 12,513 | 17,549 | 4,839 | 9,810 | 14,649 |
| | Freelance trainers | | 1,108 | 24,120 | 25,228 | 9,737 | 16,159 | 25,896 |
| | Volunteer expenses | | 5 | 85 | 90 | - | - | - |
| | Staff and freelance travel and training | | 205 | 3,752 | 3,957 | 332 | 1,311 | 1,643 |
| | Recruitment, payroll & pension admin fees | | 7 | 161 | 168 | 173 | 324 | 497 |
| | Direct costs | | | | | | | |
| | Pupil training and teaching resources | | 22 | 1,521 | 1,543 | 524 | 640 | 1,164 |
| | Publicity and promotion | | 12 | 255 | 267 | 41 | 77 | 118 |
| | Peer Mediation conference (external costs) | | - | - | - | - | - | - |
| | Evaluation | | - | - | - | - | - | - |
| | Accreditation | | - | - | - | - | - | - |
| | Office costs:- | | | | | | | |
| | Rent | | 313 | 6,808 | 7,120 | 2,388 | 4,562 | 6,950 |
| | Insurance | | 26 | 558 | 584 | 196 | 375 | 571 |
| | IT, Web and office equipment | | 60 | 1,312 | 1,372 | 484 | 950 | 1,434 |
| | Stationery, photocopy, postage & telephone | | 44 | 253 | 297 | 63 | 52 | 115 |
| | Other expenses | | 86 | 148 | 234 | 117 | 204 | 321 |
| | Support costs | | | | | | | |
| | Board training and expenses | 5 | - | - | - | - | - | - |
| | Independent examination | 6 | 27 | 593 | 620 | 321 | 363 | 684 |
| | Total resources expended | | 12,121 | 64,923 | 77,044 | 27,174 | 50,961 | 78,135 |
| | | | | | | | | |
| 4 | Salary costs | | | | | | 2023 | 2022 |
| | | | | | | | £ | £ |
| | Gross wages, salaries and benefits in kind | | | | | | 17,247 | 16,761 |
| | Employers National insurance costs | | | | | | 1,051 | 2,059 |
| | Employer's allowance | | | | | | (1,051) | (2,059) |
| | Employer pension costs | | | | | | 768 | 1,254 |
| | Staff secondment | | | | | | 17,549 | 14,649 |
| | | | | | | | 35,5634 | 32,664 |
| | The average number of monthly employees during the year was 1 (2022: 1). No employee was paid over £60,000. | | | | | | | |
| | A part time (0.4 fte) Programme Director is seconded from the Development Education Centre South Yorkshire (DECSY). | | | | | | | |

Notes to the Financial Statements for the year ended 31 March 2023 (continued)

| | | | |
|-----------|--|----|---------------|
| 5 | Trustees and key management personnel remuneration, benefits and expenses | | |
| | <p>No remuneration was paid to any director/trustee during the year nor to any person connected to them.</p> <p>Expenses of £Nil (2022: £Nil) were paid to trustees during the year. In addition, training costs of £Nil (2022: £Nil) in relation to the trustees were incurred in the year</p> <p>Key management personnel is considered to be the Programme Director, who is seconded from the Development Education Centre South Yorkshire (DECSY) on a part time basis (0.4 fte).</p> <p>Charges from DECSY for secondment amounted to £17,549 (2022: £14,649 for 10 months)</p> | | |
| 6 | Independent examiner's fees | | 2023 |
| | | | £ |
| | Independent examiner's fees for reporting on the accounts | | 684 |
| | No other fees were paid to the independent examiner's organisation during the year | | |
| 7 | Debtors | | 2023 |
| | | | £ |
| | Training debtors | | - |
| | Other debtors | | 480 |
| | | | 480 |
| | | | 533 |
| 8 | Creditors: amounts falling due within one year | | 2023 |
| | | | £ |
| | Deferred income | 9 | 4,700 |
| | Peer Mediation Network (held funds) | 10 | 935 |
| | Other creditors | | 1,649 |
| | | | 7,284 |
| | | | 17,761 |
| 9 | Deferred income | | 2023 |
| | | | £ |
| | Deferred income at 1 April 2022 | | 13,949 |
| | Income deferred during the year | | 4,700 |
| | Income released to grants | | (13,949) |
| | | | 4,700 |
| | Split between:- | | |
| | Creditors: amounts falling due within one year | | 4,700 |
| | Creditors: amounts falling due after one year | | - |
| | Deferred income at 31 March 2023 | | 4,700 |
| | | | 13,949 |
| 10 | Peer Mediation Network (held funds) | | 2023 |
| | | | £ |
| | Held funds at 1 April 2022 | | 935 |
| | Funds received during the year | | - |
| | Funds paid during the year | | - |
| | Held funds at 31 March 2023 | | 935 |
| | Peer Mediation Network is a small national network of organisations delivering mediation training for young people in schools. It meets three times a year to share knowledge, skills and best practice. CRESST is a long standing member of the network and, for operational ease, manages its very small number of financial incomings and outgoings. | | |

| | | | | | | | |
|-----------|--|-------------------------------|-------------------------------------|--------------------------|-------------------------------|-----------------------------|--------------------------------------|
| 11 | Restricted funds | | | | | | |
| | | | Balances at 1 April 2022 | Income | Expenditure | Transfers | Balances at 31 March 2023 |
| | | | £ | £ | £ | £ | £ |
| | Youth Resolving Conflict | | 11,264 | 1,713 | (13,350) | 373 | - |
| | Young Peacemakers Project | | 30,127 | 32,111 | (51,573) | 4,335 | 15,000 |
| | Totals | | 41,391 | 33,824 | (64,923) | 4,708 | 15,000 |
| | Youth Resolving Conflict is our work in providing Conflict Resolution training in secondary schools. | | | | | | |
| | Young Peacemakers Project is our work in providing Conflict Resolution training in primary schools. | | | | | | |
| | Prior year | | Balances at 1 April 2021 | Income | Expenditure | Transfers | Balances at 31 March 2022 |
| | | | £ | £ | £ | £ | £ |
| | Youth Resolving Conflict | | 4,746 | 46,896 | (36,055) | (4,323) | 11,264 |
| | Young Peacemakers Project | | - | 45,033 | (14,906) | - | 30,127 |
| | Totals | | 4,746 | 91,929 | (50,961) | (4,323) | 41,391 |
| 12 | Related party transactions | | | | | | |
| | There were no related party transactions during the year other than those disclosed in note 5. | | | | | | |
| 13 | Net assets by fund | | | | | | |
| | | | | General funds | Restricted funds | 2023 Total | |
| | | | | £ | £ | £ | |
| | Current assets | | | 42,860 | 15,000 | 57,860 | |
| | Creditors:amounts falling due within one year | | | (7,284) | | (7,284) | |
| | | | | 35,576 | 15,000 | 50,576 | |
| | Free reserves - general funds excluding tangible fixed assets | | | 35,576 | | | |
| | Prior year comparison | | | | | | |
| | | | | General funds | Restricted funds | 2022 Total | |
| | | | | £ | £ | £ | |
| | Current assets | | | 43,669 | 41,391 | 85,060 | |
| | Creditors:amounts falling due within one year | | | (17,761) | | (17,761) | |
| | | | | 25,908 | 41,391 | 67,299 | |
| | Free reserves - general funds excluding tangible fixed assets | | | 25,908 | | | |
| 14 | Statement of Financial Activities - prior year comparison | | | | | | |
| | | Unrestricted funds | Restricted funds | 2023 Total | Unrestricted funds | Restricted funds | 2022 Total |
| | | £ | £ | £ | £ | £ | £ |
| | Income from: | | | | | | |
| | Grants | 6,000 | 33,824 | 39,824 | 21,250 | 91,929 | 113,179 |
| | Donations and gift aid | 5,479 | - | 5,479 | 575 | - | 575 |
| | Friends of CRESST events | 1,014 | - | 1,014 | 192 | - | 192 |
| | Training Courses | - | - | - | 800 | - | 800 |
| | Schools Training | 10,473 | - | 10,473 | 2,000 | - | 2,000 |
| | Bank interest | 628 | - | 628 | 416 | - | 416 |
| | Other income | 2,903 | - | 2,903 | 1,797 | - | 1,797 |
| | | 26,497 | 33,824 | 60,321 | 27,030 | 91,929 | 118,959 |
| | Expenditure on: | | | | | | |
| | Fundraising | | - | - | - | | - |
| | Charitable activities | 12,121 | 64,923 | 77,044 | 27,174 | 50,961 | 78,135 |
| | | 12,121 | 64,923 | 77,042 | 27,174 | 50,961 | 78,135 |
| | Net income/(expenditure) | 14,376 | (31,099) | (16,723) | (144) | 40,968 | 40,824 |
| | Transfer between funds | (4,708) | 4,708 | - | 4,323 | (4,323) | - |
| | Net movement in funds | 9,668 | (26,391) | (16,723) | 4,179 | 36,645 | 40,824 |
| | Total funds brought forward | 25,908 | 41,391 | 67,299 | 21,729 | 4,746 | 26,475 |
| | Total funds carried forward | 35,576 | 15,000 | 50,576 | 25,908 | 41,391 | 67,299 |


Accounts



CRESST (Conflict Resolution Education In Sheffield Schools Training Limited)

Annual Report for the year to 31st March 2022

including unaudited financial statements



Charity Number 1116794 | Company No 05932383

“Giving young people the skills to find positive outcomes when confronting conflict”

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The trustees are pleased to present their annual directors' report together with the financial statements of the charity for the year ending 31 March 2022 which are also prepared to meet the requirements for a directors' report and accounts for Companies Act purposes.

The financial statements comply with the Charities Act 2011, the Companies Act 2006, the Memorandum and Articles of Association, and the charities Statement of Recommended Practice (applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland; FRS 102) issued in October 2019.

With a special thank you to all of our funders...

The Brelms Trust, Edith M Ellis 1985 Charitable Trust, Community Covid Recovery Grant (SCC), Ganton Educational Trust, The Garfield Weston Foundation, National Lottery Community Fund, The Postcode Neighbourhood Trust, The Sheffield Bluecoat and Mount Pleasant Educational Foundation, Sheffield Church Burgesses Trust, Sheffield Grammar School Exhibition Foundation, Sheffield Town Trust, The Sir James Reckitt Charity, W F Southall Trust, The Wharfedale Foundation, The Woodward Charitable Trust.



Sheffield Town Trust



The Wharfedale Foundation



Introduction

CRESST's vision is to empower the next generation of children and young people with the skills needed to manage non-violent conflict constructively. We help set up volunteer mediation or conflict coaching schemes where young people guide each other, especially younger ones, to resolve disputes and friendship fallouts.

Children and young people welcome support in handling conflict well; it equips them with the skills to manage difficult situations, face challenging conversations with more confidence and to survive the pressures they face. The demand for our work is ever-increasing; we have now delivered in over 100 primary, secondary and special schools with focus on long-term change.

Feedback from peer mediators included, *"I feel really confident in handling conflict in my own life, inside or outside of school!"* and, *"I now feel calmer when I get in an argument with my friends."*

Over the year we worked directly with 381 pupils, 83 staff in 10 primary schools, indirectly reaching a further 2,032 pupils. We also worked directly with 130 pupils and 162 staff in 4 secondary schools, indirectly reaching a further 1500 pupils. This totalled an estimated 240 hours of direct training time.

The year 2021-2022 was about the relaunch of our programmes, training young people and children in-person again with the return to face-to-face teaching. Whilst our freelancers resumed training in schools, we also conducted online information sessions for teachers and schools via Zoom, to promote the accessibility and inclusivity that resulted from the previous switch to online working.

We found that schools and teachers wanted and appreciated our combined approach - online and in-person - to the year's work with groups of young people. This approach successfully maintains the relationships with young people and helps CRESST to deliver our core objective of "giving young people the skills to handle conflict well".

Our year has presented us with varying difficulties due to the ongoing Covid-19 situation, and the cost of living crisis. In this context, our work becomes more important than ever. CRESST continues to encourage positive relationships for young people inside and outside of school in challenging times.

Trustee, staff and administrative information

Trustees during 2021/22

Alison Warner – Chair

Sheila Broadhead – Treasurer

Celia Alcock

Moya Barnett *resigned 22-03-2022*

Margaret Edmonds

Loveday Herridge *resigned 22-03-2022*

Rachel Frith *resigned 21-09-2021*

Daphne Ingham *resigned 21-09-2021*

Marc Hughes

Alan Hurford *appointed 20-04-2021*

Laura Selby *appointed 24-05-2022*

Pirashanthie Vivekananda-Schmidt
appointed 24-05-2022

CRESST is run by a small team of part-time staff and works with a wider team of regular freelancers. During the months of April-July 2021, CRESST was still unable to work in schools, many of which were still recovering from the Covid-19 pandemic. It was not until September 2021 that our freelancers were commissioned again to train young people in schools. This period saw significant changes in our staff and freelancer team.

In June 2021 Carolyn Leary resigned as Programme Director and soon after, Ruth Dawson resigned as the Office Manager. Both Carolyn and Ruth had dedicated years of service to CRESST and the trustees are extremely grateful for the passion and dedication that they brought to CRESST during this time.

Rob Unwin, one of the original founding members of CRESST, took on the role of Interim Director, following Carolyn's resignation and a lack of suitable candidates to replace her. Rosie Mcknight began as the CRESST Office and Communications Manager in July 2021 after taking over from Ruth in a slightly different role. The YRC post manager was not filled, rather, the work was distributed to freelancers.

Our active freelance team this year included Kim Balmer, Jenny Owen, Heather Morgan, Jessica Matthews, Donna Fry and Rosie Carnall. Carolyn Leary continued to support both our programmes in Autumn term 2021, after stepping down from her role as Programme Manager.

Rosie Carnall reduced her hours with CRESST to focus on other work in early 2022, and Jenny Owen has left CRESST to take on the coordination of the mediation service at University College London Hospital. Kim Balmer has decided to step back in autumn 2022, but will be first helping to train our new freelancers.

Ben Harper, Deborah Scholey, Dave Green and Susan Downer have all begun training with us after a successful recruitment round in April 2022, and will be shadowing our more experienced freelance trainers.

Charity Number 1116794
Company No 05932383
Registered Office
Scotia Works
Leadmill Road
Sheffield S1 4SE

Independent Examiner
Susan Cochrane FCA
Voluntary Action Sheffield
The Circle
33 Rockingham Lane
Sheffield S1 4FW

Bank
Unity Trust Bank
Nine Brindley Place
60 Broad Street
Birmingham
B1 2HB

Chair's report 2021/22



CRESST found itself in challenging circumstances as the world began to recover from the Covid-19 pandemic – a situation familiar to other organisations. As part of our recovery, we recognised the need for conflict resolution skills to become more widespread than ever, with heightened emotions and stronger needs pulsing throughout society. As the team adjusted to the new environment, as well as to internal staff changes, I am incredibly proud of all that CRESST has achieved this year.

Rob Unwin and Rosie Mcknight have brought new skills to the organisation, and their hard work throughout the year has helped the organisation adapt and change. A return to face-to-face teaching has presented hurdles for the staff and freelancers, but the team has been able to adapt to schools' needs with patience, understanding and an enthusiasm to carry on.

Our focus on resource development in response to the online situation we found ourselves in over the past few years, reflects the dedication and skills of the freelancer team at CRESST, as well as the years of organisational experience.

We are pleased to have had another resource shortlisted for the Teach Co Awards 2022, as we did in 2018. Not only this, but we are in the process of having a chapter about our conflict coaching work included in a new book with the working title 'Teaching Peace through Elimination of Violence'. This has been coordinated by one of our freelancers, Donna Fry and should be published later in the year.

Whilst we continue to produce resources that are accessible online, the direct work back in schools has brought us back to our roots. CRESST's aim remains to empower young people with the skills to handle conflict well, and we remain determined to form deeper relationships with schools and to continue to inspire children and young people throughout South Yorkshire and beyond, encouraging positive relationships full of empathy, kindness and fairness.

The board of trustees wish to thank our staff and freelancers for their hard work, passion and dedication to the schools, children and young people we have reached throughout the year. The Trustees also wish to extend their thanks to all our funders (listed on the contents page) without whom this work would not be possible.

Young Peacemakers Project (YPP)

During the year ten primary schools took part in the whole YPP programme. The 208 respondents to the 2021/22 post Y5/6 peer mediation training survey indicated a very similar level of readiness to be peer mediators (98% vs 99%) as compared to the previous five-year period (543 respondents). The figures were similar for enjoyment of the training (97% vs 99%) and for looking forward to being peer mediators (97% vs 98%).



Additional measures indicated that 16% gave 'confidence' as a reason why they felt ready to be peer mediators. Games were mentioned as being the most interesting and useful elements of the training (43% mentioned them), followed by the 'GLIDE' mediation steps (24%) and echo listening activities (14%). 67% of pupils mentioned 'wanting to help' as being their main motivation for becoming peer mediators. Overall the training was given a score of 92% by the respondents. Comments from children included *"I applied to be a peer mediator because I wanted to be one since year one,"* *"I think I have become a better listener,"* and *"I really like you and how you teach us to be kinder."*

"I applied to be a peer mediator because I wanted to be one since year one,"



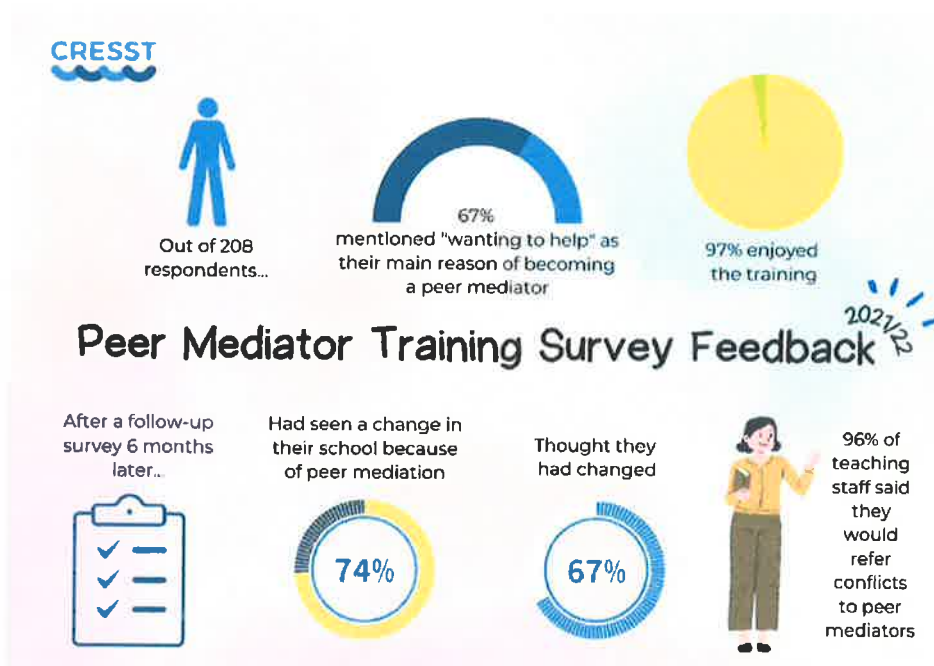
100% of 73 teaching staff and 27 lunchtime supervisors enjoyed the training and felt they understood the role of peer mediators following it. 60% of teaching staff and 67% of lunchtime supervisors felt that there was 'quite a lot', or 'a lot' of conflict in schools and 96% of teaching staff and 88% of lunchtime supervisors said that they would refer conflicts to peer mediators. Comments included, *"Clear, engaging delivery with useful models to depict conflict"* and *"The children present the same issues daily. Seems like a good idea to help children to resolve their own conflicts."*

The responses of 24 peer mediators from one school to a 6-month follow-up survey indicated that 67% thought they had changed since becoming peer mediators. One said *"I feel really confident in handling conflict in my own life, inside or outside of school!"* and another, *"I now feel calmer when I get in an argument with my friends."*

74% of the peer mediators responded that they had seen changes in their school because of peer mediation. One said *"There are less fights and I have seen y3/4 have learnt how to say sorry and sort the conflict themselves."* 67% of the peer mediators said they thought their experience of being peer mediators would help them in secondary school with one saying *"I think that this experience will help me in high school because it will make me better at solving problems"*.

"There are less fights happening now in our school."

In a six-month follow-up online survey, teachers with responsibility for peer mediators in two out of four schools indicated that they felt there had been positive changes in the peer mediators (such as in confidence and taking responsibility) and that there were now fewer incidents for staff to deal with. One said *"Providing the children with some responsibilities allows the staff to focus on the bigger things on the playground"*. (In the other schools it was felt that there had not been sufficient incidents to notice any changes amongst the children who may have accessed peer mediation, though three out of the four responding schools are interested in running schemes next year.)



A separate, before and after 'Conflict in School' survey of 54 Year 5 pupils in one junior school, found reductions in a range of conflicts across the school and an increase in pupils talking to each other following the running of a peer mediation scheme for six months. Statistically significant reductions were found for 'Conflicts that happen when someone is stopped from having something they want', 'Name calling and saying horrible things' and 'Falling out with friends.'

Youth Resolving Conflict (YRC)

Conflict Coaching involved trained student volunteers providing supportive sessions for younger students who were dealing with specific conflict-related issues. In these sessions the coach listened, reflected back, and asked open questions to enable the other student to explore the issue and their perspectives on it, and to find creative responses. Younger students appreciated a space to unravel difficult situations, and explore the issue so they could understand what went on and find their own constructive responses. This helps develop their resilience and ability to handle issues in the future. Conflict coaching is a student-student relation – not teacher-student or parent-child. Because it is student-led the process starts and ends on an equal footing. Coaches never give advice or suggestions about how to fix a problem.



“Without this training I would have never known how to deal with conflict and I would have avoided people who are experiencing it.”

Pre- and post-training surveys of the 76 ‘Conflict Coaches’ in four secondary schools indicated statistically significant perceived improvements (see table 1) in knowledge, understanding, skills and confidence in relation to conflict resolution (using Paired, Two-sample T-tests and verified with Wilcoxon’s Signed-Rank Test). One young person commented, *“Without this training I would have never known how to deal with conflict and I would have avoided people who are experiencing it. But now I have gained knowledge and experience I can now do something about it.”* Another said, *“Thank you so much for a fun and educational 2 lessons. You have made an impact in this school.”*

Table 1.

| Self-assessment question asked of students before and after Conflict Coach training <i>(The further a t value from zero, the larger difference exists between the two sample sets)</i> | Mean values (1=lowest, 5=highest) | | | | t value t(76) | Probability P(T<=t) 2-tail |
|---|--------------------------------------|-----|-------|-----|------------------|-------------------------------|
| | Before | SD | After | SD | | |
| 1. How well do you feel you know what conflict is, how it arises and how it worsens? | 3.65 | 0.6 | 4.81 | 0.4 | -13.62 | p< .0001 |
| 2. How well do you understand how conflict affects you? | 3.74 | 0.8 | 4.47 | 0.6 | -7.35 | p< .0001 |
| 3. How easy do you find it to talk about issues and listen to people in ways that reduce the harmful effects of conflict? | 3.73 | 0.9 | 4.56 | 0.5 | -7.67 | p< .0001 |
| 4. How confident are you in helping others to resolve conflict creatively? | 3.71 | 1.0 | 4.71 | 0.5 | -7.43 | p< .0001 |

Follow-up surveys of 38 conflict coaches 4-7 months after their training, indicated that there was still a statistically significant perceived improvement in students' knowledge about conflict and how it affects them, as compared with the baseline survey. There was also a statistically significant improvement in how 27 beneficiaries of conflict coaching felt about their situations compared to before conflict coaching with an average of 88% ticking that they now 'Understood things better' 86% that they now 'Know what they need to think about or do next' and over 82% likely to 'Come back to see a conflict coach in future if struggling with something'.

At a four-month follow-up visit, all but one of the 18 conflict coaches at one school indicated that there were now fewer fights in school.

"You have made an impact in this school"



Groupwork



Groupwork involved a partnership with a group of 13 Y9 boys from Handsworth Grange School in Sheffield, CRESST and The RESOLVE Collective of artists/designers from London. In a series of six workshops from January to March, dialogue was promoted with the young people between the personal and the local, between home and school, enabling thinking through making. Pupils worked with reconstructed fabric (e.g. T-shirts, either their own, or from lost property) and annotated and analysed maps of the local area. Each workshop added another layer, (including an off-site visit to find locally relevant materials). The resulting layered maps in fabric and other materials were transferred onto wood, leading to an installation. The cutting of the fabric into continuous strands allowed opportunities for the young people to reflect and speak. CRESST conflict resolution skills, ideas and principles were introduced as the work proceeded, weaving and

connecting. Patterns reflected home, the neighborhood and school, familiar routes, physical markers, emotional markers and gut feelings. Language was codified in the choice and use of materials that signaled and signified. The slow and repetitive process of preparing the material was therapeutic and prompted reflection and listening.

The participating young people in the groupwork at Handsworth Grange indicated that they experienced improvements in how well they understood how conflict affects them and in how easy they found it to talk about issues and listen to people in ways that reduce the harmful effects of conflict. Some specifically mentioned that they enjoyed talking and felt they had gained social skills, had learnt how to be calmer and had learnt how to deal with conflict. Some also indicated that they had felt more relaxed by the end of the sessions and were thinking more clearly. The participating teacher said she felt that the facilitators had been positive role models for the young people. There was a trend (though only significant at around the 10% level) to suggest that the young people had gained a better understanding of how conflict affects them.



This groupwork project was organised so that students, who are often engaged in conflict, could become better equipped with the necessary skills to resolve and transform conflict in their lives, and the school community would have a greater understanding of the challenges faced by these particular young people.

Resource development

CRESST has a long history of producing high quality resources to enhance our direct work with children and young people and those who work with them. In 2018 we were given a four star award from the Teach Primary Awards 2018, coming just behind a government produced paper. Now, we have been shortlisted in the Teach Secondary Awards 2022 for our online KS3 PSHE Lessons: "Curious about Conflict". The winner and highly commended resource are yet to be announced.

Our main recovery plan in 2020-2021 was to embrace CRESST as a "resource rich" charity, with plenty of free materials online with some available on a paid-for basis. This year, we continued to produce lessons for other year groups, such as our Fairness, Kindness and Empathy y3/4 lessons created by Kim Balmer and Heather Morgan. In addition, we worked alongside the animator, George Alan, to design a short animation that presented the values of 'fairness' (equality vs. equity) in a way that children could understand.

Achievements for CRESST's research and resource development include:

- New visual materials, including the 'Aliens and Fairness' video, an illustrated children's story about listening, 'The elephant and the snail' (sneak glimpse below) and a revised peer mediators handbook have been produced over the year.
- A new assembly was developed and piloted in three schools.
- There have also been new evaluation measures of peer mediation training developed, and a new follow-up questionnaire for peer mediators and their teachers was piloted in four participating primary schools, six months after the peer mediation schemes commenced.



All our resources are available on [the CRESST website...](#) but for our newest accessible content, head to these two sections:

[For ages 4 – 11:](#) (free resources)

[The Aliens and Fairness Video:](#) An interactive animation on what fairness means for children

Networking and partnerships

During the year, we continued to host our PhD studentship in partnership with the University of Sheffield. Josiah Lenton was able to support our research and statistical analysis throughout the year, providing his expert knowledge and skills to help develop our work and produce accurate, essential data to report on the effectiveness of our training. We also worked with the University of Sheffield to plan and co-host a couple of 'iHuman' seminars which aimed to bring researchers and practitioners together to explore contemporary conflict resolution themes and practice.

Excitingly, one of our freelancers who joined in 2021, Donna Fry, has brought a wide range of research skills and a background in conflict resolution study and experience in co-ordinating the development of academic texts to be published. This article consisted of four authors all from CRESST including Donna Fry, Jenny Owen, Josiah Lenton and Rob Unwin. The chapter has now been submitted and we are excited to see this new development in our organisational experience.

Chapter Insight: Recognizing that young people are the experts in their own lives is vital in order to secure maximum engagement when responding to violence and building peace (Altiok et al., 2020). Similarly, young people occupying leadership roles in the processes of reducing violence, managing conflict constructively and building peace is critical (Ebenezer-Abiola and Moore, 2020). There is growing evidence of the contributions children and youth can make toward peace in their contexts (Gulliksen, 2015; IAHPDR, 2009). At CRESST, a not-for-profit organisation based in Sheffield, England we believe Conflict Coaching is a process that can enable this, including building the skills and developing the principles young people need to work towards the elimination of violence in schools.

Challenges

Although schools value conflict coaching schemes and groupwork projects and they seem to fit in well with mental wellbeing initiatives, such as 'Trauma-informed Schools', they continue to lack capacity financially and in terms of staffing time, because of the need for children to catch-up on missed work and continued staff, or student, absences, due to Covid-19. This has impacted the time some schools have been able to devote to their schemes and projects. On one occasion a session was postponed because an entire year group was asked to stay at home because of high staff absences.

Although the intended results were exceeded, there were some indicators which could be improved upon, particularly noted from the statistical analysis of our YPP programme. The percentage of peer mediators surveyed this year who felt that peer mediation had 'Made a difference to them as a person' dropped to 75% from the 5 year figure of 88%. One possible reason for this is that the five year figures included a greater proportion of schools with a high average figure for children eligible for free school meals (>40%, defined as 'broadly deprived') than this year's figures. The five year figures showed that children from schools serving 'broadly deprived' catchments felt that the experience of being a peer mediator was more likely to have 'Made a difference to them as a person' (90%) as compared to those from 'broadly affluent' catchments (84%). There was also a higher proportion of boys to girls in this year's figures (35/62%) than in the previous figures (30/68%), which might also have influenced the change.

In the YRC programme, we understood the Conflict Coach training needs to be followed up promptly by the newly trained coaches taking on referrals and cases. With some of the schools, due to other

pressures, such as staff absences due to Covid-19, there have sometimes been delays. We have learnt that to mitigate such factors it is important to find ways of providing pro-active, regular support to the conflict coaches and their supervising teachers. It is hard to do this as an external charity and also more desirable for the ownership of such programmes to rest with internal members of school staff, as well as the young people themselves. This is a challenge for future programmes that may relate more to publicity about the opportunity and the selection of the most suitable and committed schools.

While observations and feedback from the groupwork indicated that the young people enjoyed the sessions and developed valuable understanding and social skills regarding handling conflict, we felt that the programme could have been more impactful with greater attendance; some of the young people attended erratically, and this is likely to be a reflection of the nature of the groups (one did not attend every week because of a temporary exclusion, for example).

Going forward

One of the challenges for everyone this year, has been to deal with Covid-19 outbreaks in schools and last minute changes in training dates, to protect trainers, teachers, children and families. Despite this, it has been exciting getting back into schools this year after so many disruptions to young people's school life from 2020-21.

Rob Unwin continues to support CRESST's organisational development and strategy, bringing a wealth of knowledge and skills to the organisation. In particular, one of Rob's focuses has to enhance CRESST's data collection methods and statistical analysis. As a result, we have developed new surveys for young people, to evaluate the benefits of our training, developing the research framework that underpins our work.

Where we have been able to measure statistical significance of differences we have made, using large enough paired (before and after) samples, the results have been extremely encouraging. We wish to continue to improve on the data that we capture, especially over time. A priority for the future is to foster stronger relationships with schools and their peer mediators and support them over time with their schemes, especially through a termly peer mediation coordinators meetings and the relaunch of an annual peer mediators conference.

This Conference, planned to happen for the first time since the Covid-19 pandemic in 2023, will play an important part in the full revival of peer mediation in South Yorkshire school communities. The day will allow students and teachers alike, to reflect on the work that they have done and compare experiences together.

Our National Lottery Community (NLRC) YRC funding came to an end in June 2022 and we are now working with multiple small-to-medium sized trusts to support our YPP programme. We have yet to receive significant funding to continue our YRC Programme since the ending of the NLRC award, but this is a funding priority over the next year.

We are deeply grateful for the support of our old, new, and continuing funders, during the re-ignition of our programmes in schools. The cost of living crisis following the pandemic presents an even more uncertain time for schools and families across the UK. Amongst all the change we see the continuing need for positive relationships, empathy and kindness. CRESST's work is as relevant as ever and our aim in the next year is to continue to support children and young people to learn how to handle conflict well.

Structure, governance and management

CRESST is dedicated to helping children and young people learn conflict resolution skills that can be used in their schools and communities.

Governing document

CRESST is a charitable company limited by guarantee, incorporated on 12 September 2006 and registered as a charity on 15 November 2006. The company is governed by the Memorandum and Articles of Association. Every member has guaranteed that they will pay an amount not exceeding £10 in the event of the company being wound up.

The object of the charity is to advance the education of children and young people, and those adults who work with them, in the subject of non-violent conflict resolution.

Appointment of trustees

The trustees, who are also directors for the purposes of company law, are shown on page 2 of this report.

Appointment of trustees is made against the following principles:

- Trustees are normally elected by the members at the Annual General Meeting
- One third of the trustees must retire by rotation at each Annual General Meeting
- Up to two trustees may be co-opted by the trustees
- Up to three trustees may be nominated by the Sheffield Central Quaker Meeting provided that the nominated trustees do not form a majority of the Board
- Other trustee vacancies are filled by open recruitment through various channels including the Voluntary Action Sheffield Volunteer Centre
- The trustees meet at least six times a year

Public benefit

In planning and delivering our services and activities, the Trustees and staff at CRESST have given due regard to the need to ensure that the organisation provides public benefit following the Charity Commission's guidance on these matters. CRESST's charitable objectives and our annual declaration of activities and achievements (publicly available from the Charities Commission and Companies House) demonstrate that CRESST provides charitable services to all in South Yorkshire and its surrounding areas, free-to-access by its beneficiaries. CRESST is clearly meeting the requirements of the public benefit test - a charity providing benefits for the public and supported by the public.

Recruitment, induction and training of trustees

CRESST has established a procedure for the recruitment and appointment of new trustees. The Board reviewed the skill set of the current trustees and identified the areas required. Nominations have been requested from the Sheffield Central Quaker Meeting to fill the appropriate vacancies.

The requirement to undertake Criminal Records Bureau checks (now DBS) has been kept under review and consequently those trustees or workers who regularly work with children in school undergo an enhanced check. The Safeguarding Policy of the organisation is kept under review and support in the form of guidance and support/training is provided through the Sheffield Safeguarding Children Service. The Board's Safeguarding Trustee has undertaken both a three-year renewal of DBS clearance and a training update. (Both are considered to be best practice in this area of work) A trustee also sits on the Education Safeguarding Reference Group, a part of the Sheffield Children's

Safeguarding Board working structures. CRESST is aware that where Trustees and volunteers work directly with school pupils the safeguarding procedures of the school are those that apply and they are aware of the latest DfE guidance on Keeping Children Safe in Education.

New trustees receive written induction materials about CRESST and about the role as trustees, including copies of all procedures, protocols and policies. They also have an induction briefing with the Chair of the Board and it is proposed going forward that they will also have a “trustee pair” to support them in the role.

Training opportunities from both local and national providers are made available to all trustees when a reasonable need is identified and they are agreed by the Chair of the Board.

Internal control and risk management

The trustees and staff conduct a regular assessment and review of the risks to which the charity is exposed and measures being taken to mitigate risks. The trustees have systems of internal control which help to minimise the risk of material financial mis-statement or loss.

These include:

- a set of financial standing orders which are kept under regular review
- a business plan and annual budget which are approved by trustees
- regular review by trustees of charity performance against the business plan and budget

Measures are taken to minimise other types of risk, including the supervision and appraisal for staff, regular reviews of policies and establishing systems for ensuring that the Board is regularly updated on CRESST performance and risks, as well as appropriately skilled to manage CRESST activities.

Directors’ responsibilities for the financial statements

Company and charity law requires the Directors to prepare financial statements for each financial period, which show the state of affairs of the charity and of net income or expenditure of the charity for that period.

In preparing those financial statements, the Directors are required to:


- Select suitable accounting policies and apply them consistently
- Make judgements and estimates that are reasonable and prudent
- Prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation
- State whether applicable accounting standards of recommended practice have been followed subject to any departures disclosed and explained in the financial statements

The Directors are responsible for keeping proper accounting records, which disclose with reasonable accuracy at any time the financial position of the charity and enable the Directors to prepare financial statements. The Directors are responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention of fraud and other irregularities.

This report has been prepared in accordance with the special provisions for small companies under Part 15 of the Companies Act 2006.

The trustees have taken advantage of the exemptions available to small companies, including the audit exemption (see statement on balance sheet).

This report was approved by the Directors at the AGM on 18 October 2022 and is signed on their behalf by:



Sheila Broadhead

Director and Treasurer
on behalf of the Board of Trustees

Financial review 2021/2022

CRESST proved very successful in its grant funding applications over the period. An ambitious target was set at the start of the year and this was reached due the hard work of committed staff, trustees and volunteers, ensuring that the organisation could successfully fulfil its objectives for the year.

Total income for 2021/2022 amounted to £118,959 including grants of £113,179. Other sources of income totalled £5,780, which included £2,800 schools training income and other training courses , £95 donations and gift aid, £672 from 'Friends of CRESST', £1,797 sales of the handbook and PSHE lessons and bank interest of £416.

The major item of expenditure continues to be staff salaries and freelance costs (83% of total costs). There were significant staff changes at the start of the financial year, when Carolyn Leary retired as Programme Director and Ruth Lawson resigned as Office Manager. Their experience and commitment led the organisation's growth, growing reputation and developing skill sets and we are very appreciative of all they contributed. The trustees were delighted when the Development Education Centre South Yorkshire (DECSY) agreed to second Rob Unwin to CRESST as Programme Director. A successful recruitment also led to Rosie McKnight's appointment in July 2021 as Office and Communications Manager and she brings many fundraising skills to the post.

CRESST is very grateful to The Brelms Trust, Edith M Ellis 1985 Charitable Trust, Community Covid Recovery Grant (SCC), Ganton Educational Trust, The Garfield Weston Foundation, National Lottery Community Fund, The Postcode Neighbourhood Trust, The Sheffield Bluecoat and Mount Pleasant Educational Foundation, Sheffield Church Burgesses Trust, Sheffield Grammar School Exhibition Foundation, Sheffield Town Trust, The Sir James Reckitt Charity, W F Southall Trust, The Wharfedale Foundation, The Woodward Charitable Trust.

Reserves policy

The balance sheet as at 31 March 2022 shows funds held as £67,299, comprising £41,391 restricted funds and £25,908 general unrestricted funds.

CRESST aims to hold between three and six months running costs in free reserves. £25,908 represents approximately 3.5 months of 2022-23 budgeted expenditure.

The organisation has minimal statutory redundancy obligations and the only other notable commitment relates to the 5-year office lease, which runs until March 2026. However, only one month's notice is required to discontinue the lease within this 5 year period with no further financial obligation beyond the notice period.

Independent examiner's report to the directors of Conflict Resolution Education in Sheffield Schools Training ('the Company')

I report to the charity directors on my examination of the accounts of the Company for the year ended 31 March 2022.

Responsibilities and basis of report

As the charity's trustees of the Company (and also its directors for the purposes of company law) you are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ('the 2006 Act').

Having satisfied myself that the accounts of the Company are not required to be audited under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of your charity's accounts as carried out under section 145 of the Charities Act 2011 ('the 2011 Act'). In carrying out my examination I have followed the Directions given by the Charity Commission under section 145(5) (b) of the 2011 Act.

Independent examiner's statement

I have completed my examination. I confirm that no matters have come to my attention in connection with the examination giving me cause to believe:

1. accounting records were not kept in respect of the Company as required by section 386 of the 2006 Act; or
2. the accounts do not accord with those records; or
3. the accounts do not comply with the accounting requirements of section 396 of the 2006 Act other than any requirement that the accounts give a 'true and fair view' which is not a matter considered as part of an independent examination; or
4. the accounts have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102).

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

Signed: S Cochrane

Susan Cochrane FCA

Employee of:
VAS Community Accountancy
The Circle
33, Rockingham Lane
Sheffield
S1 4FW

Date: 03/11/22

Statement of financial activities

(Incorporating the income and expenditure account)

For the year ended 31 March 2022

| | | Unrestricted funds | Restricted funds | 2022 Total | 2021 Total |
|------------------------------------|------|--------------------|------------------|----------------|-----------------|
| | Note | £ | £ | £ | £ |
| Grants | 2 | 21,250 | 91,929 | 113,179 | 65,019 |
| Donations and gift aid | | 95 | - | 95 | 567 |
| Friends of CRESST events | | 672 | - | 672 | 217 |
| Training courses | | 2,800 | - | 2,800 | 2,650 |
| Schools training | | - | - | - | 1,250 |
| Bank interest | | 416 | - | 416 | 796 |
| Other income | | 1,797 | - | 1,797 | 2,248 |
| | | 27,030 | 91,929 | 118,959 | 72,747 |
| Charitable activities | 3 | 27,174 | 50,961 | 78,135 | 94,073 |
| | | 27,174 | 50,961 | 78,135 | 94,073 |
| Net income/(expenditure) | | (144) | 40,968 | 40,824 | (21,326) |
| Transfers | 9 | 4,323 | (4,323) | - | - |
| Net movements in funds | | 4,179 | 36,645 | 40,824 | (21,326) |
| Total funds brought forward | | 21,729 | 4,746 | 26,475 | 47,801 |
| Total funds carried forward | | 25,908 | 41,391 | 67,299 | 26,475 |

Balance Sheet

As at 31 March 2022

| | | 2022 | 2021 |
|---|-------|---------------|---------------|
| | Notes | £ | £ |
| Current assets | | | |
| Balance at bank and cash | | 84,527 | 97,474 |
| Debtors | 7 | 533 | 1,333 |
| Total current assets | | 85,060 | 98,807 |
| Creditors: amounts falling due within one year | | | |
| | 8 | (17,761) | (72,332) |
| Net current assets | | 67,299 | 26,475 |
| Total assets less current liabilities | | 67,299 | 26,475 |
| Total net assets | | 67,299 | 26,475 |
| Represented By | | | |
| FUNDS | | | |
| Unrestricted funds | | 25,908 | 21,729 |
| Restricted funds | 11 | 41,391 | 4,746 |
| | 13 | 67,299 | 26,475 |

For the year ending 31 March 2022 the company was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies.

The members have not required the company to obtain an audit in accordance with section 476 of the Companies Act 2006.

The director's acknowledge their responsibilities for complying with the requirements of the Act with respect to accounting records and for the preparation of accounts.

These accounts have been prepared in accordance with the provisions applicable to companies subject to small companies' regime.

Approved by the Board of Trustees on 18th October 2022

Signed on behalf of the board by:

SBroadhead

Sheila Broadhead

Director and Treasurer

on behalf of the Board of Trustees

Company number: 05932383

Notes to the financial statements

For the year ended 31 March 2022

1. Accounting Policies

(a) **General**

Conflict Resolution Education in Sheffield Schools Training is a charitable company limited by guarantee. In the event that the charity is wound up the liability in respect of the guarantee is limited to £10 per members of the charity. The address of the registered office is given in the company information on page 2 of this report.

"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 and Republic of Ireland (FRS 102) (effective 1 January 2015) - (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006. The financial statements have also adopted Charities SORP (FRS 102) Bulletin 1 and taken advantage of the cash flow exemption."

The charity meets the definition of a public benefit entity under FRS 102. The financial statements are presented in sterling which is the functional currency of the charity and rounded to the nearest £.

(b) **Income**

Income is recognised when the charity has entitlement to the funds, any performance conditions attached to the item(s) of income have been met, it is probable that the income will be received and the amount can be measured reliably.

Grants are recognised in the period they are received unless the funder imposes conditions which have not been met at the year end, such as a time period over which the project is to be undertaken.

(c) **Expenditure and liabilities**

Expenditure is recognised once there is a legal or constructive obligation to make a payment to a third party, it is probable that settlement will be required and the amount of the obligation can be measured reliably. All expenditure is reported gross of irrecoverable VAT which is charged as a cost against the activity for which the expenditure was incurred.

(d) **Tangible fixed assets**

All items of capital expenditure below £500 are written off as incurred.

(e) **Cash and cash equivalents**

Cash and cash equivalents comprise cash on hand and call deposits, and other short-term highly liquid investments that are readily convertible to a known amount of cash and are subject to an insignificant risk of change in value.

(f) **Trade debtors**

"Trade debtors are amounts due from customers for services performed in the ordinary course of business."

Trade debtors are recognised initially at the transaction price. They are subsequently measured at amortised cost using the effective interest method, less provision for impairment. A provision for the impairment of trade debtors is established when there is objective evidence that the company will not be able to collect all amounts due according to the original terms of the receivables.

(g) Trade creditors

"Trade creditors are obligations to pay for goods or services that have been acquired in the ordinary course of business from suppliers. Accounts payable are classified as current liabilities if the charity does not have an unconditional right, at the end of the reporting period, to defer settlement of the creditor for at least twelve months after the reporting date. If there is an unconditional right to defer settlement for at least twelve months after the reporting date, they are presented as non-current liabilities."

Trade creditors are recognised initially at the transaction price and subsequently measured at amortised cost using the effective interest method.

(h) Funds

Unrestricted funds are donations and other income receivable or generated for the objects of the organisation without further specified purpose and are available as general funds.

Designated funds comprise funds which have been set aside at the discretion of the trustees for specific purposes. The purposes and uses of the designated funds are set out in the notes to the accounts.

Restricted funds are to be used for specific purposes as laid down by the funder.

(i) Pension costs and other post-retirement benefits

The charity operates a defined contribution pension scheme. Contributions payable to the charity's pension scheme are charged to the Statement of Financial Activities in the period to which they relate.

(j) Going concern

The financial statements have been prepared on a going concern basis as the directors/trustees believe that no material uncertainties exist about the charity's ability to continue. Based on the adequacy of the charity's reserves as at the balance sheet date, along with the knowledge of the charity's ability to meet bills, payments and other liabilities as they fall due, the directors/trustees have a reasonable expectation that the charity has sufficient resources to continue in operational existence for the foreseeable future. The trustees have considered the level of funds held and the expected level of income and expenditure for 12 months from authorising these financial statements. The budgeted income and expenditure is sufficient with the level of reserves for the charity to be able to continue as a going concern.

2. Grants

| | Unrestricted Funds | Restricted Funds | Total 2022 | Unrestricted Funds | Restricted Funds | Total 2021 |
|--|--------------------|------------------|----------------|--------------------|------------------|---------------|
| | £ | £ | £ | £ | £ | £ |
| Garfield Weston Foundation | 21,250 | - | 21,250 | 8,750 | - | 8,750 |
| Sheffield Town Trust | - | - | - | 2,500 | - | 2,500 |
| Sheffield Church Burgesses Trust | - | - | - | - | 1,500 | 1,500 |
| The Brelms Trust | - | 4,875 | 4,875 | - | - | - |
| Postcode Neighbourhood Trust | - | 19,883 | 19,883 | - | - | - |
| The Sheffield Bluecoat and Mount Pleasant Educational Foundation | - | 1,500 | 1,500 | - | - | - |
| Sir James Reckitt Charity | - | 7,000 | 7,000 | - | - | - |
| National Lottery Community Fund | - | 44,396 | 44,396 | - | 29,118 | 29,118 |
| Ganton Educational Trust | - | 3,900 | 3,900 | 6,500 | - | 6,500 |
| Sheffield Grammar School Exhibition Foundation | - | 3,000 | 3,000 | - | - | - |
| Wharfedale Foundation | - | 2,500 | 2,500 | - | - | - |
| W F Southall Trust | - | 4,875 | 4,875 | - | - | - |
| Coronavirus Job Retention Scheme Grant | - | - | - | 16,651 | - | 16,651 |
| | 21,250 | 91,929 | 113,179 | 34,401 | 30,618 | 65,019 |

3. Expenditure on charitable activities

| | | Unrestricted Funds | Restricted Funds | Total 2022 | Unrestricted Funds | Restricted Funds | Total 2021 |
|--|---|--------------------|------------------|---------------|--------------------|------------------|---------------|
| Note | £ | £ | £ | £ | £ | £ | £ |
| Staff costs | | | | | | | |
| Salary costs | 4 | 12,798 | 25,944 | 38,742 | 38,885 | 23,336 | 62,221 |
| Freelance trainers | | 9,737 | 16,159 | 25,896 | 8,327 | 2,238 | 10,565 |
| Communications manager consultant | | - | - | - | 2,652 | 965 | 3,617 |
| Staff expenses (including training) | | 332 | 1,311 | 1,643 | 243 | 120 | 363 |
| Recruitment, payroll & pension admin fees | | 173 | 324 | 497 | 798 | 649 | 1,447 |
| Direct costs | | | | | | | |
| Pupil training and teaching resources | | 524 | 640 | 1,164 | 1,664 | 159 | 1,823 |
| Publicity and promotion | | 41 | 77 | 118 | 17 | 987 | 1,004 |
| Evaluation | | - | - | - | - | 600 | 600 |
| Accreditation | | - | - | - | - | 950 | 950 |
| Office costs | | | | | | | |
| Rent | | 2,388 | 4,562 | 6,950 | 4,677 | 1,803 | 6,480 |
| Insurance | | 196 | 375 | 571 | 409 | 146 | 555 |
| Office equipment | | 484 | 950 | 1,434 | 1,593 | 936 | 2,529 |
| Stationery, photocopy, postage & telephone | | 63 | 52 | 115 | 258 | 94 | 352 |
| Other expenses | | 117 | 204 | 321 | 227 | 90 | 317 |
| Support costs | | | | | | | |
| Board expenses | 5 | - | - | - | 590 | - | 590 |
| Independent examination | 6 | 321 | 363 | 684 | 147 | 513 | 660 |
| | | 27,174 | 50,961 | 78,135 | 60,487 | 33,586 | 94,073 |

4. Salary costs

| | 2022 | 2021 |
|-------------------------------------|---------------|---------------|
| | £ | £ |
| Salaries | 22,839 | 59,062 |
| Employer's national insurance costs | 2,059 | 4,472 |
| Employer's allowance | (2,059) | (4,000) |
| Employer's pension contributions | 1,254 | 2,687 |
| Staff secondment costs | 14,649 | - |
| | 38,742 | 62,221 |

The average number of monthly employees during the year was 1 (2021: 3). No employee was paid over £60,000. A part time Programme Director was seconded from the Development Education Centre South Yorkshire (DECSY) from June 2021.

5. Trustees and key management personnel remuneration, benefits and expenses

No remuneration was paid to any director/trustee during the year nor to any person connected to them. Expenses of £Nil (2021:£Nil) was paid to one trustee during the year. In addition training costs of £Nil (2021: £590) in relation to the trustees were incurred in the year.

Employee benefits payable to key management personnel amounted to £13,426 (2021: £28,865) until August 2021, when the programme Director retired. A replacement was seconded from the Development Education Centre South Yorkshire (DECSY) on a part time basis (0.4 fte). Charges from DECSY for secondment amounted to £14,649 for 10 months of the year. Key management personnel is considered to be the Programme Director.

6. Independent examiner's fees

| | 2022 | 2021 |
|--|------|------|
| | £ | £ |
| Independent examiner's fees for reporting on the accounts | 684 | 660 |
| Other fees paid to the independent examiner's organisation during the year for payroll | 221 | 382 |

7. Debtors

| | 2022 | 2021 |
|------------------|------------|--------------|
| | £ | £ |
| Training debtors | 53 | 853 |
| Other debtors | 480 | 480 |
| | 533 | 1,333 |

8. Creditors: amounts falling due within one year

| | | 2022 | 2021 |
|-------------------------------------|------|---------------|---------------|
| | Note | £ | £ |
| Deferred income | 9 | 13,949 | 65,646 |
| Peer Mediation Network (held funds) | 10 | 935 | 935 |
| Other creditors | | 2,877 | 5,751 |
| | | 17,761 | 72,332 |

9. Deferred income

| | 2022 | 2021 |
|-------------------------------------|----------|----------|
| | £ | £ |
| Deferred income as at 1 April 2021 | 65,646 | 54,505 |
| Income deferred during the year | 13,949 | 65,646 |
| Income released to grants | (65,646) | (54,505) |
| Deferred income as at 31 March 2022 | 13,949 | 65,646 |

Split between:

| | | |
|--|---------------|---------------|
| Creditors: amounts falling due within one year | 13,949 | 65,646 |
| Creditors: amounts falling due after one year | - | - |
| | 13,949 | 65,646 |

10. Peer Mediation Network (held funds)

| | 2022 | 2021 |
|--------------------------------|------------|------------|
| | £ | £ |
| Held funds as at 1 April 2021 | 935 | 635 |
| Funds received during the year | - | 300 |
| Funds paid during the year | - | - |
| Held funds as at 31 March 2022 | 935 | 935 |

Peer Mediation Network is a small national network of organisations delivering mediation training for young people in schools. It meets three times a year to share knowledge, skills and best practice. CRESST is a long standing member of the network and, for operational ease, manages its very small number of financial incomings and outgoings.

11. Restricted funds

| | Balance at 1 April 21 | Income | Expenditure | Transfers | Balance at 31 March 22 |
|---------------------------|--------------------------|---------------|-----------------|----------------|---------------------------|
| | £ | £ | £ | £ | £ |
| Youth Resolving Conflict | 4,746 | 46,896 | (36,055) | (4,323) | 11,264 |
| Youth Peacemakers Project | - | 45,033 | (14,906) | - | 30,127 |
| | 4,746 | 91,929 | (50,961) | (4,323) | 41,391 |

Youth Resolving Conflict is our work in providing Conflict Resolution training in secondary schools.

Young Peacemakers Project is our work providing conflict resolution training in primary schools.

| Prior year | Balance at 1 April 20 | Income | Expenditure | Transfers | Balance at 31 March 21 |
|---------------------------------|--------------------------|---------------|-----------------|-----------|---------------------------|
| | £ | £ | £ | £ | £ |
| <i>Youth Resolving Conflict</i> | 7,714 | 30,618 | (33,586) | - | 4,746 |
| | 7,714 | 30,618 | (33,586) | - | 4,746 |

12. Related party transactions

There were no related party transactions during the year other than those disclosed in note 5.

13. Net assets by fund

| | General Funds | Restricted Funds | 2022 Total |
|--|---------------|------------------|---------------|
| | £ | £ | £ |
| Current assets | 13,756 | 71,304 | 85,060 |
| Creditors: amounts falling due within one year | 12,152 | (29,913) | (17,761) |
| | 25,908 | 41,391 | 67,299 |

Free reserves - general funds excluding tangible fixed assets 25,908

| Prior year comparison | General Funds | Restricted Funds | 2021 Total |
|--|---------------|------------------|---------------|
| | £ | £ | £ |
| Current assets | 64,148 | 34,659 | 98,807 |
| Creditors: amounts falling due within one year | (42,419) | (29,913) | (72,332) |
| | 21,729 | 4,746 | 26,475 |

Free reserves - general funds excluding tangible fixed assets 21,729

14. Statement of financial activities - prior year comparison

| | Unrestricted Funds | Restricted Funds | 2022 Total | Unrestricted Funds | Restricted Funds | 2021 Total |
|------------------------------------|--------------------|------------------|----------------|--------------------|------------------|-----------------|
| | £ | £ | £ | £ | £ | £ |
| Income from: | | | | | | |
| Grants | 21,250 | 91,929 | 113,179 | 34,401 | 30,618 | 65,019 |
| Donations and gift aid | 95 | - | 95 | 567 | - | 567 |
| Friends of CRESST events | 672 | - | 672 | 217 | - | 217 |
| Training courses | 2,800 | - | 2,800 | 2,650 | - | 2,650 |
| Schools training | - | - | - | 1,250 | - | 1,250 |
| Bank interest | 416 | - | 416 | 796 | - | 796 |
| Other income | 1,797 | - | 1,797 | 2,248 | - | 2,248 |
| | 27,030 | 91,929 | 118,959 | 42,129 | 30,618 | 72,747 |
| Expenditure on: | | | | | | |
| Fundraising | - | - | - | - | - | - |
| Charitable activities | 27,174 | 50,961 | 78,135 | 60,487 | 33,586 | 94,073 |
| | 27,174 | 50,961 | 78,135 | 60,487 | 33,586 | 94,073 |
| Net income/(expenditure) | (144) | 40,968 | 40,824 | (18,358) | (2,968) | (21,326) |
| Transfers | 4,323 | (4,323) | - | - | - | - |
| Net movements in funds | 4,179 | 36,645 | 40,824 | (18,358) | (2,968) | (21,326) |
| Total funds brought forward | 21,729 | 4,746 | 26,475 | 40,087 | 7,714 | 47,801 |
| Total funds carried forward | 25,908 | 41,391 | 67,299 | 21,729 | 4,746 | 26,475 |

Accounts



CRESST

**CONFLICT RESOLUTION EDUCATION
IN SHEFFIELD SCHOOLS TRAINING**

Charity Number 1116794 | Company No 05932383

ANNUAL REPORT FOR THE YEAR TO 31ST MARCH 2021
Including Unaudited Accounts

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With a special thanks to our funders....



Foundation Derbyshire

Ganton Educational Trust

Garfield Weston Foundation

Sheffield Town Trust

The Church Burgesses Educational Foundation

The National Lottery Community Fund

#iwill: Youth Social Action Programme

INTRODUCTION

CRESST's vision is to empower the next generation of children and young people with the skills needed to manage conflict constructively.

This is to enable them to secure positive outcomes for themselves and others and reduce the hurt and harm caused. We believe that, with the right training and support, young people can be very effective at 'doing conflict well'.



“While the opportunities to employ peer mediation itself tapered off once I'd left primary school, the broader ideals that I was put into contact with through peer mediation – diplomacy, good communication, and the recognition that there's always more than one side to a story – have stayed with me ever since, and have been invaluable in innumerable situations in my professional and personal life.”

Josiah Lenton - Former Peer Mediator & PHD studentship



HANDLING CONFLICT WELL!

CRESST does not aim to reduce conflict, but instead acknowledges that it is a natural part of daily life, occurring frequently in all our lives. If conflict is managed well, it can lead to deeper understanding, greater tolerance and more creative outcomes. If it is not managed well, it can lead to pain and suffering, including aggression and violence.

Our work this year was inevitably impacted by the coronavirus pandemic, with schools closed during lockdown, operating in 'bubbles' when open and staff having to deal with the new and changing situation. During the initial lockdown, all training and mediation schemes were on hold but even when pupils returned there were limitations to our work. In most schools that have a peer mediation scheme, the mediators offer the service to younger children, which wasn't possible while schools were organised in bubbles.

However, the need for skills to handle conflict well did not go away. It could be said that the needs for these skills increased, as conflict is likely to emerge between people experiencing high levels of anxiety or stress. The challenge was to find new ways to provide our expert support to meet the continuing needs of children and young people in a rapidly changing school environment.

Throughout the year CRESST staff and trustees continued to work to find the ways to deliver CRESST objectives:

Promote and establish conflict resolution in schools

Strengthen CRESST's role as a centre of excellence

Develop an increasingly sustainable financial strategy that responds to changing times

Extend the scope and boundaries of our activity

Our main recovery plan strategy has been to 're-present' CRESST as a more resource rich charity with a strong website/online presence and to develop flexible training to meet need and be nimble in the use of technology. This has been a fast learning curve for everyone in the organisation bringing a period of exciting, if challenging change.

This report is about an exceptional year, the like of which we hope not to see again. However, despite the challenges it has provided the opportunity for both review and development. Case studies from former peer mediators give a snapshot of the potential long-term impact of learning ways to respond positively to conflict. CRESST continues to provide valued services and our vision for future growth maintains.

TRUSTEE, STAFF & ADMINISTRATION

Trustees 2020/21

Alison Warner (Chair)
Sheila Broadhead (Treasurer)
Celia Alcock
Moya Barnett
Margaret Edmonds
Rachel Firth
Loveday Herridge
Marc Hughes
Daphne Ingham
Alan Hurford - appointed 20/04/21

CRESST is run by a small team of part-time staff and works with a wider team of regular freelancers. During the initial pandemic lockdown staff were furloughed and no freelance work was commissioned. On the return to work in September 2020, members of the freelance team were commissioned to undertake developmental work, to create resources and services to fit the changing school environment.

During 2020/21 Carolyn Leary continued as Programme Director and Ruth Dawson was Office Manager and Company Secretary. Joseph Desforges was the Programme Manager for the Youth Resolving Conflict programme, until moving on to new job in October.

Our freelance Communications Manager, Hilary Jones completed a significant evaluation database project before finishing her role with the CRESST team in December 2020.

In January 2021 Carolyn Leary gave notice of her intention to retire at the end of June 2021 and Trustees began the process of planning for the interim and long-term recruitment for a new Programme Director. We are very grateful for Carolyn's 7 years as Programme Director.

Our active freelance team this year included Kim Balmer, Jenny Owen, Rachel Newman, Rosie Carnall and Heather Morgan.

Charity Number 1116794
Company No 05932383
Registered Office
Scotia Works, Leadmill Road
Sheffield S1 4SE

Independent Examiner
Susan Cochrane FCA
Voluntary Action Sheffield
The Circle, 33 Rockingham Lane
Sheffield S1 4FW

Bank
Unity Trust Bank
Nine Brindley Place, 60 Broad Street
Birmingham B1 2HB

CHAIR'S REPORT

Alison Warner

I would imagine that every report from organisations begins with a comment to the effect that March 2020 to April 2021 has been a challenging year! The impact on young people has been considerable with long periods not in school, huge expectations for them around holidays and religious celebrations and a view that all would start properly in January 2021. When that fell away in the New Year with further restrictions and closures, and was followed for many by two whole terms in one classroom in one seat with no visitors or educational visits to extend or contextualise their learning it is clear that motivation was lost. Primary pupils missed the responsibilities that come with being at the “top of the school” and celebrating their transition to the next phase of education which has been muted or non-existent. Secondary pupils have either only just adjusted to the geography and rhythms of their school or the older pupils have made their subject choice to find themselves in their final year at 11-16 schools. At all stages CRESST has followed the directives to schools on not visiting establishments.

The organisation took advantage of the job retention scheme for the period of the first lockdown but after that teams of staff and freelancers have



worked to enable pupils to access materials in support of their skills development and some pupils had the opportunity to sample a drama project “virtually”. The team has developed material across a full range of ages and needs.

A tribute to Daphne and the funding team for continuing their work and to the treasurer for tracking the funding activity and ensuring that funders were aware of our actions or delays to completion of projects. I also want to thank all trustees and our funding supporters for their understanding and the staff who have worked to maintain the office, the contacts and the developments, since returning from furlough.

Our plans for 2021-22 are that this and the following years are the ones that we move forwards, that we learn to live in a different way with the virus but sustained by the fundamental principles of CRESST.

NEW WAYS OF WORKING

CRESST's direct work in schools was largely on hold during this year. Following the initial staff furlough, we were back in action from September. However, restrictions meant it was still not sensible to plan visits to schools in person. The use of 'bubble' systems for social distancing also meant the usual model of peer mediation in primary schools, with older children providing support for their younger peers, was not operationally possible.

All schools had been learning fast about remote/online learning delivery and whilst this was not core to our service provision, we did find new ways of working that meant we could deliver some direct work with young people and school staff. These events were additional to our recovery focus on developing a range of online resources that we could make available for independent use in (and out) of schools. (see p7-9).

Our ongoing relationship with Shirebrook Academy led to delivery of an online lesson about de-escalating conflict, for all six of their Y8 classes in November. This was delivered to all the classes at once, via their Googleclass set up, with around 150 students participating in the session.

“Shirebrook Academy have worked with CRESST since 2018. We identified a gap in our provision around empowering young people to resolve conflict without resorting to immediate adult intervention and CRESST were able to offer a bespoke programme to meet that need. CRESST took time to ensure their programme aligned with our values and supported our vision of helping our young people become autonomous individuals capable of taking control of their lives and making positive decisions. CRESST have been a supportive and listening organisation meeting our needs and making sure their work in school aligns to our values and priorities.”

Mark Cottingham ~ Principal

Similarly, approximately 160 students at Dudley College were able to access an online session in February. This kind of session provides access for large numbers with a minimum of expense but does not so easily provide the opportunity for the interactive learning experience that previous CRESST participants have found valuable.

In our work with primary aged children, our new online drama club was much more informal and interactive! (See p10) We were also able to provide some online training for adults (see p11).

Resource Development

CRESST has a long history of producing high quality resources to enhance our direct work with children and young people and those who work with them. This stood us in good stead during the pandemic year, when we built on our offer to create new resources for use with children from early years to adulthood. Some of these were co-produced with young people and school staff, a positive and creative process.

Staff member Joseph Desforges brought particular creative skill to the team in this area. Following his departure in October 2020, we worked with local students and designers, as well as accessing practical services from further afield, to continue to develop innovative and interesting materials that would engage people of all ages to learn about how to handle conflict well.

Curious about Conflict

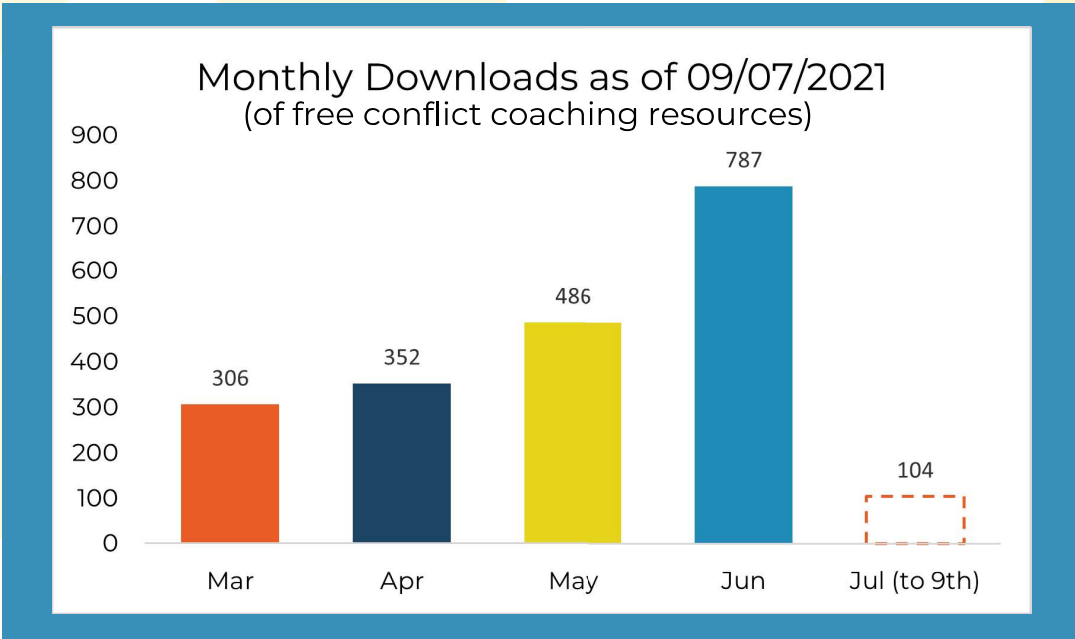
We had already begun the process of developing our Curious About Conflict six lesson pack for Key Stage 3, and achieved accreditation from the PSHE Association in October 2020. Initially this pack was provided as a paid for resource, but with the second lockdown trustees made the decision to make it available free to support teachers during the pandemic. We have been able to make it available via TES as well as our own website, and to date these lessons have been downloaded over 2,000 times.

New resources and lessons were also developed for Key Stages 1 and 2. For the youngest children we developed ideas for ways to support children build friendships, something that was reported as being more

difficult for them, due to the disruptions to settling into school. These mini-activities were then reworked as a series of 'at home' activities for the 7-11 age group, to promote positive relationships outside of the school environment.

**FIND ALL RESOURCES
ON OUR WEBSITE!**





CRESST
Conflict resolution
for young people
by young people

Celebrating 5 years of

Young Peacemakers Project

Feedback from 543 trained peer mediators
69.5% girls, 30.5% boys

Are you ready to be a peer mediator?
99.1% Yes

Did you enjoy the training?
99.5% Yes

Are you looking forward to being a peer mediator?
98.7% Yes

Did the training make a difference to you as a person?
89.9% Yes!

What score would you give the training, out of 5?
70% ★★★★★ 25% ★★★★★★

Multiple deprivation data shows our work gets more 5 stars responses in deprived areas

Key: ★★★★★★ ★★★★★ ★★★★★★ ★★★★★★ ★★★★★★

Feedback from 291 teaching staff & Feedback from 161 lunchtime supervisors

Did you enjoy the training? (%)

Do you understand the peer mediator role? (%)

Would you refer pupils to the peer mediators? (%)

www.cresst.org.uk March 2021

"This a brilliant resource, students found it really useful and are more informed about dealing with conflict when it arises"

"I found the most useful part was explaining why conflict escalates and how to diffuse the situation. The activity identifying the different levels of conflict was great"

"I downloaded the Curious about Conflict resources because of increasing conflict in my school and year group"

The new focus on building an online presence during this year has led to creative innovation for CRESST. From achieving the formal accreditation from the PSHE Accreditation to creating a very short animation encouraging children to Take Five if they're feeling het up, this has been a very positive outcome from the need to change the way we worked this year.

The change of focus also enabled a full review of our training evaluation findings from the past five years (see page 8) as well as a review update of our Young Peacemakers Project Training Manual. This now also incorporates a new Learners Handbook, assembly materials and two leaflets for use with parents.

Peer Mediator Training resources: (some material is provided on a paid for basis) including Co-ordinator's Pack, training manual, lesson plans, lunchtime supervisor training materials and posters.

For ages 4 - 11: (free resources) Including lesson plans, friendship mini activities (KS1), friendship mini activities at home (KS2), posters and animation content.

For ages 11 - 18: (free resources) Including online conflict booklet, posters and animation content.

PSHE KS3 6 lessons: (free resource)

WATCH OUR VIDEOS



You Tube Channel...

Seven Hills film - Peer Mediation in a special secondary school

Hand model of the brain - animation to support Curious About Conflict lesson pack

Take five - short animation about calming down

The Fair Eggs-periment - science themed short film about being fair to one another

Celebrating 5 years of the Young Peacemakers Project - slideshow of evaluation review findings

Online Drama Club



We would have expected 2021 to be the year of our 15th peer mediators conference, the annual event that brings together volunteer mediators from different schools to acknowledge and celebrate their voluntary contribution to Sheffield schools, offers skills development activities and helps them realise that they are part of a wider movement.

Given the disruption to training delivery and the ongoing lockdown, it was clear that a conference wasn't appropriate or possible this year. We wanted to find the way to offer an online event that would fulfil some of our objectives, namely **developing skills and interesting key areas relating to peer mediation**, enabling pupils to associate with pupils from other schools, and – most importantly – to have some fun. The Drama Club proposal emerged.

Drawing on skills and expertise within the freelance team we could offer a series of sessions using a variety of games and drama exercises which encouraged the children to reflect and explore conflict resolution strategies. We initially offered three sessions during the February half-term and then following on from the success of these, a further three sessions were held as an after-school club using the same format.

The workshops had a playful feel with the aim of **building community and confidence** alongside exploring particular topics. Themes included **listening, understanding emotions, questioning, generosity, building community and making the world a more peaceful place**. Exercises included mirroring to encourage close observation, enacting characters with different emotions to develop emotional literacy and interviewing fictional characters to develop questioning skills.

In total, 15 participants joined from three Sheffield schools; Lound Junior School, Wharncliffe Side Primary School, and Tinsley Meadows Primary Academy. The dramatic-improvisational nature of these activities enabled children to develop confidence and spontaneity during the process alongside having a memorable and fun experience.

STAFF & ADULT TRAINING

CRESST has always provided training to adults as part of our service offer. As part of our 'whole school approach' we train teachers, teaching assistants, lunchtime supervisors, governors and parents. We also provide training for trainee teachers and adults working with young people in other contexts, as well occasionally being commissioned to provide training on handling conflict well in other non-school contexts.

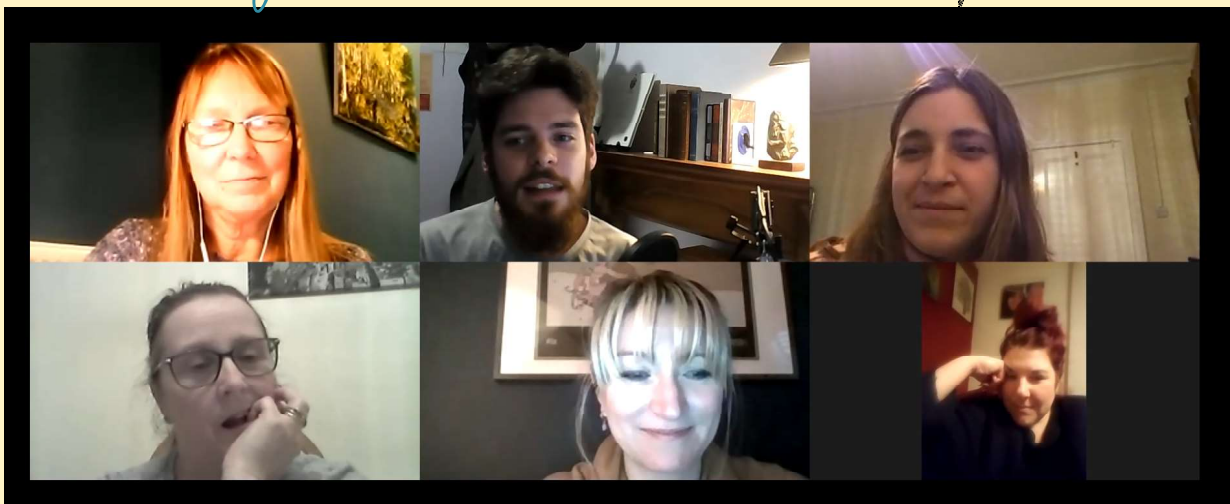
This year we launched an action research project to provide ongoing support and development with primary school staff in working positively with conflict in school. This opportunity was taken up by 13 staff from 5 schools. It was interesting to discover the priorities of the participants, which included involving us in developing a new resource on handling difficult conversations with parents.

We were also able to provide training sessions for trainee teachers and adults working with young people in the following organisations:

- Teach First Summer Institute - 160 participants
- Teach Direct (Aston Community Education Trust) - 9 participants
- Barnardo's Swansea (care leavers team) - 15 participants
- Mums United (Sharrow community group) - 23 participants

We provided 6 training sessions for Mums United, a grassroots community group seeking to address the rising levels of violent crime in the local Sheffield neighbourhood. There is potential for a wider collaborative project to develop with CRESST partnering with the group to work on a local violence reduction strategy.

Another Day, Another Zoom Call



NETWORKING & PARTNERSHIPS



In September 2020 we began hosting our PhD studentship in partnership with Sheffield University. Josiah Lenton, who was himself a peer mediator at school (see p2), is undertaking research to investigate young people's lived experiences of conflict and conflict resolution, both on and offline. The partnership with CRESST will enable participatory research involving young people and enabling them to contribute ideas on how conflict resolution practices might be adapted for the digital context.

It was a major achievement to gain accreditation from the PSHE Association for our Curious About Conflict six-lesson pack. This resource, aimed at Key Stage 3, provides learning materials about how conflict develops, its physiological impact and ways of managing it effectively to reduce harm. Developed as a paid for resource, we then made it freely available during the pandemic, as way to support teachers and young people during these difficult times. It is the first resource we have listed on the TES website and this has greatly increased its reach (see p9).

Following the furlough period CRESST continued to host the Peer Mediators Network meeting and attended the Quaker Peace Educators Network group meetings. We continue to work closely with other peace education and peer mediation projects, especially the West Midlands Quaker Peace Education Project. We also attended the Quakers in Yorkshire regional gathering to speak about CRESST's work.

We network locally with designers, students, animators, artists and other voluntary sector organisations, including participation in the Children and young people's sector network.



CORE, COMMUNICATIONS & BEHIND THE SCENES

At the start of the pandemic, Trustees took the decision to take up the government scheme to furlough staff during the first period of lockdown (April - August inclusive). This made use of CRESST's financial resources while schools were largely closed. No freelance work was commissioned during this period.

From September 2020 the Programme Director and other staff were back at work. It still wasn't possible to go into schools, but the director worked closely with the freelance team to build new ways of working in order to be able to provide CRESST services for the new and changing environment. New ways of working brought both challenges and opportunities. We were very conscious on the particular pressures on schools during the year.

The new working environment meant an increased focus on the CRESST website as our window onto the world, the need for online resources and testing the way for remote delivery. It was also possible to take stock and complete a review of previous work, for example

the five-year review of the Young Peacemakers Programme (see p8-9).

We were not able to undertake any direct work with children and young people until February 2021 (online drama club - see p10). CRESST safeguarding policy was updated to meet the new requirements of online sessions.

The staff and freelance team held regular remote team meetings to maintain and building working relationships during this period. These included opportunities for peer learning as well as development discussions and work updates. Our PhD student continued to work throughout the pandemic, both following his own research and supporting CRESST's programme.

Trustees continued to meet remotely and the fundraising sub-group also held regular online meetings. We are very grateful to the flexible approach taken by our funders that enabled us

to manage change and provide work that was relevant for the new context.



GOING FORWARD



“

I think I use a lot of the skills learned from my peer mediation training in many aspects of my life. I pride myself on being a good communicator and feel comfortable talking to people about their thoughts and feelings. I think peer mediation taught me about the rules of perspective and how one chain of events can be experienced so differently from each individual involved and crucially that each experience is equally valid. ”

Roxanna Dimond ~ Former Peer Mediator

One of the challenges for everyone this year, has been to deal with ongoing change. When staff returned to work after the initial furlough there was hope of some return to ‘normal delivery’ during the academic year. The announcement of the second lockdown in January meant a further delay to this possibility and by the end of March it was clear that it was not realistic to arrange work in schools during the summer term.

We were delighted when Rob Unwin, who was part of the group that instigated CRESST’s inception, agreed to take up the role of interim Programme Director following Carolyn Leary’s retirement at the end of June 2021. Rob also works for DECSY (Development Education Centre South Yorkshire) and brings a wealth of knowledge and skills to the organisation.

We are currently making arrangements for the re-launch of our Young Peacemakers Programme in

primary schools from September 2021. An extension to the National Lottery funding for Youth Resolving Conflict was requested to enable more substantial work during the final period of the current funding. The CRESST team are keen to return to direct delivery when it is safe and practically possible, whilst also recognising that a hybrid approach that builds on our development during this year of change may be necessary.

We have been deeply grateful to the continuing support of our funders during this challenging time, and to those who have recently agreed to continuing funding for the road ahead. The impact of the pandemic has been difficult for many, in all sorts of ways. Amongst all the change we see the continuing need for positive relationships that can weather the challenges of life. CRESST’s work is as relevant as ever and our aim in the next year is to continue to support children and young people to learn how to handle conflict well.

FINANCIAL REPORT

The 2020 coronavirus epidemic resulted in all 3 staff being furloughed from April 2020, returning to work in mid-August 2020. As much of CRESST's core activity is carried out in schools, the epidemic necessitated a fundamental review of how CRESST would fulfil its core objectives. Training events were delivered on-line but we were unable to deliver any face-to-face training during the period due to the government social distancing measures that prevailed throughout the year.

CRESST did not call on any restricted funds during April - August 2020. The Government's Job Retention Scheme was accessed for these 5 months and other costs for this period were borne by unrestricted reserves.

Total income for 2020/2021 amounted to £72,747 including grants of £48,368 and £16,651 claimed from the Government's Job Retention Scheme. Other sources of income totalled £7,728, which included £3,900 schools training income and other training courses, £567 donations and gift aid, £217 from 'Friends of CRESST', £2,248 sales of the handbook and PSHE lessons and bank interest of £796. The major item of expenditure continues to be staff salaries and freelance costs (81% of total costs).

CRESST is very grateful to the National Lottery Community Fund, Garfield Weston Foundation, Sheffield Town Trust, Ganton Educational Trust and Sheffield Church Burgesses Trust for their continuing financial support and encouragement.

Reserves policy

The balance sheet as at 31 March 2021 shows funds held as £26,475, comprising £4,746 restricted funds and £21,729 general unrestricted funds. The unrestricted funds figure reduced by £18,358 from the start of the financial year as a result of supporting the organisation's costs through the pandemic. This was planned for by the trustees at the start of the year and CRESST feels it has successfully navigated its way through this difficult period to continue fulfilling its objectives into 2021/2022, once social distancing measures allow delivery in schools.

CRESST aims to hold between three and six months running costs in free reserves. £21,729 represents approximately 2 months of annual budgeted expenditure under normal circumstances. The organisation is fully aware of the need to recover its reserves over the coming years and feels positive in its ability to achieve this. This can be evidenced by CRESST's proven track record of raising funds through fundraising activities and generating income from training and sale of its written resources.

The organisation has minimal statutory redundancy obligations and the only other notable commitment relates to the 5-year office lease, which runs until March 2026. However, only one month's notice is required to discontinue the lease within this 5 year period with no further financial obligation beyond the notice period.

GOVERNANCE

Structure, governance and management

CRESST is a charitable company limited by guarantee, incorporated on 12 September 2006 and registered as a charity on 15 November 2006. The company is governed by the Memorandum and Articles of Association. Every member has guaranteed that they will pay an amount not exceeding £10 in the event of the company being wound up.

The object of the charity is to advance the education of children and young people, and those adults who work with them, in the subject of non-violent conflict resolution.

The trustees are pleased to present their annual directors' report together with the financial statements of the charity for the year ending 31 March 2021 which are also prepared to meet the requirements for a directors' report and accounts for Companies Act purposes.

The financial statements comply with the Charities Act 2011, the Companies Act 2006, the Memorandum and Articles of Association, and the charities Statement of Recommended Practice (applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland; FRS 102) issued in October 2019.

Appointment of trustees

The trustees are also directors for the purposes of company law (shown on page 4)

Appointment of trustees is made against the following principles:

- Trustees are normally elected by the members at the Annual General Meeting
- One third of the trustees must retire by rotation at each Annual General Meeting
- Up to two trustees may be co-opted by the trustees
- Up to three trustees may be nominated by the Sheffield Central Quaker Meeting provided that the nominated trustees do not form a majority of the Board
- Other trustee vacancies are filled by open recruitment through the Voluntary Action Sheffield Volunteer Centre
- The trustees meet at least six times a year.

Public benefit

In planning and delivering our services and activities, the Trustees and staff at CRESST have given due regard to the need to ensure that the organisation provides public benefit following the Charity Commission's guidance on these matters. CRESST's charitable objectives and our annual declaration of activities and achievements (publicly available from the Charities Commission and Companies House) demonstrate that CRESST provides charitable services to all in South Yorkshire and its surrounding areas, free-to-access by its beneficiaries. CRESST is clearly meeting the requirements of the public benefit test - a charity providing benefits for the public and supported by the public.

Recruitment, induction and training of trustees

CRESST has established a procedure for the recruitment and appointment of new trustees. The Board reviewed the skill set of the current trustees and identified the areas required. Nominations have been requested from the Sheffield Central Quaker Meeting to fill the appropriate vacancies.

The requirement to undertake Criminal Records Bureau checks (now DBS) has been kept under review and consequently those trustees or workers who regularly work with children in school undergo an enhanced check. The Safeguarding Policy of the organisation is kept under review and support in the form of guidance and support/training is provided through the Sheffield Safeguarding Children Service.

The Board's Safeguarding Trustee has undertaken both a three-year renewal of DBS clearance and a training update. (Both are considered to be best practice in this area of work) The trustee also sits on the Education Safeguarding Reference Group, a part of the Sheffield Children's

Safeguarding Board working structures. CRESST is aware that where Trustees and volunteers work directly with school pupils the safeguarding procedures of the school are those that apply and they are aware of the latest DfE guidance on Keeping Children Safe in Education.

New trustees receive written induction materials about CRESST and about the role as trustees, including copies of all procedures, protocols and policies. They also have an induction briefing with the Chair of the Board and it is proposed going forward that they will also have a "trustee pair" to support them in the role.

Training opportunities from both local and national providers are made available to all trustees when a reasonable need is identified and they are agreed by the Chair of the Board.

Internal control and risk management

The trustees and staff conduct a regular assessment and review of the risks to which the charity is exposed and measures being taken to mitigate risks. The trustees have systems of internal control which help to minimise the risk of material financial mis-statement or loss.

These include:

- a set of financial standing orders which are kept under regular review
- a business plan and annual budget which are approved by trustees
- regular review by trustees of charity performance against the business plan and budget

Measures are taken to minimise other types of risk, including the supervision and appraisal for staff, regular reviews of policies and establishing systems for ensuring that the Board is regularly updated on CRESST performance and risks, as well as appropriately skilled to manage CRESST activities.

Directors' responsibilities for the financial statements

Company and charity law requires the Directors to prepare financial statements for each financial period, which show the state of affairs of the charity and of net income or expenditure of the charity for that period.

In preparing those financial statements, the Directors are required to:

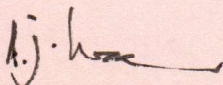
- Select suitable accounting policies and apply them consistently
- Make judgements and estimates that are reasonable and prudent
- Prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation
- State whether applicable accounting standards of recommended practice have been followed subject to any departures disclosed and explained in the financial statements

The Directors are responsible for keeping proper accounting records, which disclose with reasonable accuracy at any time the financial position of the charity and enable the Directors to prepare financial statements. The Directors are responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention of fraud and other irregularities.

This report has been prepared in accordance with the special provisions for small companies under Part 15 of the Companies Act 2006.

The trustees have taken advantage of the exemptions available to small companies, including the audit exemption (see statement on balance sheet).

This report was approved by the Directors at the AGM on 21 September 2021 and is signed on their behalf by:



Alison Warner

Director and Chair of the Board of Trustees

Conflict Resolution Education in Sheffield Schools Training

INDEPENDENT EXAMINER'S REPORT

Independent examiner's report to the charity trustees of Conflict Resolution Education In Sheffield Schools Training ('the Company')

I report to the charity trustees on my examination of the accounts of the Company for the year ended 31 March 2021.

Responsibilities and basis of report

As the charity's trustees of the Company (who are also the directors of the Company for the purposes of company law), you are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ('the 2006 Act').

Having satisfied myself that the accounts of the Company are not required to be audited under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of your charity's accounts as carried out under section 145 of the Charities Act 2011 ('the 2011 Act'). In carrying out my examination I have followed the Directions given by the Charity Commission under section 145(5) (b) of the 2011 Act.

Independent examiner's statement

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination giving me cause to believe:

1. accounting records were not kept in respect of the Company as required by section 386 of the 2006 Act; or
2. the accounts do not accord with those records; or
3. the accounts do not comply with the accounting requirements of section 396 of the 2006 Act other than any requirement that the accounts give a 'true and fair view which is not a matter considered as part of an independent examination; or
4. the accounts have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities applicable to organisations preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102).

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

Signed: S. Cochrane

Susan Cochrane FCA
Voluntary Action Sheffield
Community Accountancy Service
The Circle
33, Rockingham Lane
Sheffield S1 4FW

Date: 21/09/21

STATEMENT OF FINANCIAL ACTIVITIES

Statement of financial activities
(incorporating the income and expenditure account)
For the year ended 31 March 2021

| | Note | Unrestricted funds £ | Restricted funds £ | 2021 Total £ | 2020 Total £ |
|------------------------------------|------|----------------------------|--------------------------|--------------------|--------------------|
| Income from: | | | | | |
| Grants | 2 | 34,401 | 30,618 | 65,019 | 83,588 |
| Donations and gift aid | | 567 | - | 567 | 667 |
| Friends of CRESST events | | 217 | - | 217 | 971 |
| Training courses | | 2,650 | - | 2,650 | 1,397 |
| Schools training | | 1,250 | - | 1,250 | 7,806 |
| Bank interest | | 796 | - | 796 | 1,125 |
| Other income | | 2,248 | - | 2,248 | 898 |
| | | 42,129 | 30,618 | 72,747 | 96,452 |
| Expenditure on: | | | | | |
| Charitable activities | 3 | 60,487 | 33,586 | 94,073 | 110,090 |
| | | 60,487 | 33,586 | 94,073 | 110,090 |
| Net income/(expenditure) | | (18,358) | (2,968) | (21,326) | (13,638) |
| Total funds brought forward | | 40,087 | 7,714 | 47,801 | 61,439 |
| Total funds carried forward | | 21,729 | 4,746 | 26,475 | 47,801 |

Balance Sheet

As at 31 March 2021

| | Notes | 2021 £ | 2020 £ |
|--|-------|----------------------|----------------------|
| Current assets | | | |
| Balance at bank and cash | | 97,474 | 105,477 |
| Debtors | 7 | 1,333 | 1,662 |
| Total current assets | | <u>98,807</u> | <u>107,139</u> |
| Creditors: amounts falling due within one year | 8 | (72,332) | (59,338) |
| Net current assets | | <u>26,475</u> | <u>47,801</u> |
| Total assets less current liabilities | | 26,475 | 47,801 |
| Total net assets | | <u>26,475</u> | <u>47,801</u> |
| Represented By | | | |
| FUNDS | | | |
| Unrestricted funds | | 21,729 | 40,087 |
| Restricted funds | 11 | 4,746 | 7,714 |
| | 13 | <u>26,475</u> | <u>47,801</u> |

For the year ending 31 March 2021 the company was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies.

The members have not required the company to obtain an audit in accordance with section 476 of the Companies Act 2006.

The director's acknowledge their responsibilities for complying with the requirements of the Act with respect to accounting records and for the preparation of accounts.

These accounts have been prepared in accordance with the provisions applicable to companies subject to small companies' regime.

Approved by the Board of Trustees on 21.09.21

Signed on behalf of the board by:



Alison Warner
Director and Chair of the Board of Trustees

Company number: 05932383

1. Accounting Policies

(a) General

Conflict Resolution Education in Sheffield Schools Training is a charitable company limited by guarantee. In the event that the charity is wound up the liability in respect of the guarantee is limited to £10 per members of the charity. The address of the registered office is given in the company information on page 2 of these financial statements.

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 and Republic of Ireland (FRS 102) (effective 1 January 2015) - (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006. The financial statements have also adopted Charities SORP (FRS 102) Bulletin 1 and taken advantage of the cash flow exemption.

The charity meets the definition of a public benefit entity under FRS 102. The financial statements are presented in sterling which is the functional currency of the charity and rounded to the nearest £.

(b) Income

Income is recognised when the charity has entitlement to the funds, any performance conditions attached to the item(s) of income have been met, it is probable that the income will be received and the amount can be measured reliably.

Grants are recognised in the period they are received unless the funder imposes conditions which have not been met at the year end, such as a time period over which the project is to be undertaken.

(c) Expenditure and liabilities

Expenditure is recognised once there is a legal or constructive obligation to make a payment to a third party, it is probable that settlement will be required and the amount of the obligation can be measured reliably. All expenditure is reported gross of irrecoverable VAT which is charged as a cost against the activity for which the expenditure was incurred.

(d) Tangible fixed assets

All items of capital expenditure below £500 are written off as incurred.

(e) Cash and cash equivalents

Cash and cash equivalents comprise cash on hand and call deposits, and other short-term highly liquid investments that are readily convertible to a known amount of cash and are subject to an insignificant risk of change in value.

(f) Trade debtors

Trade debtors are amounts due from customers for services performed in the ordinary course of business.

Trade debtors are recognised initially at the transaction price. They are subsequently measured at amortised cost using the effective interest method, less provision for impairment. A provision for the impairment of trade debtors is established when there is objective evidence that the company will not be able to collect all amounts due according to the original terms of the receivables.

g) Trade creditors

Trade creditors are obligations to pay for goods or services that have been acquired in the ordinary course of business from suppliers. Accounts payable are classified as current liabilities if the charity does not have an unconditional right, at the end of the reporting period, to defer settlement of the creditor for at least twelve months after the reporting date. If there is an unconditional right to defer settlement for at least twelve months after the reporting date, they are presented as non-current liabilities.

Trade creditors are recognised initially at the transaction price and subsequently measured at amortised cost using the effective interest method.

(h) Funds

Unrestricted funds are donations and other income receivable or generated for the objects of the organisation without further specified purpose and are available as general funds.

Designated funds comprise funds which have been set aside at the discretion of the trustees for specific purposes. The purposes and uses of the designated funds are set out in the notes to the accounts.

Restricted funds are to be used for specific purposes as laid down by the funder.

i) Pension costs and other post-retirement benefits

The charity operates a defined contribution pension scheme. Contributions payable to the charity's pension scheme are charged to the Statement of Financial Activities in the period to which they relate

j) Going concern

The financial statements have been prepared on a going concern basis as the directors/trustees believe that no material uncertainties exist about the charity's ability to continue. Based on the adequacy of the charity's reserves as at the balance sheet date, along with the knowledge of the charity's ability to meet bills, payments and other liabilities as they fall due, the directors/trustees have a reasonable expectation that the charity has sufficient resources to continue in operational existence for the foreseeable future. The trustees have considered the level of funds held and the expected level of income and expenditure for 12 months from authorising these financial statements. The budgeted income and expenditure is sufficient with the level of reserves for the charity to be able to continue as a going concern.

2. Grants

| | Unrestricted | Restricted | Total | Unrestricted | Restricted | Total |
|--|---------------|---------------|---------------|---------------|---------------|---------------|
| | Funds | Funds | 2021 | Funds | Funds | 2020 |
| | £ | £ | £ | £ | £ | £ |
| Garfield Weston Foundation | 8,750 | - | 8,750 | 15,000 | - | 15,000 |
| Sheffield Town Trust | 2,500 | - | 2,500 | 2,500 | - | 2,500 |
| Sheffield Church Burgesses Trust | - | 1,500 | 1,500 | - | - | - |
| #iwill: Youth Social Action Programme | - | - | - | - | 3,060 | 3,060 |
| The Sheffield Bluecoat and Mount Pleasant Educational Foundation | - | - | - | - | 1,000 | 1,000 |
| National Lottery Community Fund | - | 29,118 | 29,118 | - | 54,418 | 54,418 |
| Co-operative Local Causes | - | - | - | - | 3,110 | 3,110 |
| Ganton Educational Trust | 6,500 | - | 6,500 | - | - | - |
| Foundation Derbyshire | - | - | - | - | 1,500 | 1,500 |
| Sheffield Grammar School Exhibition Foundation | - | - | - | - | 3,000 | 3,000 |
| Coronavirus Job Retention Scheme Grant | 16,651 | - | 16,651 | - | - | - |
| | 34,401 | 30,618 | 65,019 | 17,500 | 66,088 | 83,588 |

3. Expenditure on Charitable Activities

| | Note | Unrestricted | Restricted | 2021 | Unrestricted | Restricted | 2020 |
|--|------|---------------|---------------|---------------|---------------|---------------|----------------|
| | | Funds | Funds | Total | Funds | Funds | Total |
| | | | | | £ | £ | £ |
| Staff costs | | | | | | | |
| Salary costs | 4 | 38,885 | 23,336 | 62,221 | 20,394 | 40,101 | 60,495 |
| Freelance trainers | | 8,327 | 2,238 | 10,565 | 11,196 | 10,433 | 21,629 |
| Communications manager consultant | | 2,652 | 965 | 3,617 | 2,273 | 5,643 | 7,916 |
| Staff expenses (including training) | | 243 | 120 | 363 | 1,305 | 2,336 | 3,641 |
| Recruitment, payroll & pension admin fees | | 798 | 649 | 1,447 | 148 | 225 | 373 |
| Direct costs | | | | | | | |
| Pupil training and teaching resources | | 1,664 | 159 | 1,823 | 61 | 1,246 | 1,307 |
| Publicity and promotion | | 17 | 987 | 1,004 | 35 | 45 | 80 |
| PM conference | | - | - | - | - | 2,580 | 2,580 |
| Evaluation | | - | 600 | 600 | - | 600 | 600 |
| Accreditation | | - | 950 | 950 | - | 1,108 | 1,108 |
| Office costs | | | | | | | |
| Rent | | 4,677 | 1,803 | 6,480 | 2,893 | 3,752 | 6,645 |
| Insurance | | 409 | 146 | 555 | 215 | 278 | 493 |
| Office equipment | | 1,593 | 936 | 2,529 | 556 | 719 | 1,275 |
| Stationery, photocopy, postage & telephone | | 258 | 94 | 352 | 452 | 587 | 1,039 |
| Volunteer costs | | - | - | - | - | - | - |
| Other expenses | | 227 | 90 | 317 | 134 | 157 | 291 |
| Support costs | | | | | | | |
| Board expenses | 5 | 590 | - | 590 | 8 | 10 | 18 |
| Independent examination | 6 | 147 | 513 | 660 | 255 | 345 | 600 |
| | | 60,487 | 33,586 | 94,073 | 39,925 | 70,165 | 110,090 |

4. Salary Costs

| | 2021 £ | 2020 £ |
|-------------------------------------|---------------|---------------|
| Salaries | 59,062 | 56,190 |
| Employer's national insurance costs | 472 | 1,509 |
| Employer's pension contributions | 2,687 | 2,796 |
| | <u>62,221</u> | <u>60,495</u> |

The average number of monthly employees during the year was 3 (2020: 3). No employee was paid over £60,000.

5. Trustees and key management personnel remuneration, benefits and expenses

No remuneration was paid to any director/trustee during the year nor to any person connected to them. Expenses of £Nil (2020:£Nil) was paid to one trustee during the year. In addition training costs of £590 (2020: £Nil) in relation to the trustees were incurred in the year.

Employee benefits payable to key management personnel amounted to £28,865 (2020: £25,485). Key management personnel is considered to be the Programme Director.

6. Independent Examiners Fees

| | 2021 £ | 2020 £ |
|--|------------|------------|
| Independent examiner's fees for reporting on the accounts | <u>660</u> | <u>600</u> |
| Other fees paid to the independent examiner's organisation during the year for payroll | <u>382</u> | <u>373</u> |

7. Debtors

| | 2021 £ | 2020 £ |
|------------------|--------------|--------------|
| Training debtors | 853 | 1,182 |
| Other debtors | 480 | 480 |
| | <u>1,333</u> | <u>1,662</u> |

8. Creditors

| | Note | 2021 £ | 2020 £ |
|-------------------------------------|------|---------------|---------------|
| Deferred income | 9 | 65,646 | 54,505 |
| Peer Mediation Network (held funds) | 10 | 935 | 635 |
| Other creditors | | 5,751 | 4,198 |
| | | <u>72,332</u> | <u>59,338</u> |

9. Deferred Income

| | 2021 £ | 2020 £ |
|--|---------------|---------------|
| Deferred income as at 1 April 2020 | 54,505 | 29,913 |
| Income deferred during the year | 65,646 | 54,505 |
| Income released to grants | (54,505) | (29,913) |
| Deferred income as at 31 March 2021 | <u>65,646</u> | <u>54,505</u> |
| Split between: | | |
| Creditors: amounts falling due within one year | 65,646 | 39,505 |
| Creditors: amounts falling due after one year | - | 15,000 |
| | <u>65,646</u> | <u>54,505</u> |

10. Peer Mediation Network (held funds)

| | 2021 £ | 2020 £ |
|--------------------------------|------------|------------|
| Held funds as at 1 April 2020 | 635 | 647 |
| Funds received during the year | 300 | 125 |
| Funds paid during the year | - | (137) |
| Held funds as at 31 March 2021 | <u>935</u> | <u>635</u> |

Peer Mediation Network is a small national network of organisations delivering mediation training for young people in schools. It meets three times a year to share knowledge, skills and best practice. CRESST is a long standing member of the network and, for operational ease, manages its very small number of financial incomings and outgoings.

11. Restricted Funds

| | Balance at 1 April 20 £ | Income £ | Expenditure £ | Transfers £ | Balance at 31 March 21 £ |
|--------------------------|-------------------------------|---------------|------------------|----------------|-----------------------------------|
| Youth Resolving Conflict | 7,714 | 30,618 | (33,586) | - | 4,746 |
| | <u>7,714</u> | <u>30,618</u> | <u>(33,586)</u> | <u>-</u> | <u>4,746</u> |

Youth Resolving Conflict is our work in providing Conflict Resolution training in secondary schools.

Prior year

| | Balance at 1 April 19 £ | Income £ | Expenditure £ | Transfers £ | Balance at 31 March 20 £ |
|---------------------------|-------------------------------|---------------|------------------|----------------|--------------------------------|
| Young Peacemakers Project | - | 7,510 | (7,510) | - | - |
| Youth Resolving Conflict | 11,141 | 59,228 | (62,655) | - | 7,714 |
| | <u>11,141</u> | <u>66,738</u> | <u>(70,165)</u> | <u>-</u> | <u>7,714</u> |

12. Related party transactions

There were no related party transactions during the year other than those disclosed in note 5.

13. Net assets by fund

| | General funds £ | Restricted Funds £ | 2021 Total £ |
|---|--------------------------|-----------------------------------|-----------------------------|
| Current assets | 64,148 | 34,659 | 98,807 |
| Creditors: amounts falling due within one year | (42,419) | (29,913) | (72,332) |
| | <u>21,729</u> | <u>4,746</u> | <u>26,475</u> |
| Free reserves - general funds excluding tangible fixed assets | <u>21,729</u> | | |
| <i>Prior year comparison</i> | <i>General funds</i> | <i>Restricted Funds £</i> | <i>2020 Total £</i> |
| Current assets | 69,512 | 37,627 | 107,139 |
| Creditors: amounts falling due within one year | (29,425) | (29,913) | (59,338) |
| | <u>40,087</u> | <u>7,714</u> | <u>47,801</u> |
| Free reserves - general funds excluding tangible fixed assets | <u>40,087</u> | | |

14. Statement of financial activities - prior year comparison

| | Unrestricted Funds £ | Restricted Funds £ | 2021 Total £ | Unrestricted Funds £ | Restricted Funds £ | 2020 Total £ |
|------------------------------------|----------------------------|--------------------------|----------------------|----------------------------|--------------------------|----------------------|
| Income from: | | | | | | |
| Grants | 34,401 | 30,618 | 65,019 | 17,500 | 66,088 | 83,588 |
| Donations and gift aid | 567 | - | 567 | 667 | - | 667 |
| Friends of CRESST events | 217 | - | 217 | 971 | - | 971 |
| Training courses | 2,650 | - | 2,650 | 1,397 | - | 1,397 |
| Schools training | 1,250 | - | 1,250 | 7,156 | 650 | 7,806 |
| Bank interest | 796 | - | 796 | 1,125 | - | 1,125 |
| Other income | 2,248 | - | 2,248 | 898 | - | 898 |
| | <u>42,129</u> | <u>30,618</u> | <u>72,747</u> | <u>29,714</u> | <u>66,738</u> | <u>96,452</u> |
| Expenditure on: | | | | | | |
| Fundraising | - | - | - | - | - | - |
| Charitable activities | 60,487 | 33,586 | 94,073 | 39,925 | 70,165 | 110,090 |
| | <u>60,487</u> | <u>33,586</u> | <u>94,073</u> | <u>39,925</u> | <u>70,165</u> | <u>110,090</u> |
| Net income/(expenditure) | (18,358) | (2,968) | (21,326) | (10,211) | (3,427) | (13,638) |
| Total funds brought forward | 40,087 | 7,714 | 47,801 | 50,298 | 11,141 | 61,439 |
| Total funds carried forward | <u>21,729</u> | <u>4,746</u> | <u>26,475</u> | <u>40,087</u> | <u>7,714</u> | <u>47,801</u> |