



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

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.

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.

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.

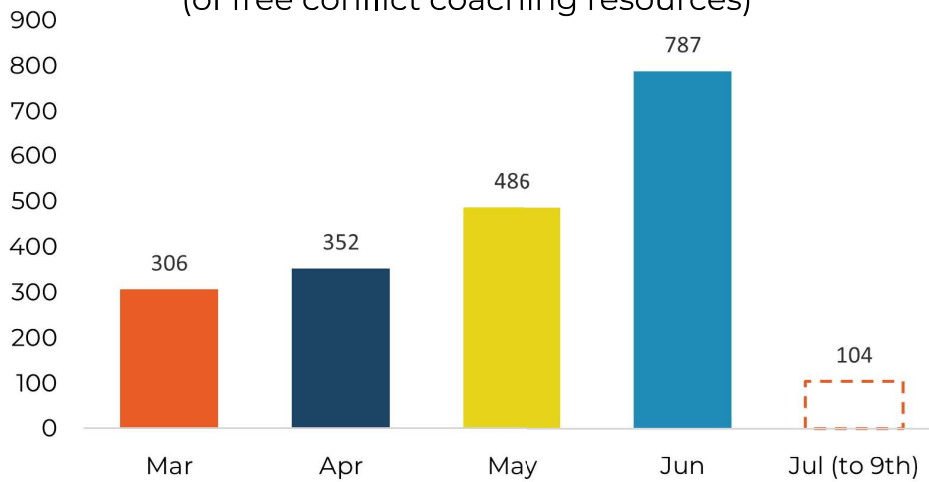
New resources and lessons were also developed for Key Stages 1 and 2. For the youngest children we developed ideas for ways to support children build friendships, something that was reported as being more

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!**



Monthly Downloads as of 09/07/2021 (of free conflict coaching resources)



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

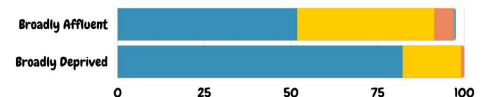
Did the training make
a difference to you
as a person?

89.9% Yes!

What score would you give the training, out of 5?

70% ★★★★★ 25% ★★★★★★

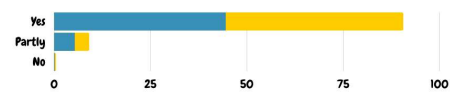
**Multiple deprivation data shows our work
gets more 5 stars responses in deprived areas**



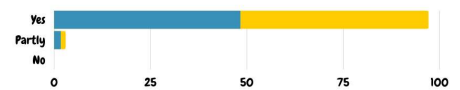
Key: ★★★★★ ★★★★★★ ★★★★★★ ★★★★★★ ★★★★★★

**Feedback from 291
teaching staff & Feedback from 161
lunchtime supervisors**

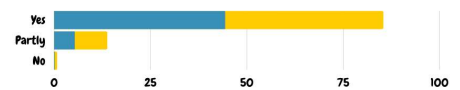
Did you enjoy the training? (%)



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.

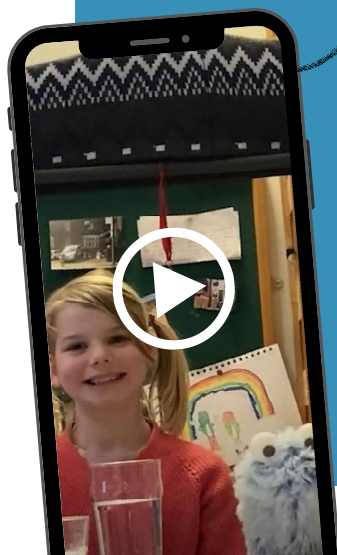
Peer Mediator Training resources: (some material is provided on a paid for basis) including Co-ordinator's Pack, training manual, lesson plans, lunchtime supervisor training materials and posters.

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



YouTube 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.

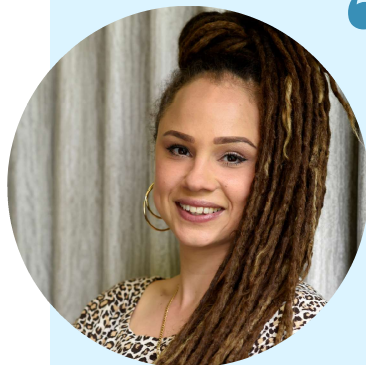
The staff and freelance team held regular remote team meetings to maintain and building working relationships during this period. These included opportunities for peer learning as well as development discussions and work updates. Our PhD student continued to work throughout the pandemic, both following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

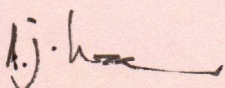
- Select suitable accounting policies and apply them consistently
- Make judgements and estimates that are reasonable and prudent
- Prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation
- State whether applicable 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><u>26,475</u></u>	<u><u>47,801</u></u>
Represented By			
FUNDS			
Unrestricted funds		21,729	40,087
Restricted funds	11	4,746	7,714
	13	<u><u>26,475</u></u>	<u><u>47,801</u></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 Funds	Restricted Funds	2021 Total	Unrestricted Funds £	Restricted Funds £	2020 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)
	21,729	4,746	26,475
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)
	40,087	7,714	47,801
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
	42,129	30,618	72,747	29,714	66,738	96,452
Expenditure on:						
Fundraising	-	-	-	-	-	-
Charitable activities	60,487	33,586	94,073	39,925	70,165	110,090
	60,487	33,586	94,073	39,925	70,165	110,090
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	21,729	4,746	26,475	40,087	7,714	47,801