



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”

Contents

1. Introduction	1
2. Trustee, staff and administrative information	2
3. Chair's report	3
4. Young Peacemakers Project (YPP)	4-5
5. Youth Resolving Conflict (YRC)	6-7
6. Groupwork	8
7. Resource development	9
8. Network and partnerships	10
9. Challenges	10-11
10. Going forward	11
11. Structure, governance and management	12-14
12. Financial review 2021/22 and Reserves Policy	14
13. Independent Examiner's Report	15
14. Statement of Financial Activities	16
15. Balance Sheet	17
16. Note to the Financial Statements	18-25

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.



Garfield Weston
FOUNDATION



Church Burgesses Trust

The Wharfedale
Foundation



Southall Trust
Est. 1937

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.

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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,"



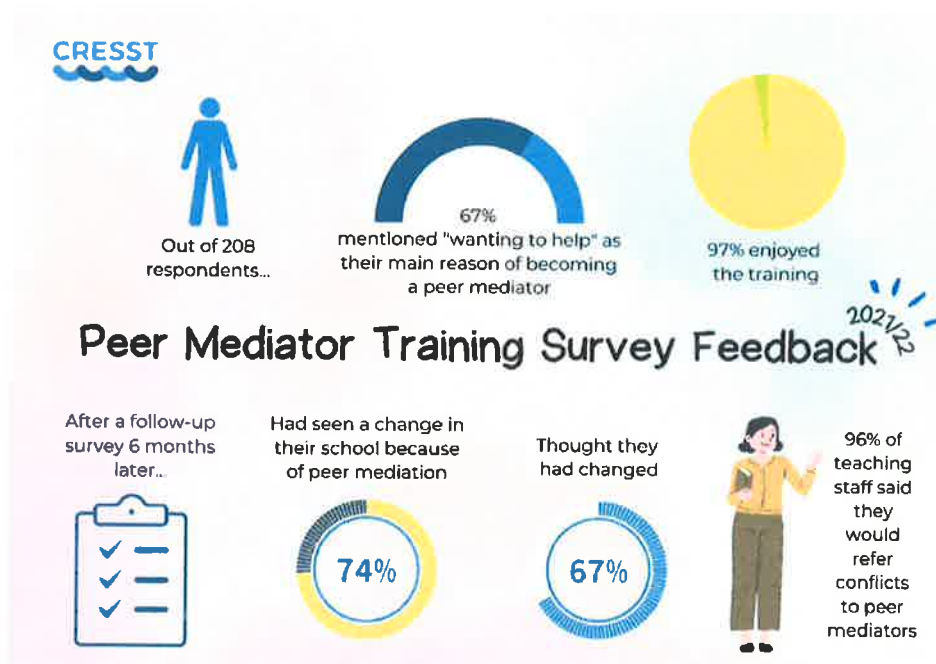
100% of 73 teaching staff and 27 lunchtime supervisors enjoyed the training and felt they understood the role of peer mediators following it. 60% of teaching staff and 67% of lunchtime supervisors felt that there was 'quite a lot', or 'a lot' of conflict in schools and 96% of teaching staff and 88% of 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	Probability
	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; IAHPCR, 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
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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
	£	£	£	£	£
Youth Resolving Conflict	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