

Charity Commission



# The Linking Network

**THE LINKING NETWORK**

**ANNUAL REPORT AND UNAUDITED FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED 31 MARCH 2021**

Charity Registration No. 1163901

# The Linking Network

## LEGAL AND ADMINISTRATIVE INFORMATION

---

<b>Trustees</b>	Bishop Toby Howarth	
	Rev Denise Poole	
	Wahida Shaffi	
	Zoe Mawson	(Appointed 2 December 2020)
	Yvette Thomas	(Appointed 17 June 2021)
	Ameerah Turner-Desai	(Appointed 17 June 2021)
<b>Charity number</b>	1163901	
<b>Principal address</b>	Margaret McMillan Tower	
	Princes Way	
	Bradford	
	BD1 1NN	
<b>Independent examiner</b>	Naylor Wintersgill Limited	
	Carlton House	
	Grammar School Street	
	Bradford	
	BD1 4NS	
<b>Bankers</b>	CCLA Investment Management	
	85 Queen Victoria Street	
	London	
	EC4V 4ET	
	Unity Trust Bank	
	Brindley Place	
	Birmingham	
	B1 2HB	

---

# THE LINKING NETWORK

## CONTENTS

---

	Page
Trustees' report	1 - 15
Independent examiner's report	16
Statement of financial activities	17
Balance sheet	18
Statement of cash flows	19
Notes to the financial statements	20 - 33

---

# **The Linking Network**

## **TRUSTEES' REPORT (CONTINUED)**

***FOR THE YEAR ENDED 31 MARCH 2021***

---

### **The Trustees present their report and financial statements for the year ended 31 March 2021**

The financial statements have been prepared in accordance with the accounting policies set out in note 1 to the financial statements and comply with the charity's constitution, as amended 19 February 2016, the Charities Act 2011 and "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)" (as amended for accounting periods commencing from 1 January 2019)

#### **Objectives and activities**

The charity's objects are to advance the education of children and young people, in particular by:

- promoting and supporting participation in projects involving children and young people from different social, religious, economic, ethnic and cultural backgrounds
- providing support for educators and trainers through action, research and professional development in conjunction with other institutions
- developing resources for use in the classroom or other educational settings
- offering guidance and support for school leaders and governors in strengthening the process of embedding linking and citizenship within schools.

To advance equality and diversity and religious and racial harmony, in particular by:

- advancing education and raising awareness in equality and diversity and religious and racial harmony
- foster understanding between people from diverse backgrounds, in particular by providing support and encouragement for schools' participation in projects with other schools with significantly different populations, and/or to work within their own diverse communities, in order to enhance the understanding of identity, equality and diversity
- cultivating a sentiment in favour of equality and diversity, racial and religious harmony.

To advance citizenship in children, young people and communities.



# **The Linking Network**

## **TRUSTEES' REPORT (CONTINUED)**

**FOR THE YEAR ENDED 31 MARCH 2021**

---

### **About The Linking Network (TLN): the charity's main activities**

TLN seeks to have a long-term impact on social cohesion and integration through our streams of work. We aim to support schools and communities in helping students to explore identity, promote community, champion equality, and develop dialogue and active citizenship. We do this by providing training, programmes, resources, and the facilitation of mutually beneficial networks. There are 7 main strands to our work:

1. The National Network of Schools Linking Programmes
2. Schools Linking Programmes
3. Social Action in Schools Linking
4. Resource Development
5. Intergenerational Linking
6. Spiritual, Moral, Social, and Cultural (SMSC) Teacher Training
7. The Linking Network in Bradford

The main elements and benefits of each of these strands of work and the impact and achievements during the year April 2020-March 2021 are outlined below in turn.

### **1. The National Network of Schools Linking Programmes**

TLN supports a network of Schools Linking programmes in 29 local authority areas across England. The vision for the National Network of Schools Linking Programmes is one of locally owned programmes, that respond to their local context and receive national backing. TLN provides comprehensive resources that facilitators then share with linking teachers in their area, to enable them to run high quality linking programmes appropriate for their local context. The reach and cost effectiveness of the programme is made possible by this network of local partners, who are already deeply embedded and working with schools in their communities (for example, in a local NGO or in the Local Authority). This means that the funding provided has rapid and efficient impact and can capitalise on existing, trusted expertise and connections. All local areas are connected back to the experienced and expanding network, with regular contact and network meetings. The impact of the three-way partnership funding between DfE, MHCLG and Pears Foundation since 2017 has been remarkable, with growth from 11 to 29 Schools Linking Programmes. Over this time, the number of pupils directly engaged in Schools Linking each year, has grown to 30,000.

#### **Impact: Achievements during the year (from April 2020-March 2021)**

In 2020-2021 there were 29 local Schools Linking Programmes in the Network. These were located in Blackburn with Darwen, Birmingham, Bolton, Bradford, Bristol, Buckinghamshire, Burnley, Bury, Calderdale, Derby, Kent, Kirklees, Newcastle, North London, Leeds, Leicester, Luton, Manchester, Newcastle, Nottinghamshire, Oldham, Pendle, Peterborough, Sheffield, Stockport, Tower Hamlets, Rochdale, Rotherham, and Waltham Forest. Bridges for Communities, Bristol approached us and joined the network in Autumn 2020 launching Bristol Schools Linking in Spring 2021. Each programme has been able to respond to local context and priorities for social cohesion in their area.

This year we held six live, online network meetings which replaced the twice-yearly face to face network days. This proved to be a very effective way to connect, gather information and share best practice, through this challenging and turbulent year for schools and communities, in which the Schools Linking programmes pivoted from face to face, to virtual linking. Dr Lindsey Cameron, Researcher in Residence to TLN, presented at each network meeting through the year. The programme also pivoted to offer live, online teacher training, with a flexible model where TLN co-delivered for some areas and others delivered the training themselves.

# The Linking Network

## TRUSTEES' REPORT (CONTINUED)

### FOR THE YEAR ENDED 31 MARCH 2021

We have continued to work in 2020-2021 with colleagues employed in each of the following Local Authorities and NGOs. The year each area established Schools Linking is stated.

Schools Linking Area	Organisation leading Schools Linking	Date Linking Established
Birmingham	Faith and Belief Forum Birmingham	2017
Bolton	Achievement, Cohesion & Integration Service (ACIS), Bolton Council	2013
Blackburn with Darwen	Blackburn with Darwen Council	2017
Bradford	The Linking Network, Bradford in partnership with Bradford for Everyone, Bradford Council	2001
Bristol	Bridges for Communities, Bristol	2020
Buckinghamshire	Buckinghamshire County Council	2009
Burnley	Burnley and Pendle Faith Centre, Lancashire Council	2017
Bury	CLAS (Curriculum and Language Access Service), Bury Council	2018
Calderdale	Calderdale Museums Service, Calderdale Metropolitan Borough Council	2010
Derby	Global Education Derby	2017
Kent	Inclusion Support Service (ISS), Kent County Council	2010
Kirklees	Kirklees Council	2006
Leeds	Leeds DEC (Development Education Centre)	2019
Leicester	St Philip's Centre, Leicester	2018
London (FBF)	Faith and Belief Forum (FBF) in London	2007
Luton	Luton First Teaching Alliance on behalf of Luton Council	2009
Manchester	Ethnic Diversity Service, Stockport Council for Manchester	2017
Newcastle and Gateshead	Tyne and Wear Archives and Museums (Laing Art Gallery), Newcastle and Gateshead City Council;	2018
Nottinghamshire	Nottinghamshire County Council	2018
Oldham	Oldham Council	2001
Pendle	Building Bridges Pendle	2014
Peterborough	Peterborough Vivacity, Peterborough City Council	2019
Rochdale	Rochdale Borough Council	2017
Rotherham	Development Education Centre South Yorkshire (DECSY)	2017
Sheffield	Development Education Centre South Yorkshire (DECSY)	2017
Stockport	Ethnic Diversity Service, Stockport Council	2009
Tower Hamlets	HEC Global Learning Centre, Tower Hamlets	2018
Waltham Forest	Faith and Belief Forum, Waltham Forest	2017
Walsall	Walsall Metropolitan Borough Council	2018

# The Linking Network

## TRUSTEES' REPORT (CONTINUED)

FOR THE YEAR ENDED 31 MARCH 2021

---

### Feedback from Schools Linking Facilitators across the Network in March 2021

**Afrasiab Anwar, Community Team Leader, Schools Improvement Service, Lancashire County Council and Burnley Schools Linking Facilitator:** *'The Linking Network gives an opportunity for schools to get to know other schools within their local communities. Schools that, on the surface, would appear very, very different to their own. What the schools linking programme allows, is the opportunity for them to learn about one another. It's where they find out that actually they're not that different; they have the same hobbies, they have the same interests – lots and lots of similarities come out, but also, it's where they get the opportunity to see the differences.'*

*The expert knowledge, training and resources that TLN give to us equips us to celebrate our difference, rather than looking at differences as negative. You've just got to come see the children interact, to see the way that the two teachers and two classes work with one another. You will see the true impact that school linking has.'*

**Anna Wright, Bridges for Communities, Bristol Schools Linking Facilitator:** *'School Linking helps to start address some of the social issues caused by people not meeting one another and trying to understand one another across the city – bringing children together, who otherwise would never meet, to talk about identity, community and belonging. As Bristol builds back after the pandemic, school linking gives children the chance to reflect and be part of the future of what Bristol becomes.'*

**Rob Unwin, DECSY Sheffield/Rotherham:** *'School linking is a valuable way of broadening children's horizons again through quality, structured communication with children from different communities and backgrounds but with shared experiences. Although schools and teachers have at times been under severe pandemic-related pressures, most have continued to make time for linking because it is so well-organised, constructive, and supportive and that it's bringing a little joy back into children's lives. Despite all the extra workload with absent colleagues and pupils, linked teachers are making time for this and jointly engaging with the activities. I don't think it's an exaggeration to say that this programme is likely to boost children's mental health during these difficult times. As a local area coordinator, I have really valued the provision of quality activities, CPD and support and being able to meet and share ideas and plans with other linking areas.'*

**Rev. Tom Wilson, Director, St Philip's Centre, Leicester:** *'The fact that our local programme is part of something national gives the necessary status to the programme, showing that it is not targeting the city or county of Leicester in particular, but that it is part of a project to bring the whole country together and keep us united in the face of a challenge whose scale is greater than anything any one in our generation has ever faced.'*

## 2. Schools Linking

The Schools Linking Programme facilitates sustained social mixing between school children in primary, secondary and special schools by connecting pairs of classes in a structured year long programme. Classes are partnered between contrasting schools, or within a school. We work with all kinds of school. The programme is delivered for all pupils in a year group, during the school day. TLN offers structured support and resources for teachers, helping them to create classroom-level connections between their schools, in thoughtfully planned, equitable ways. It enables children to develop skills of enquiry, critical thinking, reflection and communication, as well as providing the opportunity for children and young people to meet, build new relationships, work together and contribute to the wider community. Schools Linking is rooted in the curriculum, promotes achievement and supports Personal, Social, Health Education (PSHE), Citizenship, RSE and English Objectives and addresses the spiritual, moral, social and cultural (SMSC) development of pupils. The linking work is structured using 4 key questions: Who am I? Who are we? Where do we live? How do we all live together?

# The Linking Network

## TRUSTEES' REPORT (CONTINUED)

### FOR THE YEAR ENDED 31 MARCH 2021

---

There is strong academic and empirical evidence that meaningful contact between people from different backgrounds can reduce prejudice, increase trust and understanding and build 'confidence in contact' in similar future contact. Evaluation by NFER (National Foundation for Educational Research) found Schools Linking impacts positively on respect for others and broadens the social groups with whom children interact. In 2011 The Runnymede Trust, UK's preeminent race equality think tank, cited Schools Linking as an example of good practice in relation to fostering dialogue and building social cohesion amongst school children (Shannahan 2018) and additionally with its focus on social action, belonging and anti-racism, cementing its presence in the area of social and racial justice. Evaluation and learning continue at the heart of the work, with a highly positive report from Coventry University in 2018. Dr Lindsey Cameron, Kent University has been Researcher in Residence to The Linking Network since 2018. Research findings on conditions that facilitate meaningful positive social mixing are fed into the network through teacher training and specialist classroom resources and are embedded into practice as essential principles for linking. Training offers teachers the opportunity to explore strategies for teaching issues of identity, diversity, community, and equality, while also developing reflective practice and deeper conversations.

### Impact: Achievements during the year (from April 2020-March 2021)

#### Reach of Schools Linking

- **Participation in Schools Linking in the Academic Year 2019-2020:** Over 30,000 pupils in over 1063 classes, from over 700 schools, across 28 linking programmes, began their school linking year in Autumn 2019. Pupils exchanged work and met face to face at neutral venues and met again at class visits in the Spring Term 2020. When schools closed to most pupils, in March 2020, we paused the linking programme. When schools opened to all pupils in Summer Term 2020, linking classes exchanged creative messages to say goodbye and celebrate their learning.
- **Participation in Virtual Schools Linking in the Academic Year 2020-2021:** 27,740 pupils from 924 classes, in 29 local authority areas, were signed up to take part in Schools Linking by their headteachers.

#### New Virtual Primary Schools Linking 2020-2021

During Summer 2020, it was clear that a new approach would be needed for 2020-2021, as classes would not be able to meet face to face. As a core team and network, we developed a vision for a Virtual Primary Schools Linking programme for 2020-2021, a new creative digital model where classes do not meet face-to-face but build a sense of togetherness through a planned programme of lessons. We recognised that although linking that included face to face and virtual contact was ideal, research identified by Dr Lindsey Cameron from Kent University was clear that indirect or virtual contact can have significant impact.

The new Virtual Schools Linking Primary Programme was developed in Summer 2020 and launched in Autumn 2020, with resources tailored to an entirely digital year. Over 90 new resources including classroom linking lessons, digital support documents for teachers, a new virtual Schools Linking teacher guide, online training modules, family engagement activities, an online Theatre Play, Sign Supported English videos and storyteller sessions. All resources are free and easy to download, manageable for teachers, and work within social distancing requirements.

Partnerships and colleagues across the network enabled this rapid development of new tailored work for Virtual Schools Linking, including work on Digital Linking Support with The Curriculum Innovation Centre, Bradford Council; creative online workshops from the education teams at Cartwright Hall Museum and Art Gallery, Bradford Council; Bradford Cathedral and Kala Sangam; Rob Unwin, specialist P4C trainer at DECSY (Development Education Centre, South Yorkshire) supported us in creating new P4C materials; Matt Goodfellow recorded some of his poetry; Alia Alzougbi created an online storytelling clip and Leanne Chorekdjian -Jojaghaian, teacher, recorded Sign Supported English video clips. Oldham Gallery began

# The Linking Network

## TRUSTEES' REPORT (CONTINUED)

### FOR THE YEAR ENDED 31 MARCH 2021

---

preparing an online Art Gallery to display work from all Oldham Schools Linking classes. M6 Theatre, Rochdale created a new online theatre play 'When we started singing' for Primary Schools Linking pupils across the country. Set in 2020 the film explores themes of loneliness and connection. The creation of the play was supported by Rochdale Borough Council, TLN, M6 Theatre, Arts Council England, Heywood, Middleton and Rochdale NHS CCG and The Tudor Trust.

We delivered over 40 live online training sessions across the network, supporting groups of paired linking teachers in local areas to plan for their linking year.

#### Feedback from teachers:

*'The Linking Network has never been more valuable.'* Rochdale Linking Teacher

*'Schools Linking is creative and stimulating for the children. At a time when they could potentially feel shut off from their neighbours and wider community during COVID-19, the TLN project offers them a light on the horizon. The TLN team has been extremely helpful. They have tailored their support and resources to myself and my fellow link teacher so that they are Covid compliant. All of these resources have been easy to use and very professional. The quality of resources last year was fantastic. I used the ideas for meeting up with our linked school but also in my own lessons too. It is definitely an opportunity not to be missed.'*

Buckinghamshire Linking Teacher

*'Linking has a lot to offer for the Autumn term 2020. Schools are already thinking about ways to mitigate and support wellbeing and mental health, and this is a research-led, tried and tested programme. Linking should absolutely be available because it is part of recovery and provides one way to expand a child's bubble virtually.'* Rochdale Council School Improvement Officer

#### Shuttle Dialogue Linking for Secondary Schools

In the Autumn Term 2020 we created a new virtual approach, Secondary Shuttle Dialogue Linking. The programme is delivered in school, from the classroom by the class teacher, then the linking teachers exchange or 'shuttle' the ideas, perspectives and questions that students have, with another cohort of students, in between sessions. It can be used to connect two classes of students from different schools, or classes within a school. The five-session programme is fully resourced for teachers, with videos, guidelines for dialogue, reflection activities and a structure for sharing the learning across the school community. The sessions have teacher talk notes provided for each slide, so are ready to be delivered, but can also be edited and adapted to suit the needs of the students. The programme is focused on helping young people discover why connecting with others is something which can be positive for them, and to explore with them the opportunities and benefits it offers. We all know how much the pandemic has isolated us as a society. This is particularly true for children and young people. In many cases their connections to others have become narrower and the opportunities to meet new people and mix with a wide range of people has become more limited. Many of us are concerned about what the consequences of this might be, and our programme speaks directly to that risk. We think there is no better time for young people to be able to experience the thoughts and views of others beyond their own circle.

Secondary Schools in the Leicester/Leicestershire Schools Linking Programme tested the new approach.

*'The resources offer so much discussion on important issues such as Islamophobia, they encourage students to consider how to be an upstander and not a bystander'. 'This opportunity is about building communities, people being seen and valued.'* Leicester Secondary Teacher, Spring 2021

*'We deliver the programme to challenge stereotypes/prejudices. We know a simple act of interaction can make a huge change to the mindset of those involved.'* Leicester St Philip's Centre



# The Linking Network

## TRUSTEES' REPORT (CONTINUED)

### ***FOR THE YEAR ENDED 31 MARCH 2021***

---

This work was funded by the three-way partnership between DfE, MHCLG and the Pears Foundation. We are incredibly grateful for all the collaborative support we received from so many different people and organisations, whose care and energy enabled us to rapidly create Virtual Linking ready for Autumn 2020.

#### **Research and Evaluation of the National Schools Linking Programme**

Dr Lindsey Cameron, Senior Lecturer, Psychology Department, Kent University and Researcher in Residence to The Linking Network, is guiding our evaluation and shares tailored research insights with us as a network. Through 2020-2021, Lindsey delivered 5 webinars at TLN Network Meetings: - Indirect Contact, - Intergenerational Contact: -Intergroup contact & children's intergroup attitudes: The role of families. - Building Common Ground through Shared Social Action in Virtual Linking; Negative Contact and Young people's diversity attitudes: Impact, Drivers and Interventions.

Research into the impact of indirect social contact informed our approach to Virtual Schools Linking for Primary and Secondary Schools for the academic Year 2020-2021. Being clear that research shows that while face to face social contact is the most effective, indirect contact can have a meaningful and valuable impact in reducing prejudice and building confidence in contact. Indirect contact from within the classroom, prior to face-to-face contact, has always been an important part of the Schools Linking Programme. The research into indirect contact gave us confidence to plan for entirely virtual contact.

IFF Research were commissioned by MHCLG to evaluate the Integrated Communities Programme (IAP) and Schools Linking across the IAP areas has been one aspect of their work. Dr L. Cameron supported IFF Research with the design of Schools Linking observations, and in Autumn 2019 they conducted a baseline observation of 15 Schools Linking meetings in IAP areas across the network. The plans to conduct end of year observations of face-to-face Schools Linking were disrupted by Covid -19 and they had to develop alternative processes to evaluate. We provided ongoing support to IFF for their evaluation from 2019 onwards.

Dr Cameron supported the design of teacher surveys and held evaluative interviews with stakeholders of the Schools Linking Programme in Summer 2020, and we were able to immediately adopt recommendations and put them into practice. A similar process with linking teachers is planned for Summer 2021.

### **3. Social Action in Primary Linking**

As part of the Schools Linking Year, pairs of linked classes can choose to engage in Social Action together. Social action provides the collaborative activity, common goals and meaningful interaction that we know is needed to support effective social contact.

#### **Impact: Achievements during the year (from April 2020-March 2021)**

In 2020-2021 we redeveloped the way we embed Social Action into our Virtual Primary Schools Linking Programme, building the six #iwill principles of high quality youth social action (**Child-led, Challenging, Embedded, Socially impactful, Reflective and Progressive**) into the programme.

The new programme incorporated Philosophy for Children, high quality texts, family engagement resources and live online calls between the linked classes, to meet and share their chosen social action. Through sharing the things they care about and the actions that they take, the linking classes perception of one another is widened. All of these new resources are now available to linking schools on the TLN website along with a newly curated book list for primary social action, a song list, a range of blogs and new assemblies to model social action opportunities as well as a webinar from Dr Lindsey Cameron, Kent University on '*Building Common Ground through Shared Social Action in Primary Linking*'.

# The Linking Network

## TRUSTEES' REPORT (CONTINUED)

### FOR THE YEAR ENDED 31 MARCH 2021

---

This work was supported by the Pears #iwill Fund, created by Pears Foundation, and match funded by the #iwill Fund, a £54 million joint investment from The National Lottery Community Fund and the Department for Digital, Culture, Media and Sport (DCMS).

#### 4. Resource Development

We offer age-appropriate classroom and assembly resources for teachers to use, to support young people in deepening their knowledge and understanding of identity, diversity, community, and equality, creating space for discussion in school. Our resources are written by teachers, for teachers.

##### Impact: Achievements during the year (from April 2020-March 2021)

This year, TLN has developed new curriculum resources, available to all schools, created by teachers for teachers, that deliver English, PSHE, Citizenship Objectives and SMSC expectations and are tailored to the changing circumstances and needs of schools and pupils through 2020-2021. Our resources reach over 200,000 pupils annually through our Schools Linking, Home Learning, Remote Teaching, Assembly and Intergenerational Linking Programmes.

- **Home Learning Resources** When schools closed to most pupils in March 2020, we developed over 100 Home Learning Resources, including some bilingual recorded resources, to continue to deliver our objectives during Covid-19. This additional work was funded by the Department of Education.

*‘It’s great to see that despite the restrictions, many of our schools are still able to support pupils in keeping up with our schools linking programme. St. Mary’s CE Primary School, Rochdale, are proud to be involved and are supporting families learning at home. We’ve had some wonderful examples of linking activities being done at home, as well as with key worker children in school. From investigating family trees to creating identity shields, it has never been more important to talk about our communities and how we work together.’ St Mary’s CE Primary, Rochdale Council*

- **Remote Teaching Resources** When schools moved to remote teaching for most pupils, in January 2021, we provided curriculum resources for Remote Teaching and Assemblies that delivered our core objectives. The resources were freely available to all schools.
- **Secondary Resources** Through the year, we were able to respond to challenges that emerged. For example, resources on Anti-rumour and Fake News, Mental Health and Well Being and representation. The resources were distributed by local authorities and charities in the TLN network.
- **Family Engagement Resources** We created 6 new family engagement resources to accompany the Virtual Schools Linking Programme 2020-2021, to support schools to engage their parents in their children’s experience of the Schools Linking programme
- **Partnership Work** included creating a recorded ‘Remember Together’ assembly using resources from The Royal British Legion; an assembly for the /Together Coalition Thank You NHS Day July 2020 and working with the Belong Coalition on a webinar on Radical Kindness;

*‘What I have seen in Derby is that schools are ambitious in terms of what they want to do. They are heavily invested in Schools Linking and the relationship between the schools. Schools are picking up best practice and investing long term in developing staff skills and understanding, both within and outside ongoing linking class activity.’ Yvonne Luce, GED, Derby*

# The Linking Network

## TRUSTEES' REPORT (CONTINUED)

**FOR THE YEAR ENDED 31 MARCH 2021**

---

### 5. Intergenerational Linking

Care Home Friends and Neighbours Intergenerational Linking Project is an exciting national initiative from My Home Life England (MHLE) and The Linking Network (TLN). The three-year programme of work aims to co-create, pilot and deliver a range of intergenerational, sustainable, community engagement initiatives in the social care sector, with the purpose of connecting the residents of care homes for older people, with children aged 5-14 years old, in local schools and youth organisations, in a way which is flexible, practically achievable and self-sustaining. Care Home FaNs Intergenerational Linking is being funded by The Dunhill Medical Trust and the #iwill Fund, a joint investment between The National Lottery Community Fund and the Department of Digital, Culture, Media & Sport.

#### **Impact: Achievements during the year (from April 2020-March 2021)**

The Linking Network has continued to work in partnership with My Home Life England (MHLE) on the Care Home FaNs: Intergenerational Linking project. TLN, was a pioneer site in Bradford for this project in 2020-2021, beginning to link young people aged 5-14 in schools or youth groups with older people living in care homes. This has been challenging against the backdrop of the Covid pandemic, but joyful in finding creative ways that generations can connect. For example, through introductory 'getting to know you' activities, shared artwork and exploration of memories through video, with funding from Bradford Council for a creative Light Installation as part of a local festival. TLN has created resources to support these activities in Bradford, as well as providing bespoke support for each intergenerational link. The learning from this work has been captured at a national level and in Autumn 2020, recruitment began for further organisations to apply for funding, to develop Intergenerational Linking in other areas. MHLE and TLN recruited a further 9 organisations across the country to be part of the Care Home FaNs Intergenerational Linking project. Support documents and guidance were produced, and induction sessions planned, to ensure these nine new organisations were well supported when their funding commenced in April 2021.

### 6. Spiritual, Moral, Social, And Cultural (SMSC) Teacher Training

We provide support, training and resources for schools to review their strategy and implement provision, to develop their pupils' spiritual, moral, social and cultural (SMSC) education. The training shares practical classroom resources that schools can use to teach SMSC, challenge misconceptions and prejudice, create inclusive, representative classrooms and build work on equality, diversity, identity and community into their curriculum, and whole school provision. We deliver initial teacher training sessions, staff meetings and leadership training.

The training supports schools to effectively promote integration through the curriculum and whole school provision creating space for reflection on existing good practice and identifying new opportunities to move forward. It enables schools to productively apply the Personal Development and SMSC aspects of the Ofsted framework. We also offer support and review for school culture and ethos and convene a Network of Secondary SMSC Leaders to share good practice. Culham St Gabriel's Trust has provided grant funding for this Action Research alongside funding from Pears Foundation.

#### **Impact: Achievements during the year (from April 2020-March 2021)**

During Summer 2020 we redeveloped our SMSC courses from face to face into live and interactive, online training sessions. All the training, accompanying resources and review toolkit were updated to support schools in responding to the issues that arose throughout the year, connected to equalities and community, and for Ofsted changes. The training signposts delegates to practical resource examples, including curated book lists, TLN resources and to a wide range of organisations, such as Amnesty Education. Although the move to online delivery was because of Covid-19, interestingly, this will have potential as a delivery model into the future, as by removing geographical barriers, colleagues from across the country were able to



# The Linking Network

## TRUSTEES' REPORT (CONTINUED)

### FOR THE YEAR ENDED 31 MARCH 2021

---

attend. We delivered Initial Teacher Training live online to over 100 teacher trainees at Huddersfield University. We continued to facilitate the Bradford Secondary SMSC Leaders Network through the year.

## 7. The Linking Network - Bradford Programmes

The Linking Network core team is based in Bradford and delivers the Bradford Schools Primary and Secondary Linking Programme, Intergenerational Linking Programmes and the Bradford SMSC Leaders Network. The core team have all worked in the Bradford District in education and community engagement. Our delivery in Bradford informs our support for the Network of Schools Linking programmes across the country.

### Impact: Achievements during the year (from April 2020-March 2021)

**Bradford Primary Schools Linking:** The appetite for connecting children through Schools Linking across the Bradford District, continued strongly in 2020-2021, despite the huge impact of the pandemic on school life, with 84 primary schools signing up to the virtual schools linking programme, believing their children would benefit from connecting outside their bubbles. Through the year we delivered live, online Schools Linking training to 124 paired linking teachers, from 68 of these primary schools.

In January 2019, the Bradford for Everyone Programme at Bradford Council, asked us to aim for at least 50% of the district's children to take part in Schools Linking during their primary school years and provided additional funding to support this work. (Prior to this, in the 2018-2019 academic year, we were supporting 68 classes from 47 primary schools to link, which represented 25% of the cohort of the district's primary children taking part in their primary years.) We reached out to all primary schools in Spring 2019, and numbers rose dramatically for the 2019-2020 academic year, so that 195 classes in 94 Bradford primary schools, were linking, which was 69% of the cohort across the district. The numbers of primary schools engaging in the programme had doubled and the numbers of classes had nearly tripled. During the academic year 2020-2021, following the March 2020 lockdown, numbers were slightly reduced, so that 170 classes from 84 schools signed up for virtual Schools Linking, which was 64% of the cohort. As the pressures of Covid-19 unfolded in the Autumn Term, followed by the January school closures to most children, some schools decided to pause their links, so numbers taking part reduced to 124 classes from 68 primary schools linking which was 47% of the cohort.)

*'We are very happy as a school, to go ahead again with Bradford Schools Linking for 2020-2021. We have thoroughly loved being a part of this dynamic, vibrant, and enriching community experience. We will be able to adapt our links to virtual visits for our pupils. Thank you so very much for giving us this wonderful and positive learning and life experience.'* Year 4 Teacher, Bradford Primary School 2020

*The Linking Network has been a crucial avenue through which to explore personal development. I think schools will be crying out for guidance on re-centering PSHE and tools that inspire develop empathy and resilience in children and whole school strategies for achieving this.'* Deputy Head, Bradford Primary School, Summer 2020

**Bradford Secondary Schools Linking:** The Bradford for Everyone Programme set targets for TLN to support work on identity, diversity, community and equality, in at least 10 Bradford secondary schools through 2019-2021.

In 2019-2020 more than 30 groups of students, in 17 secondary schools, took part in face to face linking, and the SMSC Network across the district connected leaders from over 18 schools, to share good practice.

## The Linking Network

### TRUSTEES' REPORT (CONTINUED)

#### **FOR THE YEAR ENDED 31 MARCH 2021**

---

In 2020-2021 we pivoted to deliver the objectives we were working on differently and in total we engaged with 20 secondaries in multiple ways. Over 10 secondary schools shared the Secondary Home Learning Resources we created for students working at home, during the Summer Term 2020, and used our Remote Learning Lesson and Assembly Resources in Spring Term 2021.

The Bradford SMSC Secondary Leaders Network moved to meeting live, online, to share experiences and identify good practice. Meetings included connecting with Bradford Council Youth Services and Bradford Hate Crime Alliance and addressing challenges that emerged. SMSC Leads across 19 secondary schools engaged with the network. We went on to support 2 secondary schools to audit and develop their curriculum for SMSC.

We were commissioned by Bradford for Everyone to develop secondary resources based on the Anti-Rumour approach, developed by Intercultural Cities, to combat stereotypes and a sense of *them and us* in the context of Covid and challenge the suspicion and blame between different groups.

# The Linking Network

## TRUSTEES' REPORT (CONTINUED)

**FOR THE YEAR ENDED 31 MARCH 2021**

---

### Priorities for next year

It is evident that the impacts of the pandemic upon children, young people and schools are serious and will be long-lasting. Our priority will be to continue to reflect on the best way forward for building children's and young people's sense of self and belonging, and their connection with others. We will keep listening to ensure all of our programmes are right for schools and adapt them accordingly. We will continue to support schools to find ways for their pupils to have effective contact with others outside their immediate circle. As a network, we are always committed to supporting schools with their decision-making regarding linking, and we will continue to do so, knowing that the relationships between school communities, supported by their local programme leadership, are a long-term journey.

- Further develop the Virtual Primary Schools Linking resources for 2021-2022, building on learning and evaluation from 2020-2021.
- Further developing Shuttle Dialogue for Secondary Schools Linking, building on learning and evaluation from 2020-2021.
- Enhance the support for Live Online Video Calls for Primary Schools, to further enhance the linking experience for primary children.
- Continue to support and connect with the Network of Schools Linking Programmes.
- Welcome new areas, wishing to run Schools Linking across their district, into the network.
- Gather video and photo images of Social Action in Primary Linking and continue to embed the work.
- Develop Special Mainstream Schools Linking Guidance, working with special schoolteachers who have led schools linking.
- Deliver Live online SMSC Training in different settings.
- Develop our work in Bradford.
- Continue to work in partnership with My Home Life and Care Home Fans and Neighbours, to further develop Intergenerational Linking between schools and care homes and keep innovating in the Bradford District. We recognise the value of effective intergenerational contact for building confidence in contact; Intergenerational Linking is now core work for The Linking Network.
- Continue to build evaluation and learning by working with Dr Lindsey Cameron, Kent University, to evaluate and develop the programme with a particular emphasis on gathering pupil and stakeholder voice.
- Refresh our website and communication.
- Continue to build the case for support for the national Network of Schools Linking programmes – working with DfE, DLUHC (formerly MHCLG), Pears Foundation and Dulverton Trust and supporting each local area to reach out for local funding to build sustainability.

For Case Studies and further information, see [www.thelinkingnetwork.org.uk](http://www.thelinkingnetwork.org.uk)

Twitter: @Linking\_Network and #SchoolsLinking #IntergenerationalLinking

# The Linking Network

## TRUSTEES' REPORT (CONTINUED)

**FOR THE YEAR ENDED 31 MARCH 2021**

---

### Acknowledgements

The Trustees would like to express their gratitude to the whole staff team for the development of TLN's work through this challenging year which is thanks to their professionalism, commitment, and hard work.

The Trustees and staff would also like to thank the networks of practitioners, teams of staff, sessional advisors, teachers, Local Authority and NGO staff, and funders for their dedication through this year. We are grateful for their shared commitment to providing children, young people opportunities to develop relationship, empathy, critical thinking and contribute to wider society.

The trustees, staff team and network colleagues are grateful to all our funders-Pears Foundation, DfE, DLUHC (MHCLG), Dulverton Trust, Pears #iwill Fund, Dunhill Medical Trust and the #iwill fund, Culham St Gabriel's Trust, the Bradford for Everyone Programme, Bradford Council- for their strong support and commitment throughout this challenging year, as we responded to the needs of schools as a result of the pandemic, and for their vision and belief in the societal benefits of the work.

### Public benefit statement

In setting our objectives and planning our activities, our trustees have given serious consideration to the Charity Commission's general guidance on public benefit, specifically by:

(i) Advancing the education of children and young people, in particular by:

- promoting and supporting participation in projects involving children and young people from different social, religious, economic, ethnic, and cultural backgrounds
- providing support for educators and trainers, through action, research and professional development in conjunction with other institutions
- developing resources for use in the classroom or other educational settings
- offering guidance and support for educators and trainers through action, research and professional development in conjunction with other institutions.

(ii) Advancing equality and diversity and religious and racial harmony in particular by:

- advancing education and raising awareness in equality and diversity, and religious and racial harmony
- foster understanding between people from diverse backgrounds, in particular by providing support and encouragement for schools' participation in projects with other schools with significantly different populations, and/or to work within their own diverse communities in order to enhance the understanding of identity, equality and diversity
- cultivating a sentiment in favour of equality and diversity, racial and religious harmony.

(iii) Advancing citizenship in children, young people and communities.

# The Linking Network

## TRUSTEES' REPORT (CONTINUED)

### FOR THE YEAR ENDED 31 MARCH 2021

---

#### Financial review

During the year the charity received income of £896,770 (2020 £797,373) of which £895,546 (2020 £764,839) was restricted. The charity incurred expenditure of £657,693 (2020 £545,415) including £656,766 (2020 £540,478) from restricted funds. During the year transfers were made from restricted to unrestricted funds of £Nil (2020 £65,253) due to a release of restrictions by the funder. During the year a transfer was made to designated funds of £350,000 for a contingency fund. This resulted in net income of £239,077 (2020 £251,958) of which £297 (2020 £92,850) was unrestricted and £238,780 (2020 £159,108) was restricted.

It is the policy of the charity that unrestricted funds, excluding fixed assets, which have not been designated for a specific use should be maintained at a level equivalent to between three and nine month's expenditure. This equates to between £238,000 and £328,000. The trustees considers that reserves at this level will ensure that, in the event of a significant drop in funding, they will be able to continue the charity's current activities while consideration is given to ways in which additional funds may be raised. This level of reserves has been maintained throughout the year.

Unrestricted reserves at 31 March 2021 stood at £429,853 (2020 - £429,556).

#### Risks

Key risks considered by trustees relate to the safeguarding of children and young people as their class connects virtually or face to face with pupils from another school. We mitigate the risk through detailed advice in teacher training sessions and written guidance which advises that each school should work within their own safeguarding policies and within any additional restrictions that their link school requires and also that information should be exchanged by teachers and not by pupils. The risk of transmission of Covid-19 is mitigated by resources to support virtual linking programmes with live online training for teachers.

The trustees have assessed the major risks to which the charity is exposed and are satisfied that systems are in place to mitigate exposure to the major risks.

#### Fundraising

Section 162a of the Charities Act 2011 requires charities to make a statement regarding fundraising activities. The legislation defines fundraising as 'soliciting or otherwise procuring money or other property for charitable purposes'. The charity does not actively raise funds from the public either directly or via use of an agent, accordingly no such amounts are presented in the financial statements for the year under review. The charity has received no complaints in relation to fundraising activity for the year under review. Given the nature of the funding of the charity the Trustees consider that it remains appropriate not to be voluntarily bound to be regulated by the Fundraising Regulator.

# **The Linking Network**

## **TRUSTEES' REPORT (CONTINUED)**

### ***FOR THE YEAR ENDED 31 MARCH 2021***

---

#### **Structure, governance and management**

The charity is a charitable incorporated organisation (CIO), registered on 9 October 2015 in England and Wales.

The trustees who served during the year and up to the date of signature of the financial statements were:

Bishop Toby Howarth

Rev Denise Poole

Wahida Shaffi

Stephanie Longson

(Resigned 22 October 2020)

Zoe Mawson

(Appointed 2 December 2020)

Yvette Thomas

(Appointed 17 June 2021)

Ameerah Turner-Desai

(Appointed 17 June 2021)

Trustees are recruited through interview with a panel of Trustees based on the skills they can provide to the Charity. New Trustees are trained through mentoring by more experienced Trustees and ad-hoc training courses as considered appropriate.

None of the trustees has any beneficial interest in the company. All of the trustees are members of the company and guarantee to contribute £1 in the event of a winding up.

The trustees' report was approved by the Board of Trustees.

**Bishop Toby Howarth**

Trustee

Dated: 9 December 2021



# The Linking Network

## INDEPENDENT EXAMINER'S REPORT

### TO THE TRUSTEES OF THE LINKING NETWORK

---

I report to the trustees on my examination of the financial statements of The Linking Network (the charity) for the year ended 31 March 2021.

#### Responsibilities and basis of report

As the trustees of the charity you are responsible for the preparation of the financial statements in accordance with the requirements of the Charities Act 2011 (the 2011 Act).

I report in respect of my examination of the charity's financial statements carried out under section 145 of the 2011 Act. In carrying out my examination I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the 2011 Act.

#### Independent examiner's statement

Since the charity's gross income exceeded £250,000 your examiner must be a member of a body listed in section 145 of the 2011 Act. I confirm that I am qualified to undertake the examination because I am a member of the Institute of Chartered Accountants in England and Wales, which is one of the listed bodies.

Your attention is drawn to the fact that the charity has prepared financial statements in accordance with Accounting and Reporting by Charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) in preference to the Accounting and Reporting by Charities: Statement of Recommended Practice issued on 1 April 2005 which is referred to in the extant regulations but has now been withdrawn.

I understand that this has been done in order for financial statements to provide a true and fair view in accordance with Generally Accepted Accounting Practice effective for reporting periods beginning on or after 1 January 2015.

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 that in any material respect:

- 1 accounting records were not kept in respect of the charity as required by section 130 of the 2011 Act; or
- 2 the financial statements do not accord with those records; or
- 3 the financial statements do not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 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.

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 financial statements to be reached.

Alison Whalley FCA  
Naylor Wintersgill Limited

Carlton House  
Grammar School Street  
Bradford  
BD1 4NS

Dated: 9 December 2021

## The Linking Network

### STATEMENT OF FINANCIAL ACTIVITIES INCLUDING INCOME AND EXPENDITURE ACCOUNT

FOR THE YEAR ENDED 31 MARCH 2021

	Notes	Unrestricted funds 2021 £	Restricted funds 2021 £	Total 2021 £	Unrestricted funds 2020 £	Restricted funds 2020 £	Total 2020 £
<b>Income from:</b>							
Donations and legacies	3	-	454,058	454,058	-	198,351	198,351
Charitable activities	4	940	441,488	442,428	31,980	566,488	598,468
Investments	5	284	-	284	554	-	554
<b>Total income</b>		<b>1,224</b>	<b>895,546</b>	<b>896,770</b>	<b>32,534</b>	<b>764,839</b>	<b>797,373</b>
<b>Expenditure on:</b>							
Charitable activities	6	927	656,766	657,693	4,937	540,478	545,415
Gross transfers between funds		-	-	-	65,253	(65,253)	-
<b>Net income for the year/ Net movement in funds</b>		<b>297</b>	<b>238,780</b>	<b>239,077</b>	<b>92,850</b>	<b>159,108</b>	<b>251,958</b>
Fund balances at 1 April 2020		429,556	241,993	671,549	336,706	82,885	419,591
<b>Fund balances at 31 March 2021</b>		<b>429,853</b>	<b>480,773</b>	<b>910,626</b>	<b>429,556</b>	<b>241,993</b>	<b>671,549</b>

The statement of financial activities includes all gains and losses recognised in the year.

All income and expenditure derive from continuing activities.



# The Linking Network

## BALANCE SHEET

AS AT 31 MARCH 2021

	Notes	2021 £	£	2020 £	£
<b>Current assets</b>					
Debtors	11	7,409		16,248	
Cash at bank and in hand		1,057,454		658,709	
		<u>1,064,863</u>		<u>674,957</u>	
<b>Creditors: amounts falling due within one year</b>	12	(154,237)		(3,408)	
Net current assets			<u>910,626</u>		<u>671,549</u>
<b>Income funds</b>					
Restricted funds	14		480,773		241,993
<u>Unrestricted funds</u>					
Designated funds	15	350,000		-	
General unrestricted funds		<u>79,853</u>		<u>429,556</u>	
			<u>429,853</u>		<u>429,556</u>
			<u>910,626</u>		<u>671,549</u>

The financial statements were approved by the Trustees on 9 December 2021

Bishop Toby Howarth  
Trustee

# The Linking Network

## STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED 31 MARCH 2021

	Notes	2021 £	£	2020 £	£
<b>Cash flows from operating activities</b>					
Cash generated from operations	19		398,461		435,790
<b>Investing activities</b>					
Interest received		284		554	
<b>Net cash generated from investing activities</b>			284		554
<b>Net cash used in financing activities</b>			-		-
<b>Net increase in cash and cash equivalents</b>			398,745		436,344
Cash and cash equivalents at beginning of year			658,709		222,365
<b>Cash and cash equivalents at end of year</b>			<u>1,057,454</u>		<u>658,709</u>

# The Linking Network

## NOTES TO THE FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 MARCH 2021

---

#### 1 Accounting policies

##### Charity information

The Linking Network is a charitable incorporated organisation (CIO), registered in England and Wales on 9 October 2015. It is governed by a constitution as amended 19 February 2016.

#### 1.1 Accounting convention

The financial statements have been prepared in accordance with the charity's Constitution, the Charities Act 2011 and "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 2019)". The charity is a Public Benefit Entity as defined by FRS 102.

The financial statements have departed from the Charities (Accounts and Reports) Regulations 2008 only to the extent required to provide a true and fair view. This departure has involved following the Statement of Recommended Practice for charities applying FRS 102 rather than the version of the Statement of Recommended Practice which is referred to in the Regulations but which has since been withdrawn.

The financial statements are prepared in sterling, which is the functional currency of the charity. Monetary amounts in these financial statements are rounded to the nearest £.

The financial statements have been prepared under the historical cost convention, modified to include the revaluation of freehold properties and to include investment properties and certain financial instruments at fair value. The principal accounting policies adopted are set out below.

#### 1.2 Going concern

The Trustees have considered they expected cash flows for the next two years and they consider that the Charity will be able to meet its obligations as they fall due for the foreseeable future. The financial statements are therefore prepared on the going concern basis.

#### 1.3 Charitable funds

Unrestricted funds are available for use at the discretion of the trustees in furtherance of their charitable objectives.

Restricted funds are subject to specific conditions by donors as to how they may be used. The purposes and uses of the restricted funds are set out in the notes to the financial statements.

Endowment funds are subject to specific conditions by donors that the capital must be maintained by the charity.

#### 1.4 Income

Income is recognised when the charity is legally entitled to it after any performance conditions have been met, the amounts can be measured reliably, and it is probable that income will be received.

Cash donations are recognised on receipt. Other donations are recognised once the charity has been notified of the donation, unless performance conditions require deferral of the amount. Income tax recoverable in relation to donations received under Gift Aid or deeds of covenant is recognised at the time of the donation.

Legacies are recognised on receipt or otherwise if the charity has been notified of an impending distribution, the amount is known, and receipt is expected. If the amount is not known, the legacy is treated as a contingent asset.

# The Linking Network

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

### FOR THE YEAR ENDED 31 MARCH 2021

---

#### 1 Accounting policies

##### 1.5 Expenditure

Expenditure is recognised on an accrual basis as a liability is incurred. Liabilities are recognised where it is more likely than not that there is a legal or constructive obligation committing the charity to pay out the resources and the amount of the obligation can be measured with reasonable certainty.

##### 1.6 Cash and cash equivalents

Cash and cash equivalents include cash in hand, deposits held at call with banks, other short-term liquid investments with original maturities of three months or less, and bank overdrafts. Bank overdrafts are shown within borrowings in current liabilities.

##### 1.7 Financial instruments

The charity has elected to apply the provisions of Section 11 'Basic Financial Instruments' and Section 12 'Other Financial Instruments Issues' of FRS 102 to all of its financial instruments.

Financial instruments are recognised in the charity's balance sheet when the charity becomes party to the contractual provisions of the instrument.

Financial assets and liabilities are offset, with the net amounts presented in the financial statements, when there is a legally enforceable right to set off the recognised amounts and there is an intention to settle on a net basis or to realise the asset and settle the liability simultaneously.

##### **Basic financial assets**

Basic financial assets, which include debtors and cash and bank balances, are initially measured at transaction price including transaction costs and are subsequently carried at amortised cost using the effective interest method unless the arrangement constitutes a financing transaction, where the transaction is measured at the present value of the future receipts discounted at a market rate of interest. Financial assets classified as receivable within one year are not amortised.

##### **Basic financial liabilities**

Basic financial liabilities, including creditors and bank loans are initially recognised at transaction price unless the arrangement constitutes a financing transaction, where the debt instrument is measured at the present value of the future payments discounted at a market rate of interest. Financial liabilities classified as payable within one year are not amortised.

Debt instruments are subsequently carried at amortised cost, using the effective interest rate method.

Trade creditors are obligations to pay for goods or services that have been acquired in the ordinary course of operations from suppliers. Amounts payable are classified as current liabilities if payment is due within one year or less. If not, they are presented as non-current liabilities. Trade creditors are recognised initially at transaction price and subsequently measured at amortised cost using the effective interest method.

##### **Derecognition of financial liabilities**

Financial liabilities are derecognised when the charity's contractual obligations expire or are discharged or cancelled.

##### 1.8 Employee benefits

The cost of any unused holiday entitlement is recognised in the period in which the employee's services are received.

Termination benefits are recognised immediately as an expense when the charity is demonstrably committed to terminate the employment of an employee or to provide termination benefits.

# The Linking Network

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 MARCH 2021

### 1 Accounting policies

#### 1.9 Retirement benefits

Payments to defined contribution retirement benefit schemes are charged as an expense as they fall due.

### 2 Critical accounting estimates and judgements

In the application of the charity's accounting policies, the trustees are required to make judgements, estimates and assumptions about the carrying amount of assets and liabilities that are not readily apparent from other sources. The estimates and associated assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised where the revision affects only that period, or in the period of the revision and future periods where the revision affects both current and future periods.

### 3 Donations and legacies

	Restricted funds	Restricted funds
	2021 £	2020 £
Grants listed below	454,058	198,351
<b>Grants receivable for core activities</b>		
Pears Foundation	339,650	176,533
Culham St Gabriel's Trust	15,000	-
The Dulverton Trust	30,000	-
Bradford Council	4,800	-
Controlling Migration fund	-	7,500
My Home Life Intergenerational - National	49,108	14,318
My Home Life Intergenerational - Bradford	15,500	-
	454,058	198,351

# The Linking Network

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 MARCH 2021

### 4 Charitable activities

	Charitable Income 2021 £	Charitable Income 2020 £
Service delivery	940	31,980
Ministry of Housing, Communities & Local Government (MHCLG) including Department for Education (DfE)	441,488	566,488
	<u>442,428</u>	<u>598,468</u>
Analysis by fund		
Unrestricted funds	940	31,980
Restricted funds	441,488	566,488
	<u>442,428</u>	<u>598,468</u>

#### Matched funding

Matched funding for the MHCLG project is provided by Pears Foundation.

### 5 Investments

	Unrestricted funds 2021 £	Unrestricted funds 2020 £
Interest receivable	<u>284</u>	<u>554</u>

# The Linking Network

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 MARCH 2021

### 6 Charitable activities

	2021 £	2020 £
Staff costs	289,001	242,012
Programme costs	296,409	217,378
Sessional advisors	56,945	52,014
Promotion and website	4,421	8,627
	<u>646,776</u>	<u>520,031</u>
Share of support costs (see note 8)	7,893	21,131
Share of governance costs (see note 8)	3,024	4,253
	<u>657,693</u>	<u>545,415</u>
<b>Analysis by fund</b>		
Unrestricted funds	927	4,937
Restricted funds	656,766	540,478
	<u>657,693</u>	<u>545,415</u>

Included in the Programme costs are grants listed in note 7.

# The Linking Network

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

### FOR THE YEAR ENDED 31 MARCH 2021

#### 7 Grants payable

	2021	2020
	£	£
Grants to institutions:		
Faith & Belief Forum Birmingham	7,000	10,000
Achievement, Cohesion & Integration Service Bolton Council	17,000	-
Bridges for Communities, Bristol	7,000	-
Buckinghamshire Country Council	17,000	-
Burnley & Pendle Faith Centre, Lancashire County Council	17,000	-
Curriculum & Language Access Service, Bury Council	17,000	-
Calderdale Museums Service, Calderdale Council	7,000	10,000
Global Education Derby	7,000	10,000
Inclusions Support Service, Kent	17,000	-
Yorkshire Spirit, Kirklees	-	(11,000)
Carry My Story, Kirklees Council	7,000	21,000
Development Education Centre, Leeds	17,000	14,000
St Philip's Centre, Leicester	7,000	10,000
Faith & Belief Forum, London	17,000	-
Luton First Teaching Alliance on behalf of Luton Borough Council	7,000	10,000
Ethnic Diversity Service, Stockport Council (Manchester)	10,000	-
Laing Art Gallery, Newcastle & Gateshead City Council	7,000	10,000
Nottinghamshire County Council	17,000	-
Oldham Council	17,000	-
Building Bridges Pendle	7,000	10,000
Vivacity, Peterborough	-	7,000
Rochdale Borough Council	17,000	-
Development Education Centre, South Yorkshire (Rotherham)	3,000	10,000
Development Education Centre, South Yorkshire (Sheffield)	7,000	10,000
Ethnic Diversity Service, Stockport Council (Stockport)	17,000	-
Humanities Education Centre, Tower Hamlets	7,000	10,000
Faith & Belief Forum, Waltham Forest	3,000	10,000
	<u>280,000</u>	<u>141,000</u>



# The Linking Network

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 MARCH 2021

### 8 Support costs

	Support costs	Governance costs	2021	Support costs	Governance costs	2020
	£	£	£	£	£	£
Phone and broadband	981	-	981	1,060	-	1,060
General office costs	1,810	-	1,810	3,003	-	3,003
IT	2,887	-	2,887	3,314	-	3,314
Insurance	1,725	-	1,725	1,332	-	1,332
Travel and subsistence	106	-	106	11,981	-	11,981
Bank charges	199	-	199	251	-	251
Legal and professional	185	-	185	190	-	190
Accountancy	-	-	-	-	1,200	1,200
Independent examination fees	-	3,024	3,024	-	2,880	2,880
Trustees travel	-	-	-	-	173	173
	<u>7,893</u>	<u>3,024</u>	<u>10,917</u>	<u>21,131</u>	<u>4,253</u>	<u>25,384</u>
Analysed between						
Charitable activities	<u>7,893</u>	<u>3,024</u>	<u>10,917</u>	<u>21,131</u>	<u>4,253</u>	<u>25,384</u>

All costs are apportioned to the sole activity of the charity.

In kind support of desk space is provided by Bradford Council. The value of this donation has not been included in the financial statements as a value cannot be reliably estimated for the donation.

Governance costs includes payments to the independent examiner of £3,024 for examination fees and £nil for accountancy fees (2020- £2,880 examination fees and £1,200 for accountancy.)

### 9 Trustees

None of the trustees (or any persons connected with them) received any remuneration or benefits from the charity during the year.

Trustees travel expenses were paid out to nil trustees amounting to £nil in the year, (2020 - £173 travel, one trustee).

# The Linking Network

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 MARCH 2021

### 10 Employees

The average monthly number of employees during the year was:

	2021 Number	2020 Number
	8	7
	<u>          </u>	<u>          </u>
<b>Employment costs</b>	<b>2021</b>	<b>2020</b>
	<b>£</b>	<b>£</b>
Wages and salaries	251,655	209,872
Social security costs	20,903	17,717
Other pension costs	16,443	14,423
	<u>289,001</u>	<u>242,012</u>

No employee earned more than £60,000 during the current or previous financial year.

### 11 Debtors

	2021 £	2020 £
<b>Amounts falling due within one year:</b>		
Trade debtors	220	1,930
Prepayments and accrued income	7,189	14,318
	<u>7,409</u>	<u>16,248</u>

### 12 Creditors: amounts falling due within one year

	Notes	2021 £	2020 £
Deferred income	13	150,000	-
Trade creditors		341	-
Accruals		3,896	3,408
		<u>154,237</u>	<u>3,408</u>

## The Linking Network

### NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

**FOR THE YEAR ENDED 31 MARCH 2021**

---

#### 13 Deferred income

	2021 £	2020 £
Other deferred income	<u>150,000</u>	<u>-</u>

Deferred income is included in the financial statements as follows:

	2021 £	2020 £
Brought forward	-	10,000
Received in year	150,000	-
Released in year	<u>-</u>	<u>(10,000)</u>
Carried forward	<u>150,000</u>	<u>-</u>

Deferred income comprises funds received where the conditions for the project were not yet been fully met, because the project commenced on 1 April 2021.

# The Linking Network

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

### FOR THE YEAR ENDED 31 MARCH 2021

#### 14 Restricted funds

The income funds of the charity include restricted funds comprising the following unexpended balances of donations and grants held on trust for specific purposes:

	Movement in funds					Movement in funds				
	Balance at 1 April 2019	Incoming resources	Resources expended	Transfers	Balance at 1 April 2020	Incoming resources	Resources expended	Transfers	Balance at 31 March 2021	
	£	£	£	£	£	£	£	£	£	
MHCLG and DfE (Schools Linking)	30,130	391,488	(421,618)	-	-	391,488	(391,488)	-	-	
Pears Foundation Social Action 1	5,755	-	(5,755)	-	-	-	-	-	-	
Pears Foundation Core Schools Linking	-	37,833	(5,280)	(32,553)	-	309,650	(27,339)	(17,000)	265,311	
Pears Foundation Matched Funding	-	58,700	(21,994)	(2,700)	34,006	-	(1,580)	(2,000)	30,426	
Culham St Gabriel's	-	-	-	-	-	15,000	(15,000)	-	-	
Bradford for Everyone, Bradford Council (MHCLG)	32,000	-	(31,800)	(200)	-	-	-	-	-	
Bradford for Everyone, Bradford Council	-	175,000	(5,495)	200	169,705	-	(69,705)	-	100,000	
The Dulverton Trust	15,000	-	(15,000)	-	-	30,000	-	-	30,000	
Controlling Migration Fund, Bradford Council	-	7,500	(7,500)	-	-	-	-	-	-	
My Home Life	-	14,318	(14,318)	-	-	49,108	(49,108)	-	-	
Pears Foundation (Network Capacity Grant)	-	30,000	-	(30,000)	-	30,000	-	-	30,000	
Pears Foundation (Social Action 2)	-	50,000	(11,718)	-	38,282	-	(23,596)	-	14,686	
Department for Education Extension	-	-	-	-	-	50,000	(50,000)	-	-	
My Home Life Intergenerational Linking Bradford	-	-	-	-	-	15,500	(15,500)	-	-	
Bradford Council (Critical Thinking Training Project)	-	-	-	-	-	3,450	(3,450)	-	-	
Bradford Schools Linking	-	-	-	-	-	-	(10,000)	19,000	9,000	
Bradford Council Light Installation Project	-	-	-	-	-	1,350	-	-	1,350	
	<u>82,885</u>	<u>764,839</u>	<u>(540,478)</u>	<u>(65,253)</u>	<u>241,993</u>	<u>895,546</u>	<u>(656,766)</u>	<u>-</u>	<u>480,773</u>	

## The Linking Network

### NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

#### FOR THE YEAR ENDED 31 MARCH 2021

---

##### 14 Restricted funds

MHCLG and DfE provided grant funding for Schools Linking across The Linking Network in a three-way partnership between DfE, MHCLG and Pears Foundation.

Pears Foundation Core Schools Linking - core funding for TLN Schools Linking in a three-way partnership between MHCLG, DfE and Pears Foundation - as above.

The Department of Education provided extension funding to support Schools Linking to pivot from face to face to virtual through the Summer Term 2020

Pears Social Action1 - Funding from the Pears #iwill Fund, a fund created by the National Lottery Community Fund, the Department of Culture, Media & Sport and Pears Foundation, has supported our work to embed social action in primary linking.

Pears Social Action 2 - Funding from the Pears #iwill Fund, a fund created by the National Lottery Community Fund, the Department of Culture, Media & Sport and Pears Foundation, has supported our work to embed social action in primary linking.

Pears Foundation Matched Funding provided match funding for local areas to access local funds, this opportunity was ongoing through 2020-2021 and 2021-2022.

Pears Foundation (Network Capacity Grant) to support ongoing capacity building.

The Bradford for Everyone Programme, Bradford Council provided grant funding for work across Bradford and this work is ongoing.

Bradford Council (Critical Thinking Training) - funding working group developing work in schools on Critical Thinking

Dulverton Trust grant in 2019-2020 for core funding for Schools Linking 2021-2022

The Bradford for Everyone Programme at Bradford Council provided funding for TLN to take part in the Critical Thinking Training Project.

Bradford Schools Linking – grant for Schools Linking in Bradford

Culham St Gabriel's Trust -grant funding to support Action Research into SMSC Training.

Bradford Council -grant to create a Light Installation for Bradford LiT of creative Bradford Intergenerational Linking work

My Home Life - Care Home FaNs Intergenerational Linking is being funded by The Dunhill Medical Trust and the #iwill Fund, a joint investment between The National Lottery Community Fund and the Department of Digital, Culture, Media & Sport. TLN is a partner with Care Home Fans employing the Youth Social Action Lead for the programme.

My Home Life - Intergenerational Linking Bradford We received a grant to lead a pioneer site in Bradford.

During 2021 £nil (2020 £65,253) from The Pears Foundation was transferred to general funds at it had been released by the funder.

---

# The Linking Network

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 MARCH 2021

### 15 Designated funds

The income funds of the charity include the following designated funds which have been set aside out of unrestricted funds by the trustees for specific purposes:

	Movement in funds		Transfers	Balance at 31 March 2021
	Incoming resources	Balance at 1 April 2020		
	£	£	£	£
Contingency fund	-	-	350,000	350,000
	-	-	350,000	350,000

# The Linking Network

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 MARCH 2021

### 16 Funds

	Balance at 1 April 2019	Incoming resources	Resources expended	Transfers	Balance at 1 April 2020	Incoming resources	Resources expended	Transfers	Balance at 31 March 2021
	£		£	£	£	£	£	£	£
General funds	336,706	32,534	(4,937)	65,253	429,556	1,224	(927)	-	429,853
Restricted funds	82,885	764,839	(540,478)	(65,253)	241,993	895,546	(656,766)	-	480,773
	<u>419,591</u>	<u>797,373</u>	<u>545,415</u>	<u>-</u>	<u>671,549</u>	<u>896,770</u>	<u>657,693</u>	<u>-</u>	<u>910,626</u>

# The Linking Network

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

### FOR THE YEAR ENDED 31 MARCH 2021

#### 17 Analysis of net assets between funds

	Unrestricted funds 2021 £	Restricted funds 2021 £	Total 2021 £	Unrestricted funds 2020 £	Restricted funds 2020 £	Total 2020 £
Fund balances at 31 March 2021 are represented by:						
Current assets/(liabilities)	429,853	480,773	910,626	429,556	241,993	671,549
	<u>429,853</u>	<u>480,773</u>	<u>910,626</u>	<u>429,556</u>	<u>241,993</u>	<u>671,549</u>

#### 18 Related party transactions

##### Remuneration of key management personnel

The remuneration of key management personnel is as follows.

	2021 £	2020 £
Aggregate compensation	<u>101,569</u>	<u>101,591</u>

There have been no other related party transactions during the year (2020 none).

#### 19 Cash generated from operations

	2021 £	2020 £
Surplus for the year	239,077	251,958
Adjustments for:		
Investment income recognised in statement of financial activities	(284)	(554)
Movements in working capital:		
Decrease in debtors	8,839	197,068
Increase/(decrease) in creditors	829	(2,682)
Increase/(decrease) in deferred income	150,000	(10,000)
<b>Cash generated from operations</b>	<u>398,461</u>	<u>435,790</u>