



Trustee's Annual Report | 31st March 2021

Araba Scott Children's Foundation

The trustees of Araba Scott Children's Foundation present their annual report and accounts for the year ending 31st March 2021, and confirm they comply with the requirements of the Charities Act 2011, the constitution and the Charities SORP (FRS 102).

Executive Summary

This has been a fruitful fourth year for Araba Scott Children's Foundation (ASCF). We have had a very full year, getting to grips with online communication to develop new children's programmes and activities, winning awards and making press releases! We are pleased with our progress. Between 1st April 2020 and 31st March 2021, ASCF raised £6,490.12, which is more money raised than in any other year since registering as a charity!

This year, our team, along with a combination of one-off, monthly and corporate donations, awards and community fundraising helped us achieve the following:

- Install a new roof on our safe haven, Barnes Hall.
- Purchase back to school items for nearly 100 children.
- Pay for more than 8 weeks' worth of art therapy for 4 children.
- Keep children learning, active and having fun during a global pandemic, with weekly classes and around the clock support.
- Provide care packages of food, hygiene items, underwear, footwear and more for children in need.
- Buy children's books on important topics, such as keeping your mind well, protecting yourself from sexual exploitation, grooming, consent and boundaries.
- and so much more!

We strengthened an existing partnership with Art Therapy JA, and had our good work featured on UNICEF Jamaica's online platforms. We safeguarded children and families in St. Thomas, Jamaica from abuse, neglect and poverty, and sought advice from other professionals about how best to keep children safe and engaged in positive, memorable and constructive activities. We laughed with children, cried about children, played with them, made art with them and surprised them! We are both grateful and proud of what ASCF has accomplished this year.

Mission statement

ASCF's mission is to bring children of all circumstances living in St. Thomas together with professional artists, teachers and therapists, to create, learn, play and embrace their culture, increasing wellbeing, tolerance, and helping give children a positive view of themselves.

Strategy

We began development of a new 3-year strategy, after completing the goals of our initial 3-year strategy from 2016-2019. Our new strategy aims to make progress in 6 key areas; organisational development, fundraising, marketing, art, culture and education. A detailed internal document has been produced to outline each strategy, its rationale, our current position, where we expect to be by 2024 and our details of actions. In brief:

Concerning:

- **Strategy Item One, 'Organisational Development' between 2021-2024**

We are enhancing the effectiveness of ASCF's governance and management, by striving for a fully active and involved Board of Trustees and fully remunerated staff team. Additionally, we want a wide range of skills and representation within the Board of Trustees and Advisors.

Concerning:

- **Strategy Item Two, 'Fundraising' between 2021-2024**

We are scaling up our fundraising efforts by seeking a fundraising volunteer to help identify key trusts and foundations to apply to for core costs, writing *or* editing grant applications, and arranging media and PR events that we can attend or participate in (e.g., radio, TV, Clubhouse rooms, magazine entries). Thus, raising enough funds to allow ASCF to operate a full cost recovery model that can sustain and expand our children's work in St. Thomas, Jamaica.

Concerning:

- **Strategy Item Three, 'Marketing' between 2021-2024:**

We are raising awareness about, and engaging more of the public with, our work both in-person and on social media, allowing us to share our successes, evidence of learning and solutions to challenges in St. Thomas, Jamaica.

Concerning:

- **Strategy Item Four, 'Art' between 2021-2024:**

We are developing a dedicated arts programme, similar to that of the ACE Learning programme, offering art classes with learning objectives, lesson plans and a prize giving after 10 weeks. By highlighting children's natural propensity for art-making, we are encouraging relaxation while learning skills and methods of creativity that could be used as a trade, or coping tool in later life.

Concerning:

- **Strategy Item Five, 'Culture' between 2021-2024:**

We are establishing a dedicated cultural learning programme for children, helping children in St. Thomas celebrate their culture and history, and the stories of others. Therefore, supporting children's development of self-confidence, empathy and tolerance towards others.

Concerning:

- **Strategy Item Six, 'Education' between 2021-2024:**

We are doubling the number of classes we offer to children per week, and doubling our team so that children aged 4-10 are taught by two primary school educators, and children aged 11-17 are taught by two secondary school educators. We are benefiting from having safely recruited more skilled and passionate volunteers, and a mobile ACE Learning service for children who are confined to their home due to a physical disability.

Our Aims

The CIO operates under its governing document which was authorised by the Charity Commission for England and Wales on 16th October 2016, and included the regulations for appointment of trustees.

The objects of the CIO are to advance in life and relieve the needs of young people in St. Thomas, Jamaica through:

1. Advancing education;

The provision of recreational and leisure time activities provided in the interest of social welfare, designed to improve their conditions of life;

Providing support and activities which develop their skills, capacities and capabilities to enable them to participate in society as mature and responsible individuals.

2. To advance the education of the public in St. Thomas, Jamaica but not exclusively by the provision of basic literacy and numeracy classes.

Our Objectives for 2020 and 2021



Due to COVID-19 our main goal was to keep the children we work with safe, learning and having fun. Therefore, some of the original plans we had were postponed. This included the deferment of our Director's usual 3-month visit to St. Thomas, our partnership and training work with Manifesto Jamaica, and Regeneration Kids Klub (who were due to visit between July and August 2020), and the

delaying of a Kingston Educational Experience with Change Agents In Action.



Figure 1 Our children's artwork on 'COVID-19' the Two-Faced Monster, featured on UNICEF's website in May 2020.

COVID-19: The Two-Faced Monster

Between 2020 and 2021, we saw the violence pandemic in Jamaica

worsen, and this impacted our response to the children's work we do. Between January and March 2021, [328 people were murdered in Jamaica](#), which is more than the number of [people who have died from COVID-19 in Jamaica in the same 3-month period](#) (284). In 2020, Jamaica had the highest homicide rate in the Latin American region, with 46.5 murders committed per 100,000 people. In March 2021, Jamaica had the second highest homicide rate in the Latin American region, with 43.9 homicides per 100,000 people. We were acutely aware of the damaging effect this has not only on adults, but on children and young people in Jamaica. Children can suffer from the effects of violence vicariously as bystanders, or as victims and homicide survivors, and are often dealing with the prevailing sense of a lack of protection from their government, local authorities and communities.

Our Response

- 114 million children in Latin America and the Caribbean are currently absent from schools due to the Coronavirus pandemic restrictions (the highest absence rate globally), which is seriously detrimental to the wellbeing of children, particularly given the statistics mentioned earlier. We shared our concerns with a number of Jamaican and British-Jamaican social workers, therapists, supporters and friends of ASCF, about what we can do to protect children and promote children's rights further, while they are isolated due to lockdown measures. Our Director also spoke to these stakeholders about launching a special interests network that 'buys and sells' ideas that will benefit Jamaican children and their families.
- Each year we have taught the children about their rights, and this year was no different. When the Jamaican government-imposed curfew restrictions, we stepped up the use of our Kidz Klub Parent and Carer WhatsApp Group, where we studied children's rights, internet safety, body boundaries and safety networks. These exercises empowered children to consider their own body safety, and the boundaries of others, as well as got them to think about who they can alert if there is a violation of those boundaries. The Group itself helped our team keep in contact with children who may otherwise be unseen and unheard, as they were no longer attending school in person.

Review of Activities and Achievements

Participant Numbers and Activities

Our aim is to engage as many children from St. Thomas in our artistic, cultural and educational activities (ACE) as possible. Our aim is to help improve children's general sense of wellbeing, tolerance for others and give them a positive view of themselves. Our safe haven, Barnes Hall, has now been open for three years, and is based in the district of Port Morant, St. Thomas.

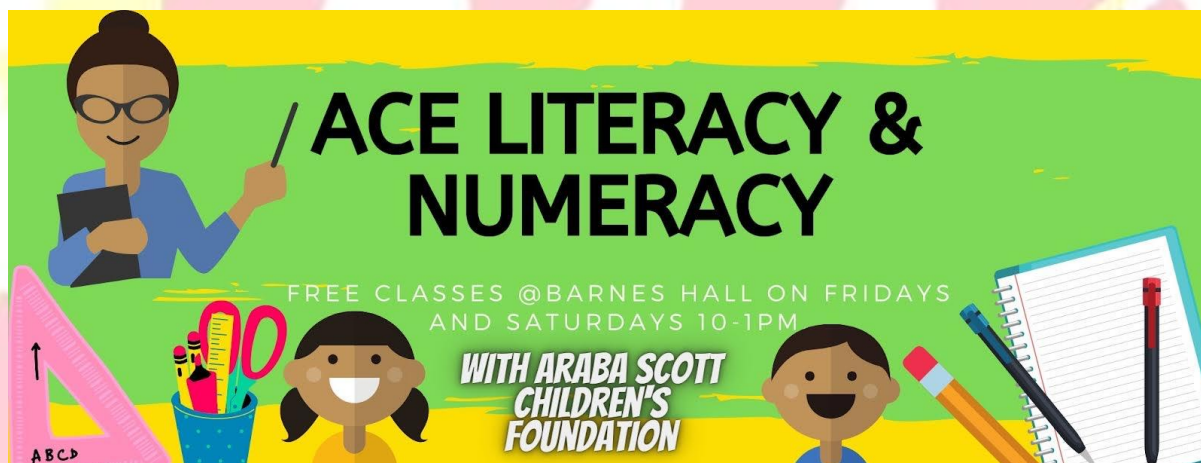
As a result of the COVID-19 pandemic and the travel restrictions imposed by governments locally and internationally, our children's work throughout the year was staggered into different locations, platforms and settings. The numbers of children we could see at one time was also heavily restricted due to government-imposed rules on the size of gatherings. The figures below reflect the way in which participation was affected as a result:

- Literacy and Numeracy classes and ACE Learning - up to 15
- Children from the Parent and Carer WhatsApp Group - up to 12
- Community Learning (in Seaside and Leith Hall) - up to 12
- Individual Art Therapy - 4

Although we are accustomed to participation from higher numbers of children each time, we are very proud of our team for being flexible, safe and consistent. ASCF offered sustained support to children, particularly in literacy and numeracy whilst schools were closed. In July 2020, we were open up to 6 days a week. On Mondays we held art therapy, Tuesdays Wednesdays and Fridays were Summer

School, or 'make-up' art therapy sessions (for children who had missed a session due to poor internet connection or vacation etc). On Sundays, children attended Kidz Klub, where children learned their identity in Christ, and how to love, accept and work with themselves and others.

The Journey To Our New Curriculum: ACE Learning Literacy and Numeracy



In September 2020, in an effort to support and sustain children's learning, after the Jamaican government announced schools would not re-open, we opened the safe haven for the children's first online maths class. We had originally sought the assistance of Math Wiz, run by tutor, Mikiela Gonzales in Jamaica, hoping to use our donations to fund the classes. However, after the children struggled to complete their initial assessment, it became clear how significantly the lockdown had affected the children's self-confidence and academic progress. This was thought to be a major stumbling block to participation and attendance, and so our Director led the teaching of children voluntarily with a view to returning to Math Wiz once the students regained confidence.

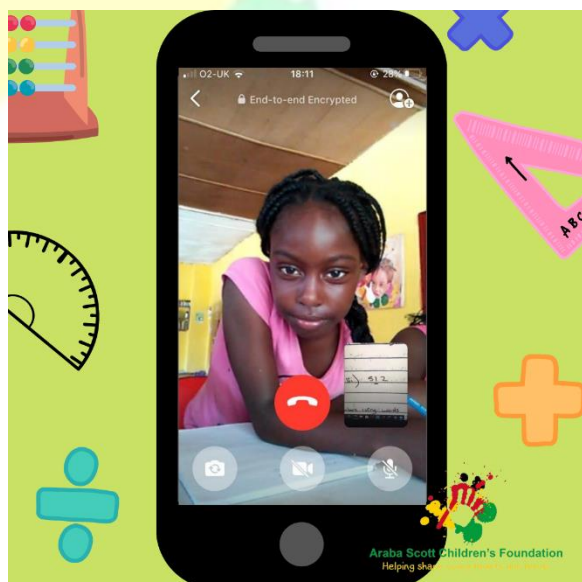


Figure 2 A live photo taken from our first online maths class with Our Director phoning into Barnes Hall.

with approval of our curriculum from Gee.

In November 2020, after 2 months of online support, one of our monthly donors suggested ASCF develop its own curriculum to support the children. We took this on board and started development of a programme, to include topics that feature in the Jamaican national curriculum and address the individual targets and needs of our children.

On 4th December 2020, we developed the **ACE Learning: Literacy and Numeracy programme** for children aged 4-12. We began with 15 children attending an hour of free basic Literacy (Language Arts) and Numeracy tuition, every Friday and Saturday. Leading on this project were Trustee, Gee Angus-Okolo, our Lead Project Facilitator, Kamara Webb and our Director, Alicia Louise. Lessons were planned collaboratively, but were ultimately supervised and cleared by the Director,

Although classes were advertised for children aged 4-12, we decided that younger or older children who required support were *not* to be excluded from participating. Moreover, we were clear that while we would follow the national curriculum standards for each age group, we had to remain a child-led service; meaning the children's progress each week dictates the content of the weekly lesson plans.

Our ACE Learning Literacy classes focused on teaching the fastest methods to get our non-readers reading. It covers, phonics, digraphs, trigraphs, graphemes, sight words, comprehension and story-telling.

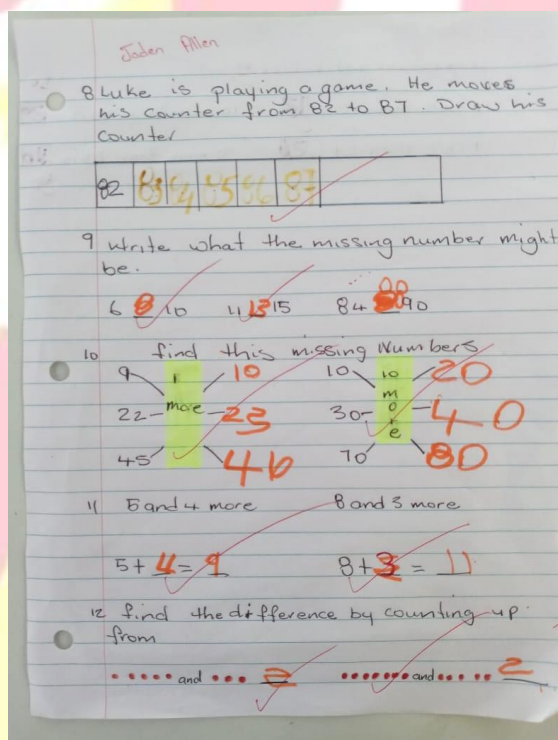


Figure 3 A photo of a child's work after their ACE Learning Numeracy lesson

Our ACE Learning Numeracy classes focused on the core areas of maths that must be understood before children can progress further: covering number bonds, addition, subtraction, multiplication, division, problem-solving and all other fundamental rules of mathematics.

In January 2021, we took stock of our progress by measuring the children's participation, confidence and academic progress, with a view to continuing these classes long-term. We intended for academic progress to be measured through monthly assessments. However, during our evaluation we decided to adjust this slightly as we reviewed the children's weekly progress (see page 12).

Safe Haven Renovations

This year we spent £1,633.67 to ensure the complete structural renovation of our safe haven. We were experiencing leaks due to worn-out zinc sheets, so in March 2021 we fundraised and used our reserves to replace the original roof – although we were able to save and reuse a good number of sheets! We also completed some exterior paintwork connected to the veranda, which helps Barnes Hall look much neater. In January 2021, we acquired two new front doors as the previous ones had fallen victim to duck ants which are common in the Port Morant area. Our whole team (and the children) mucked in to support these improvements, each in their own way - either by building, budgeting, fundraising, collecting and transporting materials, painting, filming and cleaning up afterwards.



Figure 4 A photo of Prophet (our builder) working on our new roof, the completed roof, and the before and after photos from painting the veranda wall outside Barnes Hall

New Resources for Children of all Abilities

In April 2020, ASCF purchased £50 worth of self-esteem, learning books, ingredients for sensory activities for children with disabilities and that will help families keep all their children calm during this time. We read them to the children. In June 2020, responding to local concerns about sexual exploitation and grooming of children, we purchased 6 new awareness-raising books which are going to be read to our children, and shared online, around grooming and sexual exploitation, boundaries, consent, resilience, self-compassion, and caring for others.



Figure 5 A photo of some of the books we purchased for the children in 2020

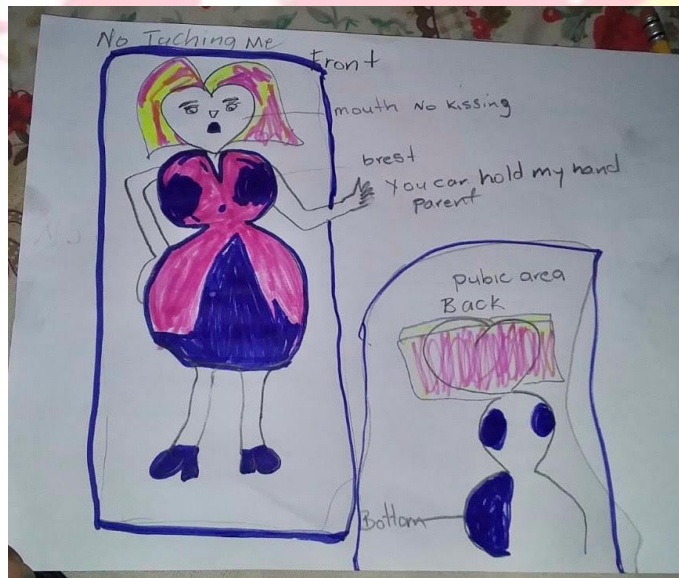


Figure 6 A drawing made by a child that describes where their body boundaries are, after reading the 'Body Boundaries' book

Our 4th Back to School Event

After the summer, the children's school year was postponed by the government until October 5th 2020, so our back-to-school giveaway took place in mid-September 2020. Our Young Trustees asked children in their community what they needed for school, and we received a surprising 91 individual requests from children in St. Thomas, Jamaica. Each child received at least one of the items they had asked for, including a tablet for an exceptional 17-year-old who had been accepted into Stanford University.



Figure 7 A photo of a boy and a child who were happy to receive their school items, and an Amazon Fire tablet we purchased for a teenager

Community Fundraising

On 20th March 2021, we worked with an external fundraiser, Living and Giving, who connect black travellers to predominantly black causes nationally and internationally. A movie review organised by Kirsty Watson who runs the organisation raised £125 for our work, and was the second fundraiser of three for ASCF.



Living & Giving
BANKING POSITIVE MEMORIES WORLDWIDE



Figure 8 A photo of rice, flour, cornmeal, milk, sardines, cooking oil, cornflakes, a snack pack and sanitary towels for a child and family in need

Care Packages

In response to concerns about neglect and growing poverty, exacerbated by the COVID-19 government restrictions in Jamaica, the Board of Trustees decided to allocate a monthly budget of \$6000 per child (around £30) to any child who requests assistance for essential items. This year £95.21 was spent on care packages of food, toiletries, hygiene items and underwear.

Kidz Klub Parent and Carer WhatsApp Group

In April 2020, we wanted to continue engaging children in learning and meaningful activities. As a UK charity with most of our volunteers unable to travel due to COVID-19 restrictions, we were not sure when we could return to Jamaica. At the time, the Jamaican government had instructed schools to switch to online classes, as part of the lockdown. When our team spoke to children, many told us their school had not yet organised online classes, or that they didn't have any reliable internet access, a device or even electricity. For children who managed to connect to online classes, the issues outlined above often made understanding the content challenging.

We wanted to keep children engaged and positively occupied, so we thought about producing short educational, motivational and relaxing videos for children and their families, along with fun challenges and daily activities. Our Lead Project Facilitator, Kamara Webb suggested forming a Parent and Carer WhatsApp Group where these low bandwidth videos could be shared. Families without access to a device or service were visited, and showed the videos in person. Meanwhile,



Figure 9 A photo of our Lead Project Facilitator, Kamara Webb in Barnes Hall

paints and other resources were safely delivered to all the children in the Group so they could fully participate in the activities. Additionally, having access to our tablets has made a real difference to our children's ability to continue engaging with their education during the current pandemic.

The Group is manned by professional educators, trustees and skilled volunteers and has proved to be a powerful tool. Children 'check in' each morning and 'check out' in the evenings, they tell us how COVID-19 is affecting them and what they need help with. October 2020, was a busy month for us as some young people returned to school, while others remained online. Through it all, we tried to support children with this transition on a daily basis.

The ACE Teachers and our ACE Learning YouTube Channel

In October 2020, in the UK, we launched a literacy and numeracy initiative called, 'ACE Teachers', designed to help British and Jamaican children between the ages of 4 and 12 connect through a shared learning experience. Miah and Seriah are our ACE Teachers, and produced short, fun and helpful videos on aspects of English and Maths that the children in Jamaica are struggling with. The videos were posted on our new [ACE Learning YouTube Channel](#) which we started in June 2020, and are also suitable for parents and carers who are struggling to read themselves, or need some tips on making home-learning less stressful. For our children in Jamaica, the videos were sent directly via WhatsApp, which is free to use on many of the children's devices making it accessible. Videos were also posted on our social media platforms for the public.



Figure 10 Miah from the ACE Teachers

Partnership Work

Art Therapy JA

In June 2020, ASCF was awarded some funding from the Ellen Pearl Outreach Children's Charity, which recently closed its service to children in Jamaica. A donation of £1000 was made to provide 8 weeks of art therapy for 4 children. We were very excited about this, as it is in line with our mission to bring children of all circumstances living in St. Thomas together with professional artists, teachers and therapists. Public donations also helped provide three tablets to ensure the children could participate in these sessions online, since we were in the midst of the pandemic. The internet was accessed through phone SIM cards, which were regularly topped up to allow the children to have full use of them (beyond art therapy).



UNICEF

In May 2020, one of our young people recorded a video about how the COVID-19 pandemic had impacted her life, and this was published and viewed over 100,000 times on UNICEF Jamaica's social media platforms. Additionally, an article written by our Director that describes ASCF's response to the pandemic, was released across UNICEF's website and social media, along with some of the children's artwork created during the lockdown.

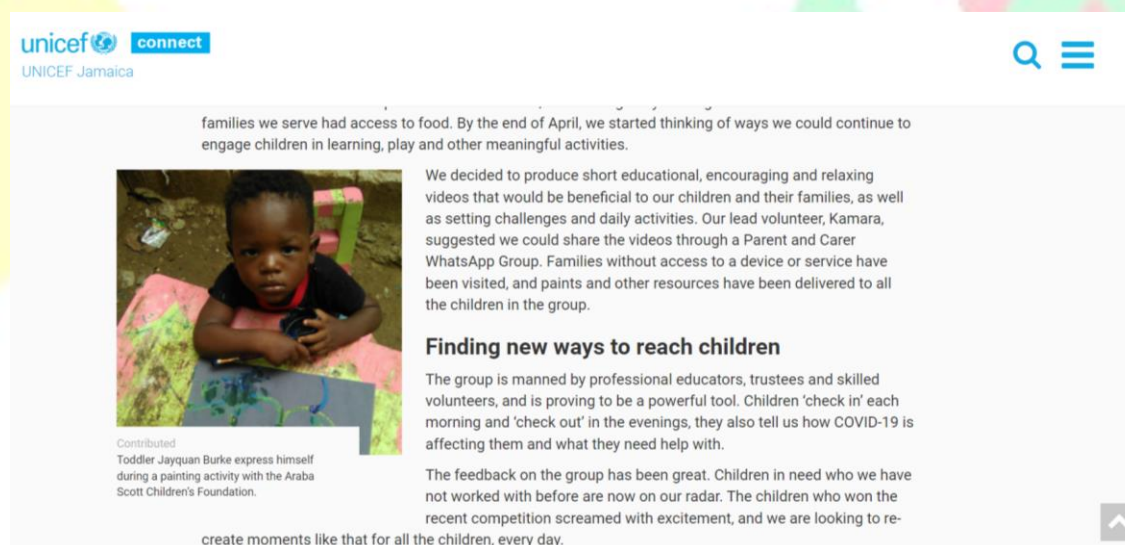


Figure 11 An excerpt from Alicia Louise's article for UNICEF

Details of Awards

On 1st March 2021, Araba Scott Children's Foundation was one of the awardees from The Bank of England Court Awards, which recognise the dedication and support of Bank of England staff to a particular community or charitable cause. Our trustee, Shenaid Tapper, was responsible for winning this and a second award, for her extraordinary level of commitment to Araba Scott Children's Foundation in 2020-2021. In total, the Charities Trust (who sends the donation) awarded us £1,300.



Children's ACE Learning Literacy and Numeracy Prize Giving

In February 2021, we celebrated the progress of 10 children on completion of 10 weeks of the ACE Learning Literacy and Numeracy programme. The children enjoyed having a mini 'graduation' style ceremony, had their pictures taken, played games and were treated to a cake for all their hard work. The children also received writing books and pencils.

Figure 12 An example of one of the certificates we designed, laminated and awarded the children.

Impact and Evaluation

Art Therapy

On July 13th 2020, ASCF officially commenced the free art therapy sessions for children. Four children were able to benefit from the services of Jamaica's only registered art therapist, Lesli-Ann Belnavis-Elliott. Each child was offered 8 sessions, supervised by our Lead Project Facilitator at our safe haven. This was also the first time we were attempting to have individual art therapy sessions, and carry them out online. To evaluate our work, we used self-assessment forms for children, had a de-briefing for our team with the art therapist at the termination of sessions, and a separate questionnaire for children who remained in sessions for the full 8 weeks.

CHILD ART THERAPY SELF-ASSESSMENT FORM		CHILD ART THERAPY SELF-ASSESSMENT		CHILD ART THERAPY SELF-ASSESSMENT	
NAME	AGE	DATE			
This form is for you to tell us how your experience of art therapy has been, and what we can do to make it better for you and other children. Your answers will be kept private and only shared with Alicia and Kamara. This form is to be completed in week 1, week 4 and week 8.			3. How has art therapy been for you?		Circle your answers below
1. What do you hope to gain from art therapy?			My art therapist was easy to talk to.		Yes No
2. What do you think about where the session takes place?			My art therapist listened to me.		Yes No
Do you like the space you are in?			I felt understood by my art therapist.		Yes No
Was it quiet?			I felt safe with my art therapist.		Yes No Not yet
Did you feel safe?			They helped me with my problem or thoughts and feelings.		Yes No Not yet
			4. How helpful has art therapy been for you?		Art therapy helped me to:
			See things more clearly.		Thumbs up Thumbs down
			Express myself better.		Thumbs up Thumbs down
			Understand my problems, thoughts and feelings more.		Thumbs up Thumbs down
			Understand myself and like who I am a lot more.		Thumbs up Thumbs down
			Start to make good choices.		Thumbs up Thumbs down

Figure 13 An excerpt of the children's self assessment forms for art therapy.



Figure 14 Interview questions for children who completed all sessions.

Learning from Children's Self-Assessments

All children completed a child-friendly self-assessment form which was completed at week 1 and at the end of their last session. Not all children completed their sessions for reasons that were beyond our control. Of those who completed their assessments with Art Therapy JA, we found that:

1. Children participated because they wanted to better understand their feelings and emotions.
2. Children felt comfortable and at home in the safe haven. They say it was quiet and they felt safe.
3. Art therapy was motivational. Lesli-Ann was easy to talk to, listened well and made children feel safe and understood. She helped children with their problems or thoughts and feelings.
4. Art therapy helped children relax and feel able to express themselves freely. They could see things more clearly, understand problems, their thoughts and feelings better, understand and like themselves more. Art therapy supported children to make good choices.

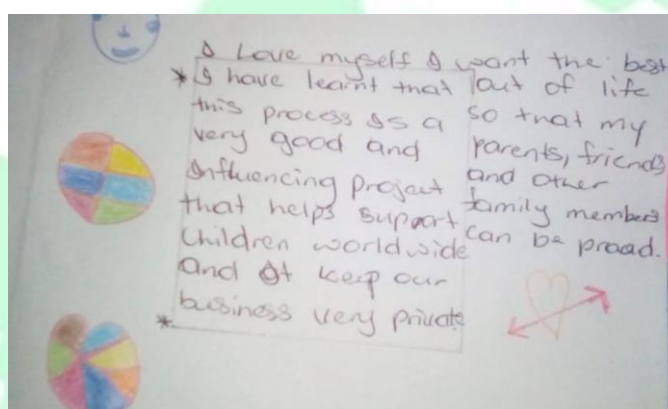
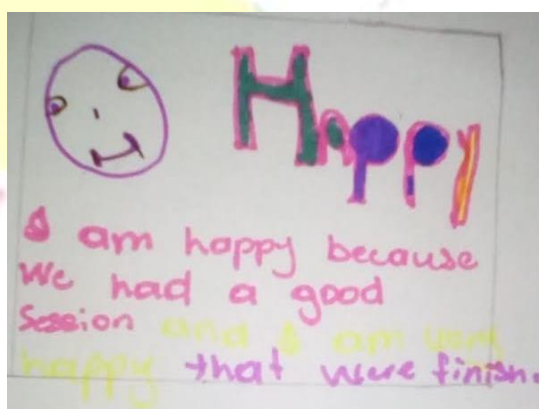


Figure 15 A photo of the thoughts and comments made by children doing art therapy

ACE Learning Literacy and Numeracy | February 2021

When new children arrive at our *ACE Numeracy* sessions we always gave them an assessment (a standard progress check based on the child's age and grade level) to see whether they are on target, below their current grade level or above the national average. However, with *ACE Learning Literacy*, we made the decision to stop conducting assessments after Week One, as it became apparent that regardless of the child's age, the child would always fit into one of two very distinct categories; 'can read very well', or 'cannot read at all'. The latter was far more common and so it seemed unfair to assess children who hadn't yet grasped the basics of literacy.

After 13 weeks of hard work, dedication and the commitment of our team to gradually introducing children to their phonics, and then progressing to graphemes, all children with regular attendance began confidently reading aloud at story-time! This was a massive achievement for both the children

and our two ACE Educators on the ground. It doesn't mean there isn't more work to do, but it means our methods are proving effective, and our children feel safe and comfortable enough to attempt to read amongst their peers. Our children recognise sounds and letters that go together, can decode new words, and are aware of words that don't follow the rules of the English language.

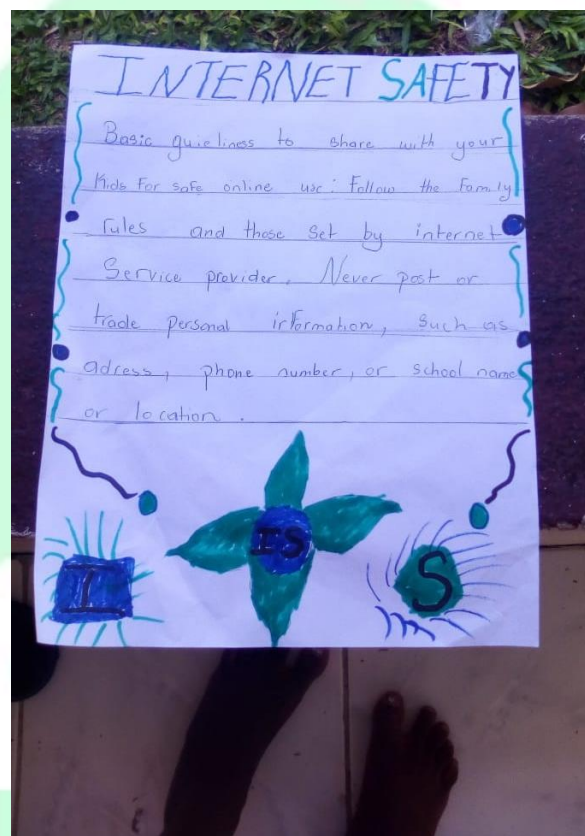


Figure 16 Photos of the children learning in Barnes Hall, in the community and at home via the WhatsApp group – with support from ACE Educators, Kamara Webb and Fiona Lee

Our Finances

Details of Voluntary Income as of 31st March 2021

The financial statements show net incoming resources for the year on charitable purposes of £6490.12; a 60% increase in funds from our last financial year. As Chart 1 shows, the principal source of voluntary income (which constitutes 100% of our income), came from one-off donations, totalling £2,950.86; a 24% increase from last year. In January 2021, ASCF signed up to DonorBox, a platform with an easy-to-use donation form, that also allows donors to gift aid their donations. We think a combination of heightened awareness of our hard work and dedication to children in St. Thomas, Jamaica, our online presence, loyalty from monthly donors and this transition to DonorBox, has supported this fantastic growth in donations.

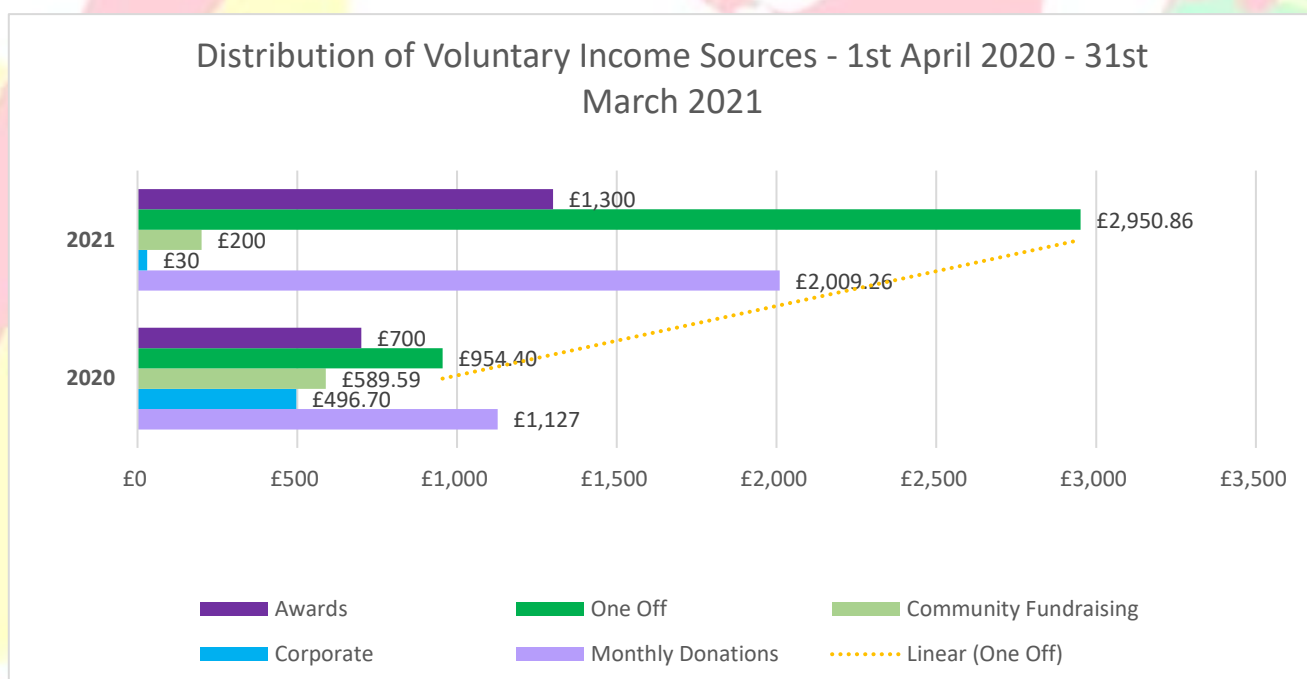


Figure 17 Chart to compare voluntary income from the previous financial year to current one.

Details of Expenditure as of 31st March 2021

Our financial statements show net outgoing resources for the year on charitable activities as, £6,531.01, at 31st March 2021. The area in which we spent the most was renovations (in particular for the restoration of the roof) accounting for over a quarter of expenditure in this financial year. The Chart in Figure 18 indicates other areas where our donations were allocated.

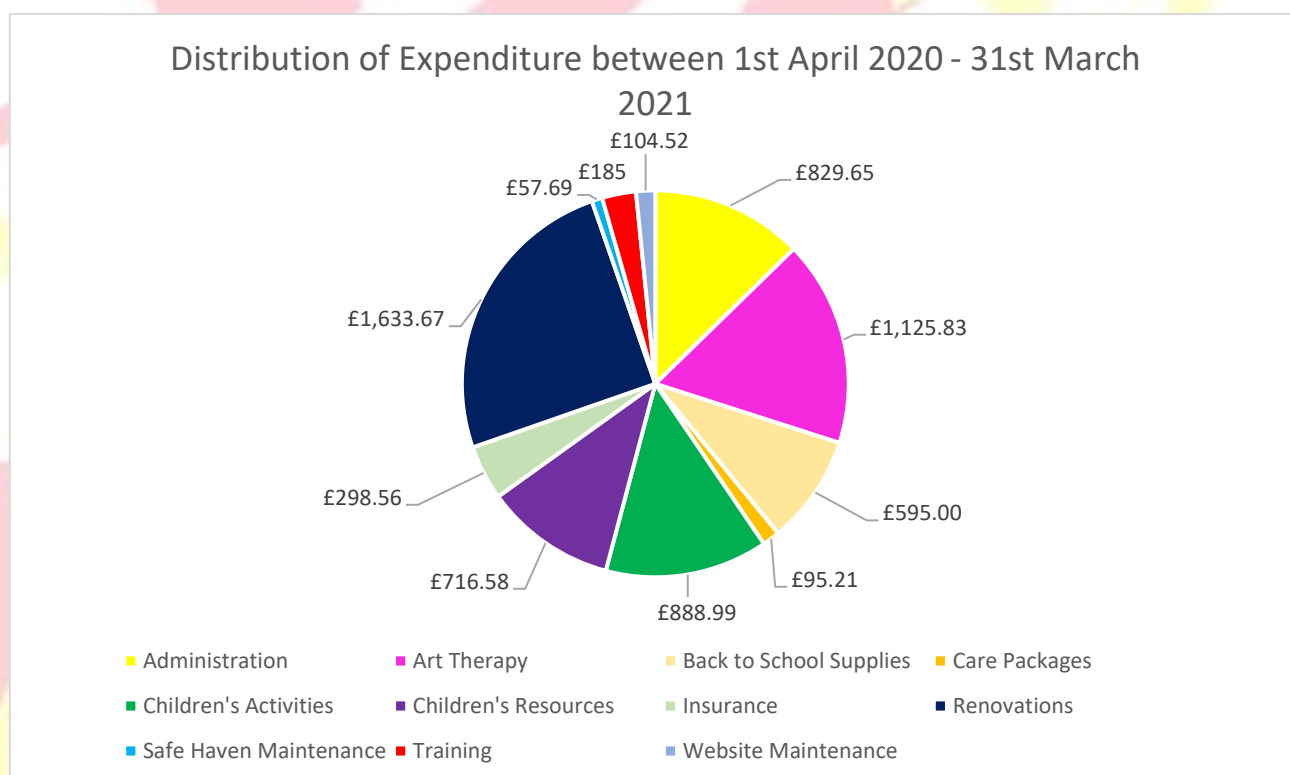


Figure 18 Chart to show distribution of expenditure in this financial year.

**We would like to make a correction to the statement about distribution of expenditure presented last year, 31st March 2020, where it was incorrectly stated that most of our income was spent on administration. It should have stated Barnes' Hall Materials, as shown by the graph below (which is still correct and was presented in last year's annual report).*

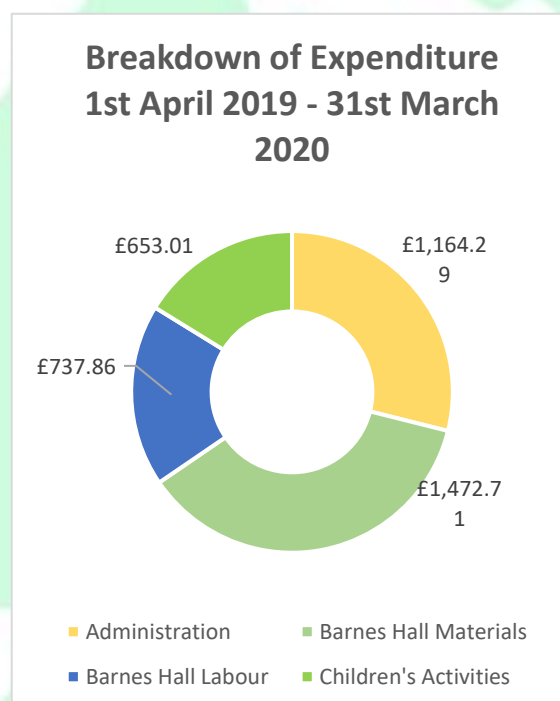


Figure 19 A Chart taken from the Finance section of our Trustees' Annual Report for 2020

Our Vision for the Future, Ethos and Policies

Future Plans

- To establish and follow a renewed strategy for the years 2021-2024, with a focus on organisational development, fundraising, marketing, arts, culture and education.
- To hold a dedicated day for arts and cultural activities as part of our ACE Learning curriculum. Thus, expanding our weekly programme during the pandemic from 2 days to 3.
- To hold a West African/Jamaica cultural event at the safe haven.
- To install electricity into the safe haven, so we can open during the evening.
- To host our Kingston Education Experience in partnership with Change Agents In Action - a motivational and empowering field trip for a group of children which had to be postponed due to COVID-19.

Our Ethos

To provide children with artistic, cultural and educational activities in a nurturing environment that reminds them of their rights in the world. We promote children's rights and advocate against the use of corporal punishment to discipline children. Our vision is embodied by the following;

Children in St. Thomas are learning, playing and creating in a safe and nurturing environment. The children's self-confidence grows and literacy rates improve, regardless of ability or disability. Children of all backgrounds treat each other with dignity and respect, as a result of learning better conflict resolution and tolerance for one another (as modelled by ASCF staff and volunteers).

ASCF also supports the Jamaican Government's, National Shared Vision for education for 2030;

"Each learner will maximise his/her potential in an enriching, learner-centred education environment...supported by committed, qualified, competent, effective and professional educators and staff.

The system produces full literacy and numeracy, a globally competitive, quality workforce and a disciplined culturally aware and ethical Jamaican citizenry."

ASCF's ethos, is also in line with the performance targets set by the Jamaican Government and stipulated in the 2015 White Paper on Education, which promotes, "building community participation...to influence positive behavioural changes and stimulate a higher level of involvement."

Our Policies

This year we reviewed and/or updated the following policies after discussion with the Board before our fourth AGM. Policies were not altered if after reviewing and discussing the entirety of each policy, the Board and the Director decided that no changes needed to be made to their contents.

Code of Behaviour; this was reviewed but not altered.

Conflicts of Interest; this was reviewed but not altered.

Ethical Fundraising; this was newly developed and entered into force in March 2021.

Equal Opportunities; this was reviewed but not altered.

Financial Management; this was reviewed but not altered.

Health & Safety; this was reviewed but not altered.

Safeguarding Children & Young People; this was reviewed but not altered.

Safe Recruitment; this was reviewed but not altered.

Supervision; this was reviewed but not altered.

Whistle-Blowing; this was reviewed but not altered.

Structure, Governance and Management

The trustees determine the general policy of the foundation. The Director undertakes the key leadership role overseeing ACE programs in consultation with the trustees. The day-to-day administration is undertaken within the policies and procedures approved by the trustees. Our Lead Project Facilitator manages and is responsible for service delivery, reporting any maintenance issues to the Director or Board of trustees in Jamaica, and providing weekly reports of work carried out. The Lead Project Facilitator is also responsible for co-delivering and overseeing the work carried out by our ACE Educator on the ACE Learning Literacy and Numeracy Programme.

Organisational Management

The trustees are responsible for the overall management and control of the Foundation and meet at least four times a year. The task of implementing most of our policies is carried out by the Director, our Lead project Facilitator, and members of the Ethics and Finance Committee who are in regular communication. They give of their time freely and no remuneration or expenses were paid in the year. The Director also volunteers her time and no remuneration or expenses were paid in the year, due to a mutual decision to put the principal needs of the safe haven first.

Risk Management

The trustees are responsible for the overseeing of the risks faced by the Foundation. The task of providing detailed considerations of risk is delegated to the Director, who may also work in collaboration with the Lead Project Facilitator. Risks are identified, assessed and controls established throughout the year. A formal review of the charity's risk management processes is undertaken on a yearly basis, and as such, reviews take place throughout the year as new projects are considered, and examples of good practice or challenges are highlighted. Please note: the risk posed by the novel Coronavirus, COVID-19, is consistently being assessed by our team due to new findings and changes in national prevention measures, so our risk management processes for COVID-19 will not be listed here. *

Risk is managed under the headings of Child Welfare, General Security (on site and on future trips and events), and Fraud and Financial crime. The main risks that the trustees have identified and the plans to manage those risks are:

Risk 1: Child welfare (abuse, negligence and hazards)

Impact: Children's lives are negatively affected; the charity loses credibility and becomes unsafe for children.

Likelihood: For a charity that works with children, particularly those from vulnerable backgrounds, it is likely that harm can come to children through recruitment (people choosing to work with us with the intention of harming children) and through poor health and safety practices.

Mitigation: ASCF is dedicated to safeguarding children. Our main risk is to the safety of children, and we have taken the following steps to ensure that children are properly safeguarded.

ASCF will hold interviews and meetings with prospective volunteers, asking them why they want to take part in our work. Only those who have the necessary skills, passion and dedication to our cause will be recruited. Volunteers will be subject to a DBS check if they are coming from the UK.

Volunteers in Jamaica will be subject to a CRB check which is provided by the Jamaica Constabulary Force (JCF). The Police Certificate bares the background of each applicant and indicates whether or not an individual has any convictions recorded against him/her in Jamaica. If a prospective volunteer or staff member has a conviction for a sexual or violent offence, they will be automatically barred

from working with ASCF. All other offences will be considered individually by the Board of Trustees.

Secondly, we have drawn up a health and safety policy to accommodate for every situation where a child could be harmed in the building. We will also inform children about the best practices to use to keep themselves and others safe from harm.

Monitoring: As far as possible, the Director will remain directly involved in the work with the children in St. Thomas and promptly address any concerns that come about. Additionally, a weekly report will be a mandatory part of the role of teachers, staff and volunteers at the centre(s). This means staff and volunteers are accountable for the safety of children at all times, and we can see how children are being treated, and address issues if they arise. Furthermore, once staff are instated we will train them on how to keep children safe from harm and conduct risk assessments for work carried out in the building and on trips.

Risk 2: General Security On-Site and on Trips and at Events

Impact: Children come to serious harm or go missing; the charity makes children vulnerable and unsafe.

Likelihood: Port Morant remains a relatively safe area, and Barnes Hall is highly visible to the community, guarded with a gate and has exterior grills and locks on the doors.

Mitigation: We want everyone to be safe in the building in Jamaica that ASCF operates from. The gate will be guarded by security while children are inside. Trips will require a full written risk assessment to be made to the Director before the trip takes place. ASCF's safe haven is a two minute-drive from the local police station.

Monitoring: All adults working with children will be responsible for overseeing their safeguarding, and a caretaker will be appointed who looks after the building's physical security. For example, making sure the outer gate is supervised, and to sign people in and out of the building.

Risk 3: Fraud and Financial Crime (money laundering, donations from proceeds of crime and tax evasion)

Impact: The charity is put at risk of external scrutiny, or the charity comes under investigation by the Charity Commission and other authorities not by its own doing. Thus, affecting our public image permanently, it could be difficult to regain the trust of the public and our service users.

Likelihood: As a charity, there is always a risk of people taking advantage of our charitable status for their individual criminal gain.

However, at this stage, we'd say it's highly unlikely.

Mitigation: The fact that we usually announce or thank donors (of money, clothes, toys, books etc.) publicly, would probably be enough to prevent people from donating large amounts of money for fraudulent purposes. In the event we receive, or are offered, an anonymous donation of £25,000 we will report this as a serious incident to the Charity Commission. We will then consult the Charity Commission's Compliance Toolkit, 'Protecting your Charity from Harm' to see how to proceed next.

Trustee Recruitment and Training

The Board of Trustees requires breadth and depth of experience to carry out its duties effectively and efficiently. When recruiting new trustees, the most important attribute is a passion for fostering safer childhoods, the work of ASCF and an understanding of the Arts, Culture and Education, as a holistic and rounded experience for children's personal growth.

We continue to advertise through our website (www.arabascottcf.org) and social media platforms for:

- **A trustee with a fundraising/project scaling background.**

In January 2021, we offered our trustees and Director the opportunity to undertake training with the Foundation for Social Improvement (FSI) who provide free guidance and heavily subsidized training in strategy, governance, fundraising and impact. In 2021, our Director undertook and disseminated to the Board knowledge from the following courses and webinars with the FSI:

- International Development Charities: Developing Your Fundraising Strategy
- Sole Fundraisers' Support Sessions
- Fundraising from Trusts and Foundations
- Developing Corporate Relationships
- Strategy and Business Planning
- Project Management
- Fundraising Through Digital Channels
- Annual Appeals and Regular Giving
- Risk Management for Charity Leaders and;

attended a free advice session on fundraising strategy.

Charity Trustees

The trustees of ASCF govern its work. New trustees are appointed by the existing Board of Trustees. All trustees have served throughout the year, except where indicated:

Ethics Committee | P Macey (October 2017), I Johnson and A.C. Williams (October 2016)

Finance Committee | S Tapper (October 2016)

Communications Committee | T Senior (October 2016)

New trustees | Dr Odogua Gee Okolo-Angus (10th September 2020), Camile Pinnock (22nd September 2020) and Gradle Gardner Martin (10th November 2020)

Service Delivery Team

These members are responsible for the operations of the charity and delivery of programmes to children:

The Director | Alicia Louise Williams

Lead Project Facilitator and ACE Educator | Kamara Webb

ACE Educator | Fiona Lee

Contact Details

Registered Address:

Araba Scott Children's Foundation
1 Burcott Road
Purley
Surrey
CR8 4AD
G.B.

Safe Haven Address:

Curtis Bottom
St. Thomas

Jamaica
W.I.

Website: www.arabascottcf.org

Donations: www.arabascottcf.org/donate

Registered Charity No. 1169742

Professional Advisors

Bank: Reliance Bank Ltd
Faith House
23-24 Lovat Lane
London
EC3R 8EB

Insurance Brokers

Access Insurance
Selsdon House
212-220 Addington Rd
South Croydon
CR2 8LD

Receipts and Payments Account

Year start date

Year
end
date

For the year from	1st April 2020	To	31st March 2021
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Receipts and payments

	2021/03	2021/03	2021/03	Last Year
	Unrestricted funds	Restrict ed funds	Total funds	Total funds
	£	£	£	£
Receipts				
Donations, legacies and similar income				
Membership subscriptions	2,009	-	2,009	1,127
One-Off Donations	1,951	1,000	2,951	954
Awards	1,300	-	1,300	700
Corporate	30	-	30	497

Sub total	6,290	-	6,290	3,278
Grants				
Grant	-	-	-	-
Sub total	-	-	-	-
Fundraising (gross)				
Community	200	-	200	590
Events	-	-	-	36
	-	-	-	-
Sub total	200	-	200	626
Investment income				
Bank interest	-	-	-	-
Building Society interest	-	-	-	-
Other investment income	-	-	-	-
Sub total	-	-	-	-
Total Gross Income	6,490	-	6,490	3,903
Asset and investment sales, etc.	-	-	-	-
Total receipts	6,490	-	6,490	3,903

Receipts and Payments Account

	Year start date	Year start date	Year start date	Year end date
For the year from	1st April 2020	1st April 2020	1st April 2020	T o 31st March 2021

Receipts and payments

	2021/03	2021/03	2021/03	Last Year
	Unrestricted funds	Restricted funds	Total funds	Total funds
	£	£	£	£
Payments				
Charitable Payments				
Administration	830	-	830	632
Art Therapy	126	1000	1,126	-
Back to School Supplies	595	-	595	-
Care Packages	95	-	95	-
Children's Activities	889	-	889	653
Children's Resources	717	-	717	-
Insurance	299	-	299	299
Renovations	1,634	-	1,634	1,473
Safe Haven Maintenance	58	-	58	738
Training	185	-	185	-
Website Maintenance	105	-	105	51
Miscellaneous	-	-	-	-
Sub total	6,531	-	6,531	3,845
Fundraising expenses				
Community	-	-	-	-
Events	-	-	-	183
Internal	-	-	-	-
Sub total	-	-	-	183

Total Gross Expenditure	6,531	-	6,531	4,028
Asset and investment purchases, etc.	-	-	-	-
Total payments	6,531	-	6,531	4,028
Net of receipts/(payments)	- 41	-	- 41	- 125
Cash funds last year end	-	-	-	-
Cash funds this year end	- 41	-	- 41	- 125

Statement of assets and liabilities at the end of the year

	31st March 2021	31st March 2021	31st March 2021	31st March 2020
	Unrestricted funds	Restricted funds	Total funds	Total funds
	£	£	£	£
Cash funds				
Bank current account	1,373	-	1,373	1,254
Bank deposit account	-	-	-	-
Cash/Floats	-	-	-	-
	-	-	-	-
	-	-	-	-
Total cash funds (Agree balances with receipts and payments account(s))	1,373	-	1,373	1,254
Other monetary assets				
Tax claim	-	-	-	-
	-	-	-	-
	-	-	-	-
Sub total	-	-	-	-
Investment assets				
	-	-	-	-

	-	-	-	-
	-	-	-	-
Sub total	-	-	-	-
Non-monetary assets for charity's own use				
Stock	-	-	-	-
Land and buildings	-	-	-	-
Motor vehicles	-	-	-	-
Other	-	-	-	-
	-	-	-	-
	-	-	-	-
	-	-	-	-
Sub total	-	-	-	-
Liabilities				
Accounts not yet paid	-	-	-	-
Expenses incurred but not invoiced	-	-	-	-
Subscriptions not yet paid	-	-	-	-
Loan - detail	-	-	-	-
Other liabilities	-	-	-	-
Sub total	-	-	-	-

Contingent liabilities and future obligations

Signed by one trustee on behalf of all the trustees

Signature



Print Name

SHENAID TAPPER

Date of approval

28/01/2022