

Araba Scott Children's Foundation Trustees' Annual Report 2025

The trustees of Araba Scott Children's Foundation present their annual report and accounts for the period **1st April 2024 to 31st March 2025** and confirm they comply with the requirements of the Charities Act 2011, the constitution, and the Charities SORP (FRS 102).

Executive Summary

This year marks 8 years of Araba Scott Children's Foundation (ASCF), and 11 years of service to children and families in St. Thomas, Jamaica! It saw the end of our 2021-2024 strategy, and a move to a new 6-year strategy designed to guide us closer to our 2030 goals.

ASCF has experienced many firsts during this financial period:

- Delivery of the highest number of ACE Learning sessions to children since its introduction (192 for this financial year, 53 more than the previous year).
- Allocating our largest budget towards our annual Back to School Event (£600), more than in any other year.
- Our children's first time cooking together at our safe haven.
- Our children's first time attempting to break World Records, which included rounds of who can hold their ear and knee the longest, bowling, stacking towers and other fun challenges.
- The installation of our first solar panels to provide a source of electrical power to the safe haven.
- Our first partnership with a museum ([London Museum Docklands](#)), where we used our ACE Learning Programme resources with members of the general public for the first time.
- Our first time selling our [ACE Learning Arts and Culture worksheets](#) on our website.
- Delivering our first Lego® Therapy workshop online for professionals working with children 16+.
- Our first observation and research visit from an organisation in Portland, Jamaica, (Miriam's Haven) who wanted to learn from our team and children how they can replicate our framework at their own safe haven.
- Creating a consultation package for people who want advice and support to set up their own charities in England and Wales.
- Receiving our first large donation of educational resources from a school.
- Our first time claiming Gift Aid.

Our total voluntary income for this financial period was £5,760, which is a lot less than the previous year (£9,178). However, we spent significantly more in this financial year; £9,534 compared to £6,629. Our main expenditure during this period went towards the ACE Learning Programme at our safe haven (£2,206), which is reflected in the high number of sessions we delivered. These include 4 days of Literacy, Numeracy, Arts and Culture, Lego® Therapy and Kidz Klub.

The strategic aims we made most progress on were: Arts (Aim 1); Culture (Aim 2); and Education (Aim 3), which is evidenced by how much we were able to use the ACE Learning Programme in the UK and Jamaica. The children studied 8 countries: China, Italy, Egypt, Uganda, Morocco, Belarus and Congo (Brazzaville). The children also collectively read 23 books this year during their literacy sessions and they have gained more confidence with the numeracy skills. We can attribute much of this success to the introduction of a new ACE Educator, Anneisha Lewis, who energised the team to deliver fun, dynamic and engaging sessions for the children. We also made strides towards improving our organisational development by recruiting a new trustee to help us with our Marketing strategy (Aim 3).



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 and Objectives for 2025 - 2030

ASCF seeks to prioritise 6 aims from 2025-2030: organisational development, fundraising, marketing, art, culture and education. At our latest AGM, the trustees reflected on the progress made in each area thus far, and outlined the strategy, rationale, our current position, where we expect to be by 2030, and our details of actions. We then created a new working annual budget for the next 5 years.

Aim 1: Organisational Development

"With confidence you have won
before you have started."
Marcus Garvey

The focus of Aim 1 is to enhance the efficacy of ASCF's governance and management by striving to maintain and recruit a fully active, multi-talented and involved Board of Trustees.



The focus of Aim 2 is to scale up our fundraising efforts, raising

enough money to allow ASCF to operate a full cost recovery model that can sustain and expand our children's work in St. Thomas, Jamaica.

Aim 2: Fundraising

"The greatness of a man is not how much wealth he acquires but in his integrity and his ability to affect those around him positively."

Bob Marley

Aim 3: Marketing

"The very reason I write is so that I might not sleepwalk through my entire life."

Zadie Smith

The focus of Aim 3 is to increase the public's awareness about us and engagement with our work. It requires us to grow our in-person and social media presence where ASCF's contributions to children's lives in St. Thomas, Jamaica

can be showcased.

The primary focus of Aim 4 is to give children the time and space for making art and increase their knowledge and skills of different artists and art forms. It involves making more of our own lesson plans so children in Jamaica and beyond learn something new and interesting with each plan. Additionally, we aim to improve children's wellbeing, ability to relax and focus through art.

Aim 4: Art

"You can't use up creativity. The more you use up, the more you have."

Maya Angelou

Aim 5: Culture

"The black skin is not a badge of shame but rather a glorious symbol of National greatness."

Marcus Garvey

The focus of Aim 5 is to promote, celebrate and explore the richness of different people, countries and cultures around the world. A particular emphasis is placed on the existence, diversity and contributions of 'black' and African people throughout the world to help children in St. Thomas develop self-worth, self-respect, self-confidence, empathy and tolerance towards others.

The focus of Aim 6 is to increase children's access to education, especially the basics of literacy and numeracy. Every child ASCF works with consistently should (at least) leave us having learnt to read and write and be able to solve basic math problems. It requires us to continue the safe recruitment of skilled and passionate volunteers who can deliver sessions to children in the safe haven and within the community, where children are unable to attend school for any reason.

Aim 6: Education

"Education is the most powerful weapon you can use to change the world."

Nelson Mandela



Activity	Operational costs	1 month	1 year
ACE Learning Programme	4 days per week for 2 members of staff. Excluding public holidays	£400	£4,800
Care Packages	20 food and hygiene packs for children and families* in need (*families with children under 18)	£50	£600
Administration	Bank charges, DonorBox/PayPal charges, MoneyGram fees, charity phone credit	£41.66	£500
Back to School Supplies	Exercise books, textbooks, stationery, uniform, shoes	£41.66	£500
Safe Haven Maintenance	Monthly cleaning and cleaning/hygiene products (wipes, toilet paper, bleach), chopping the yard	£50	£600
Fundraising	Social media ad boosts, t-shirts etc.	£20	£240
Children's Resources	Paper, glitter card, pencils, paint, paintbrushes	£41.66	£500
Renovation/Miscellaneous	Second room tiles, solar lights, solar panels, indoor gym etc.	£41.66	£500
Weekly food ingredients and Water refill	Fruits and vegetables	£25	£300
Cultural Events/Group trip/Food and water etc.	Paying for workshops, children's food and drink	£25	£300
Transport for 2 trips	Charter of a bus or taxi for children and supervising adults	£33.33	£400
Total		£769.97	£9,240

Our Aims

The CIO operates under its governing document, which was authorised by the Charity Commission for England and Wales on 18th 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;

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

Review of Activities

Participant Numbers and Activities

Between 1st April 2024 and 31st March 2024, ASCF delivered 192 ACE Learning Sessions. This is the highest number of sessions recorded by ASCF since the ACE Learning Programme began after the COVID-19 pandemic. Each session has between 1 and 15 children. Play is embedded into every session, and children always have access to a wide array of learning resources and aids, manipulatives and play equipment. The children have the opportunity to dress up, play games with friends, play with the toys and read for leisure alongside their sessions. The following sub-sections describe their activities during the year.

ACE Learning Arts and Culture

In ACE Learning Arts and Culture, the children studied countries such as: Egypt, Uganda, Morocco, Belarus, Congo (Brazzaville). They also revisited Italy by making paper foods, and China, where they made hanging lanterns to celebrate the Lunar New Year. The children also enjoyed cooking foods from different cultures, like: Egyptian shakshuka (poached eggs in a spicy tomato sauce), Ugandan Rolex (rolled eggs in a chapati) and Belarusian Draniki (potato pancakes drizzled in apple sauce). They learned about the origins of the graduation cap and gown in our lesson on Morocco and dressed up like fashionable members of La Sape, when exploring Congo.

The children created some Play Passports to help them recall the many countries they've studied in ACE Learning Arts and Culture.



ACE Learning Numeracy

Each child at the safe haven has their own pathway to 'ACE' Learning Numeracy. We recognise that the majority of children who come to us are performing below average for their grade level. This is due to many factors such as: disrupted schooling, hunger, lack of 1-1 support in school and not having a caregiver who is literate and numerate enough to supplement their child's learning at home.

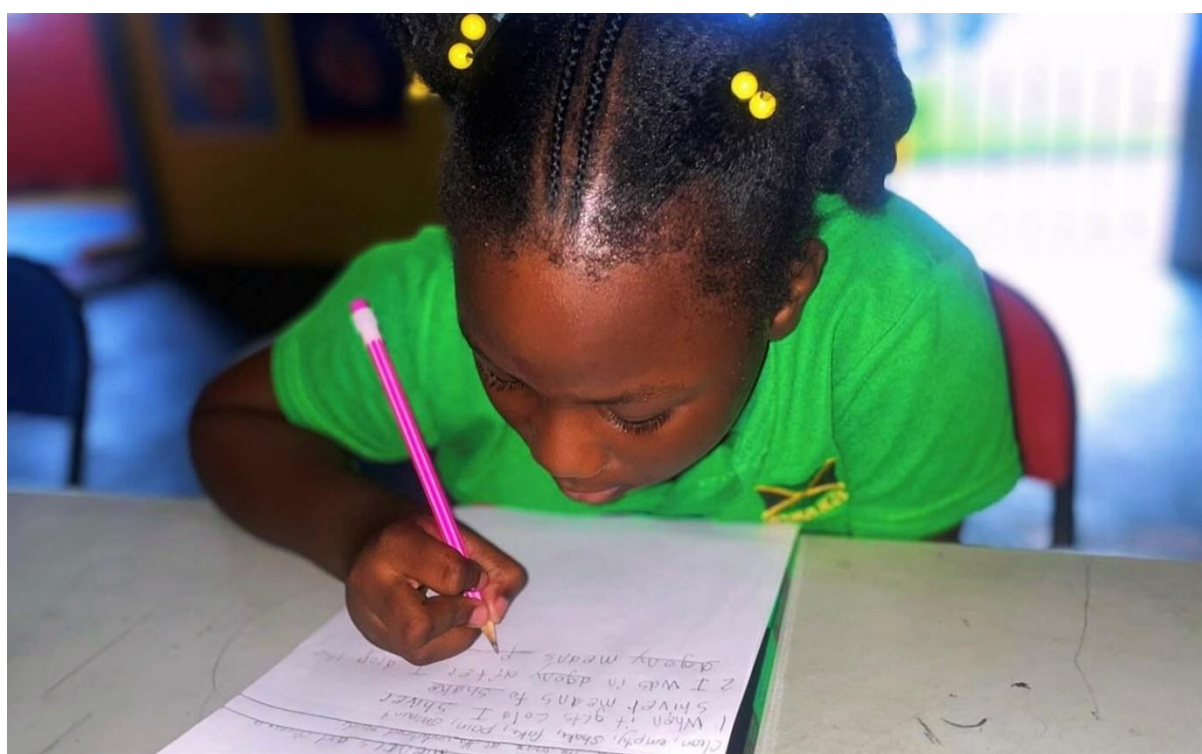
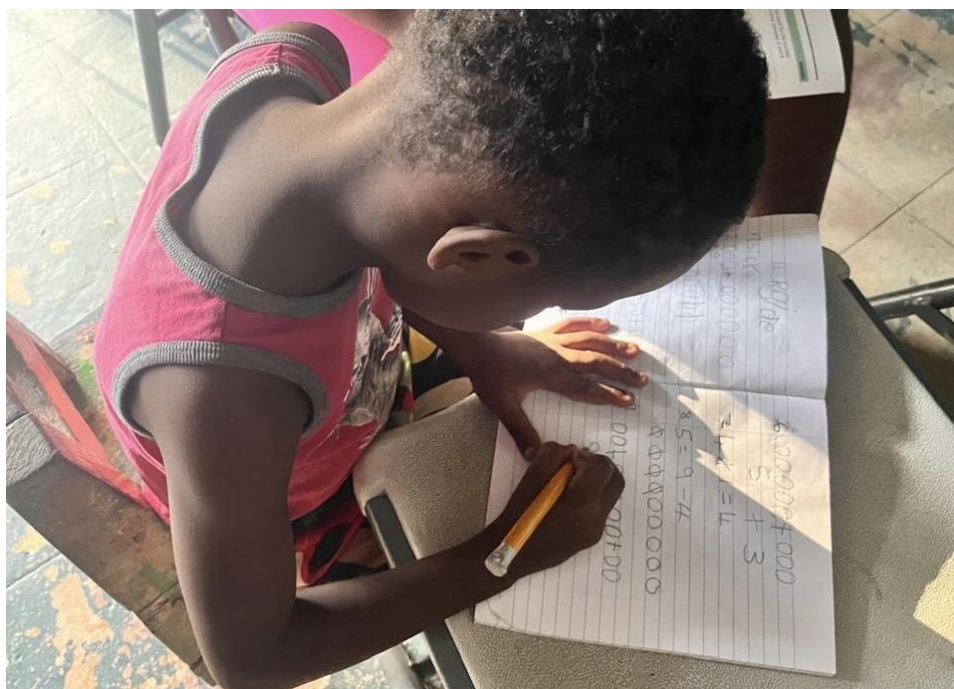
ASCF's approach is firstly to assess each child individually through a written test that is suitable for their age group and using the results to identify gaps in knowledge. In this way, our team can tailor support to each child. We focus less on scores to assess the children's progress and instead rely more on evidence of the children's understanding and ability to apply maths in everyday life.

It is also challenging to get a good measure of the child's progress based on scores because our children have more variables that might affect their performance on any given day. For example, being hungry, having household chores to do, being unwell and poor weather conditions, meaning they can't attend school or the safe haven which then disrupts their learning. We believe that these factors are compounded more in the lives of children we work with in St. Thomas, than for other children in more privileged homes and communities.

Our team works hard, often in challenging circumstances, to meet the needs of all children in their care and support them with their learning. They make great use of all educational resources donated to the safe haven to ensure all children's unique learning style(s) are catered for. In this financial year, the children have:

- Planned a camping trip to Blue Mountain, to help them understand the value of money, how to strategize, budget and problem solve.
- Understood the meanings of 'minus, plus, less than, more than, difference, sum' and much more (age 4-5).
- Learned how to find a measurement on a 30cm ruler (age 4-5).
- Learned pentagons, hexagons and other 2D shapes (age 6-7).
- Broken down fractions.
- Practised mental arithmetic with Schofield & Sims workbooks.
- Completed a mathematics book 'treasure hunt', where the children had to find books that tell you the meaning of different mathematical terms, e.g., a book on fractions, a book on percentages and a book on times tables.
- Mastered fractions of amounts (age 8-10).
- Learned the bus stop division method, decimals and common multiples (age 9-11).
- Made memory games to remember general math facts (for example, there are 24 hours in 1 day, 60 minutes in 1 hour etc).
- Had quiet 40 minute 1-1 sessions online with our Director on Friday evenings for children who need more support.
- Created their own shop from empty food and household products they'd collected, like: shampoo, cereal and lotion. In one task, the children had to look at the nutritional facts of food and drink items and write down the grams of sugar it contained. Our team led the children in a discussion about 'natural sugars' and 'free sugars'. The children had to guess the maximum amount of 'free sugars', children in various age groups are recommended to consume per day. This work on sugar was not just maths, but an early prevention for Type 2 diabetes which is an increasingly common disease in adults of the surrounding community.
- Used their shop to grasp real life concepts of weight, size, shape, capacity, and liquids, gases and solids.

Our team has observed that the children are growing in confidence and enjoyment of maths, as demonstrated in [this YouTube Short](#).



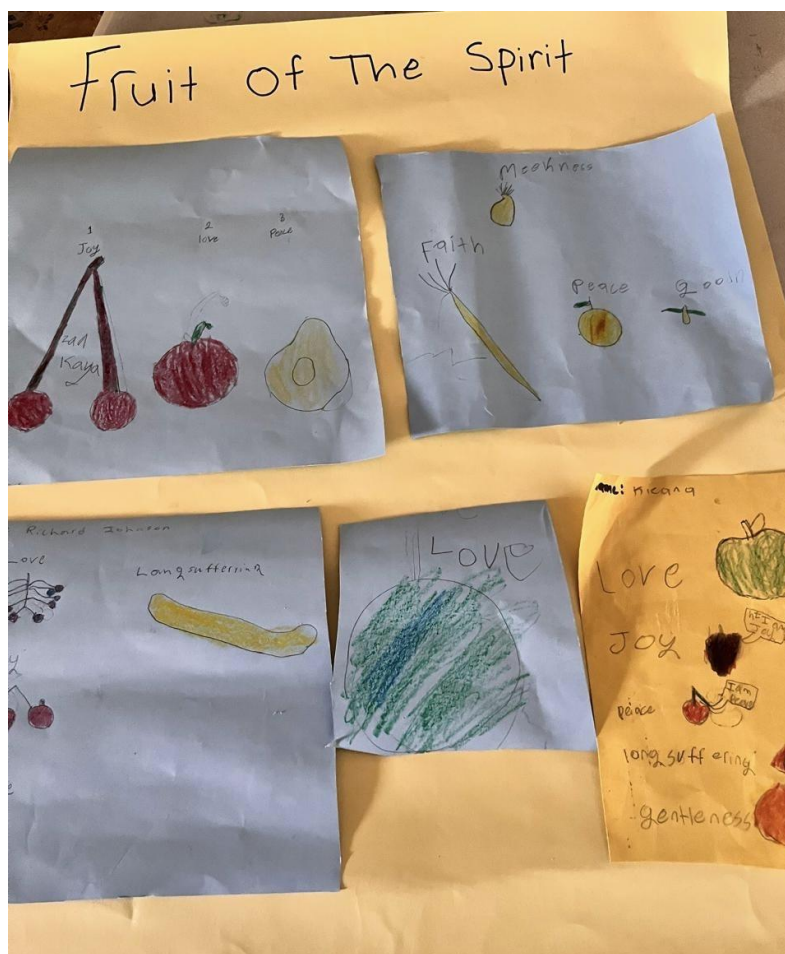
ACE Learning Literacy

In ACE Learning Literacy our main focus is on securing the foundations of reading and writing for every child over the age of 4 years. This year, we have tried to incorporate real life topics into our lesson plans, to help children make sense of the world around them as they grow up. Our children are split up into 2 groups each session: beginner readers (who are still learning the basics) and confident readers (who can read fluently and write independently).

This year, our readers have been:

- Reading to our team on a 1-1 basis (confident readers).
- Enjoying story time (beginner readers).

- Reading about investments and thinking critically about whether they are good or bad to invest in, and why. As part of this, the children learned how to spot MLM's and scams which are becoming more prevalent amongst disadvantaged communities (confident readers).
- Discussed conflict resolution scenarios and thought about how they might respond in an assertive manner to a situation with the potential to make them feel uncomfortable.
- Writing about how they care for themselves and show self-love and respect. They created posters about caring for their hair and wrote about aspects of their personality they like!
- Setting goals for themselves, journaling and learning about empathetic language to describe someone.
- broadening their vocabulary, particularly to describe emotions and situations by going through an emotion colour wheel and reflecting on their own interpretations of each emotion.
- Completed a book treasure hunt. For example, we asked the children to (by themselves) find 2 books that talk about a health issue, find 5 books where the main character has brown skin and a book that tells you the meaning of words). The children enjoyed this task, and it encouraged them to explore the full range of books we have on offer at the safe haven.
- Made a group magazine called, 'Jamaica + Things', Inside were, riddles to solve, recipes, interesting information for kids, advertisements, an advice column and much more.
- Thinking about compassion in health, valuing people in their community and empathy. One of the pieces of work we are most proud of, is their, 'Our Words Matter' poster. It was a group task where the children were asked to think about language used to describe people experiencing mental illness, how it might make the individual and their family feel, and phrases they could use instead. They looked up the definition of, 'stigma', and we hope this message of compassion and empathy stays with them throughout their lives.
- Read about different health conditions as a group and discussed if each person deserved our compassion. The children read about the trained professionals who might support someone when there is a problem with a person's health.



Kidz Klub

We create our own resources adapted from Innovation Kidz material and hope to create a workbook in partnership together by the end of 2025. The workbook would contain 13-weeks of session plans for people to use at their own Kidz Klub.

In Kidz Klub the children have been learning about:

- Jesus' relationship with food and why we should eat healthily, the importance of the sabbath and our different roles to help maintain our households.
- The value of participating in our community. After the children identified the needs of the community

they interviewed people to find out what they (or others) could do to make the situation better. The children have also discussed the place of prayer in their lives.

- The fruits of the spirit, and how we can all have more patience, love, goodness, joy, peace, steadfastness, love, gentleness and faith.

Safe Haven Lego® Club

In Lego® Therapy Club, the children use our [Lego® Therapy Workbook](#) to enjoy both structured and freestyle play.



Workshops (Community Fundraising)

In July 2024, our Director, Alicia Louise held a Lego Therapy workshop for professionals in the social care setting and demonstrated how young people aged 16+ can benefit from it. This workshop was sponsored by our trustee, Gradle Gardner-Martin, and the proceeds went back into our charitable work.



LEGO® THERAPY
Workshop
FOR YOUNG PEOPLE AGED 16+
with Alicia Louise
ArabaScottCF.org

WHO IS ALICIA LOUISE?

I am a Children's Advocate, with LL.M International Law, and have received the University of Westminster Social Impact Award 2019 for my work as Director and Founder of Araba Scott Children's Foundation. Our work in St. Thomas Jamaica has been recognised by UNICEF who featured a short story about our activities during the COVID-19 pandemic in 2020. I wrote the Lego therapy book with one of our Trustees Social Worker Gradle Gardner Martin and we hold workshops for children and practitioners.

ABOUT THE WORKSHOP

This virtual Lego® Therapy Workshop will introduce you to the world of Lego® Therapy, and highlight the benefits for young people aged 16+ with additional needs. You will learn how to run your own Club, adapt the sessions to the young people in your setting and maximise the benefits of Lego® Therapy.

July 11, 2024
2pm on Zoom



On 23rd and 24th August 2024, we worked with London Museum Docklands at their Family Festival of Caribbean Culture. Over 3,000 children and families attended, and experienced our ACE Learning Arts and Culture programme, learning about Jamaica, St. Lucia and Trinidad and Tobago. To learn about Jamaica, we taught the children about the Doctor Bird, which is an endemic species of hummingbird to the island! The children used iridescent sequins, card, tissue paper and other decorations to create their own hand-held bird.

To learn about St Lucia, our ACE Teacher, Miah taught the children about the Pitons (twin volcanic spires). We created a volcanic eruption, and it's safe to say the volcanoes created by our children in Jamaica earlier this month were MUCH better than ours! (Although we did try our best! Next, the children created volcano lamps using cups, tissue paper, card, decorations and battery-powered tealights. They all looked

very impressive!





To learn about Trinidad and Tobago, the children were taught about bioluminescence, which is an event that occurs in nature as a reaction to stress. We created a peephole box for the children to look at the phytoplankton through, and they each created a picture of how they wish their body could respond to stress.



Back-to-School Event

As a result of the workshops held at London Museum Docklands, ASCF were able to allocate £600 toward Back-to-School supplies for children in St. Thomas.

On 15th August 2024, Sherene Lewis Hamilton and Anneisha Lewis purchased £300 worth of school supplies for the regular attendees of our safe haven.

The children received:

- 2 sets of school uniform
- 2 school bags
- 1 water bottle
- 2 pairs of shoes
- 6 pairs of tights
- 3 blouses
- 2 rags
- 3 vests
- 7 packs of underwear
- 7 pairs of socks
- 24 exercise books
- 1 Language Arts Grade 5 textbook
- 1 Language Arts Grade 4 textbook
- 1 Literacy textbook
- 2 Grade 5 Maths textbooks
- 3 Grade 5 Science PEP textbooks
- 1 Year 5 Social Studies textbook

On 18th August 2024, ASCF partnered up with Port Morant LifeLine Mission for a Back to School Treat, where the second allocation of supplies (worth another £300) were distributed in the community of Port Morant.

The children received:

- 6 school bags
- 60 geometry sets
- 3 packs of hard cover composition books
- 60 rulers
- 72 face rags
- 1 pack of pens
- 60 shoe polishes
- 5 shoe brushes
- 36 school glues
- 5 school bags



Care Packages



ASCF provided 3 care packages during this financial period, and they consisted of food and hygiene items for children and young families in need.

Details of Awards

On 27th February 2025, a close partner of ours, Port Morant LifeLine Mission, celebrated 10 years of their charity! In the community, they are known for cooking free hot meals for elderly shut in people,



people in hospital, jails, families and the community in general. ASCF has supported many of their outreach efforts in the past, including providing school supplies for children, care packages for families with children, helping distribute food, designing their event flyers and much more.

Impact and Evaluation

We know that ASCF is making a meaningful impact. We are still working out how to demonstrate our impact on children's lives in St. Thomas, but often the attributes we're trying to highlight aren't easy to measure. For example, how can you quantify the observant and caring behaviour of children who found and rescued an injured owl at their safe haven? After finding it and alerting our team, the children looked after and monitored it, all while respecting the owl's space. How can you measure the amount of pride we felt knowing the efforts our children made to look after one of God's creatures?

Perhaps, we can measure it by return visits from organisations who want to learn how we do what we do. Like Miriam's Haven from the neighbouring parish of Portland who visited us again in August 2024, following their first visit in April 2023. It goes to show we have a model that is replicable in other parishes. People want to start their own safe havens and part of their hope for doing so comes from seeing what ASCF has done over the 11-years.

At ASCF we have decided against trying to assess the children's academic progress in the same way schools do. Instead, we are taking an individualised approach to supplement the children's learning. Our assessments of each child are done weekly by our Director, who is sent the children's work to review by the Jamaica team. Answers that are incorrect are noted down and used to identify areas for improvement the following week. This allows us to tailor next week's tasks to the needs of the individual child, and it helps the Jamaica team think about new ways a particular topic can be taught so the child 'gets it'.

This is the same with behaviour. Any behavioural changes in the children, and community itself, are noted by the team and Alicia Louise who try to address these in the following session(s). The work we've done with the children on compassion in health, conflict resolution, the emotions wheel, our social and emotional learning games and empathy, are all things we chose to include in sessions as a result of things we'd observed in the children's interactions, and/or in things they say, or might be experiencing.

We believe that 1-1 reading with our team using the reading record is helping all the children become more fluent, confident and engaged readers. Our team note down the pace of reading, any new vocabulary to learn, any sounds that need to be worked on and any other observations. So many of the children are better readers because of this consistent practise. Likewise, in numeracy, we of course see massive improvements in the children's engagement with maths.



Our Vision for the Future, Ethos and Policies

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 as 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 AGM:

- **Code of Behaviour**
- **Conflicts of Interest**
- **Ethical Fundraising**
- **Equal Opportunities**
- **Financial Management**
- **Health & Safety**
- **Safeguarding Children & Young People**
- **Safe Recruitment**
- **Supervision**
- **Whistle-Blowing**

Structure, Governance and Management

The trustees determine the general policy of Araba Scott Children's Foundation. The Director undertakes the key leadership role overseeing ACE Learning programmes 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.

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.**

Charity Trustees

The trustees of ASCF govern its work and new trustees are appointed by the existing Board of Trustees. All trustees have served throughout the year, except 1 who stepped down in 2025.

Ethics Committee | Paul Macey (October 2017)

Finance Committee | Shenaid Tapper (October 2016)

Communications Committee

Dr Ogugua Gee Okolo-Angus (10th September 2020)

Camile Pinnock (22nd September 2020)

Gradle Gardner Martin (10th November 2020)

Lisa Anderson (10th September 2021-24th November 2023)

Shantania Codling (1st January 2025)

Imaan Williams (29th October 2021 to 14th March 2025)

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 | Sherene Hamilton Lewis

ACE Educator | Davian Skyers, Anneisha Lewis

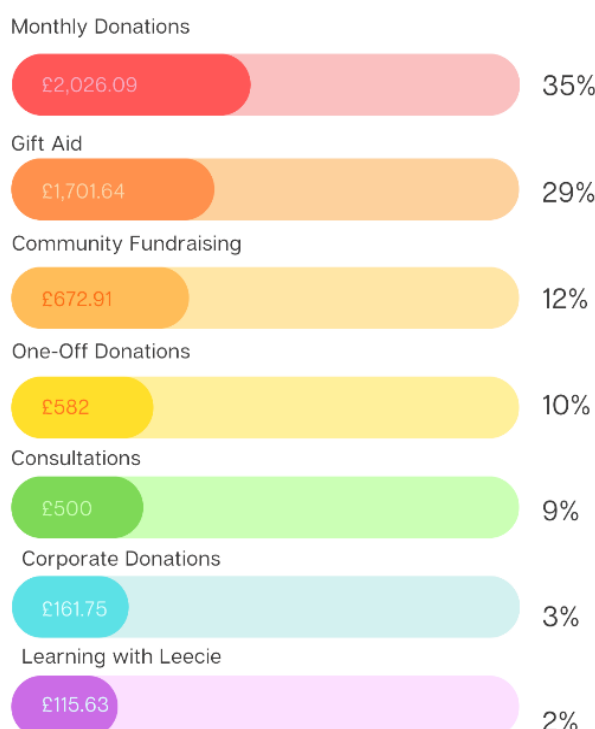
Our Finances

Details of Voluntary Income and expenditure as of 31st March 2025

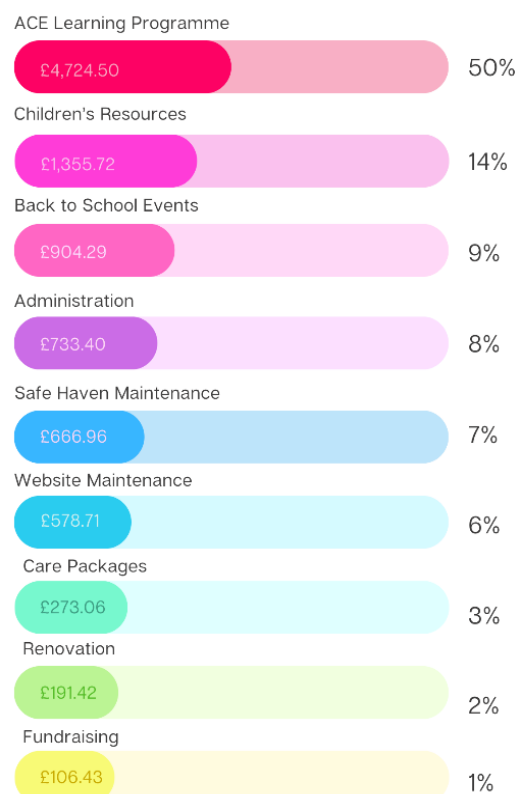
The financial statements show net incoming resources for the year on charitable purposes as £5,760. While our net outgoing resources for the year on charitable activities was, £9,534. The charts below indicate the numerical amounts and percentages for each income category.

As you can see, ASCF invested half of our budget into the ACE Learning programme, which was almost half-funded by our monthly donors. We claimed Gift Aid for the first time and as a result were able to collect and pay for the installation of two new solar panels. It means the team can now charge any USB device (like the charity phone) and connect a fan to keep them and the children cool.

**DETAILS OF ARABA'S VOLUNTARY INCOME
FROM 01 APRIL 2024-31 MARCH 2025**



**DETAILS OF ARABA'S EXPENDITURE
FROM 01 APRIL 2024-31 MARCH 2025**



ASCF package: Helping you Register a Charitable Incorporated Organisation (CIO) with the Charity Commission in England and Wales

1

Initial consultation: £100*

- 1-2 hours listening to and assessing your needs
- Ensuring the CIO model is the best fit
- Learning about your charitable aims
- Explaining the pre and post application process

2

Application support: £300*

- 7-14 days helping you find the right language for your application
- Application writing or assistance
- Unlimited reviewing and editing

3

Governance support: £125*

- Assessing the best governing document for you
- 7-14 days preparing your document
- Information gathering on your governance
- Unlimited reviewing and editing

*All proceeds go towards the charitable works of Araba Scott Children's Foundation (1169742)

✉ arabascottcf@gmail.com
☎ 07898 018684
🌐 arabascottcf.org

learningwithleecie@gmail.com

Learning with Leecie™

30 minutes
1 hour
1.5 hours

QUALITY MATHS & ENGLISH TUITION FROM £20

Years 1-9 Maths and English Tuition

10 Spaces available per week

Clear Enhanced DBS ✓ **Over 10 years experience in tutoring** ✓

To supplement our voluntary income, Alicia Louise added two new fundraising efforts: consultation packages and 'Learning with Leecie'. The consultation packages helped 1 individual set up their own charity in England and Wales. Learning with Leecie is a voluntary tuition service that our Director has been offering in the UK, where all proceeds go back to the charitable work of ASCF.

Contact Details

Registered Address:

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

Safe Haven Address:

Barnes Hall
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

Receipts and Payments Account

Year start date

Year
end
date

For the year from	1st April 2024	To	31st March 2025
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Receipts and payments				
	2024/05	2024/05	2024/05	Last Year
	Unrestricted funds	Restrict ed funds	Total funds	Total funds
	£	£	£	£
Receipts				
Donations, legacies and similar income				
Monthly Donations	2026	-	2026	2493
One-Off Donations	582		582	637
Awards	0	-	0	0
Corporate	161	-	161	61
Legacy	0		0	5161
Sub total	2769	-	2769	8352
Gift Aid				
Gift Aid	1702	-	1702	-
Sub total	1702	-	1702	-
Fundraising (gross)				
Community	673	-	673	826
Learning with Leecie	116	-	116	-
Consultation	500	-	500	-
Sub total	1289	-	1289	826
Total Gross Income	5760	-	5760	9178

Asset and investment
sales, etc.

-	-	-
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-

Total receipts

5760	-	5760
------	---	------

9178

Receipts and Payments Account

Year start date

Year

Year

Year end

start

start

date

date

date

For the year from	1st April 2024	1st April 2024	1st April 2024	T o	31st March 2025
----------------------------	----------------	----------------------	----------------------	--------	-----------------------

Receipts and payments

2024/05

2024/0
5

2024/
05

Last Year

Unrestricted
funds

Restri
cted
funds

Total
fund
s

Total
funds

£

£

£

£

Payments

Charitable Payments				
ACE Learning Programme	4725		4725	3751
Administration	733	-	733	521
Art Therapy	0		0	0
Back to School Supplies	904	-	904	0
Care Packages	273	-	273	127
Children's Activities	-	-	-	76
Children's Resources	1356	-	1356	704
Insurance	0	-	0	0
Renovations	191	-	191	568
Safe Haven Maintenance	667	-	667	627
Training	-	-	-	0
Website Maintenance	579	-	579	103
Travel	-		-	20

School Fare	-	-	-	0
Sub total	9428	-	9428	
Fundraising expenses				
Community	106	-	106	132
Events		-		
Internal	-	-	-	-
Sub total	106	-	106	132
Total Gross Expenditure	9534	-	9534	6629
Asset and investment purchases, etc.	-	-	-	-
Total payments	9534	-	9534	6629
Net of receipts/(payments)	-	-	-	-
Cash funds last year end	-	-	-	-
Cash funds this year end	-	-	-	-

Statement of assets and liabilities at the end of the year

	31st March 2025	31st March 2025	31st March 2025	31st March 2024
	Unrestricted funds	Restricted funds	Total funds	Total funds
	£	£	£	£
Cash funds				
Bank current account	92	-	92	3627
Bank deposit account	-	-	-	-
Cash/Floats	-	-	-	-
	-	-	-	-
	-	-	-	-
Total cash funds (Agree balances with	92	-	92	3627

receipts and payments
account(s))

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Signed by one trustee on behalf of all the trustees

Signature



Print Name

SHENAID TAPPER

Date of
approval

29/01/2026
