# STANDING IN THE GAP

England & Wales · Charity number 1174627

## Details

| | |
|---|---|
| **Status** | Registered |
| **Legal form** | CIO |
| **Registered** | 2017-09-13 |
| **Register** | View on the Charity Commission register |

## Contact

| | |
|---|---|
| **Address** | The Old Forge<br>Church Street<br>Bloxham<br>Banbury<br>OX15 4ET |
| **Phone** | 07444435200 |
| **Email** | info@standinginthegap.uk |
| **Website** | www.standinginthegap.uk |

## Activities

**Objects:** 1) TO PROMOTE AND PROTECT THE MENTAL HEALTH OF CHILDREN UP TO THE AGE OF 11 THROUGH THE PROVISION OF PSYCHOTHERAPEUTIC COUNSELLING SERVICES. 2) TO ADVANCE THE EDUCATION OF PARENTS, TEACHERS, SCHOOL GOVERNORS AND SCHOOL SUPPORT STAFF IN ALL AREAS RELATING TO MENTAL HEALTH ISSUES EXPERIENCED BY CHILDREN UP TO THE AGE OF 11, BY THE PROVISION OF PROFESSIONAL TRAINING, SUPPORT SERVICES AND INFORMATION.

**Activities:** To promote and protect the mental health of children up to the age of 11 through the provision of psychotherapeutic counselling services. To advance the education of parents, teachers, school governors and school support staff in all areas relating to mental health issues experienced by children up to the age of 11, by the provision of professional training, support services and information.

## Classification

- **How:** Provides Services
- **What:** General Charitable Purposes, The Advancement Of Health Or Saving Of Lives
- **Who:** Children/young People

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## Geography

- Throughout England

## Finances

| Period end | Income | Expenditure | Assets | Employees |
|---|---|---|---|---|
| 2025-09-30 | £22,630 | £26,406 | - | - |
| 2024-09-30 | £29,367 | £23,113 | - | - |
| 2023-09-30 | £16,389 | £16,999 | - | - |
| 2022-09-30 | £19,590 | £15,996 | - | - |
| 2021-09-30 | £16,207 | £10,497 | - | - |

## Trustees

| Name | Role | Appointed |
|---|---|---|
| Dean Hughes | | 2025-06-07 |
| Debra Elwyn | | 2023-09-05 |
| Jonathan Game | | 2024-11-16 |
| Julie Hodge | | 2026-01-13 |
| Marelize Bott | | 2025-04-24 |

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**STANDING IN THE GAP**

England & Wales - Charity number 1174627

# Accounts

STANDING in the GAP

Supporting children to manage their emotions

# 2024-25 Annual Report (Year 8)





Managing Anxiety in 4–11 year olds

Managing Anger in 4–11 year olds

Starting Primary School

Preparing for Secondary School

Managing Grief

Standing in the GAP TLC The Lifeboat Centre

A bespoke child mental health support package

STANDING in the GAP Frameworks 2 Flourish

Charity no: 11174627 www.standinginthegap.uk

# Introduction

Welcome to our 2024-2025 annual report. This year is our eighth as a charity and we have continued to develop and support children and families. In November 2024 we reached a milestone with over 1000 parents and children having attended our Managing Anxiety workshop. We have now directly supported 3972 parents and children since we started as a charity.

We have expanded our amazing team of trustees, advisors and volunteers who support us and without who we couldn't provide the support that we do. Thank you to all those who have supported us in whatever way this year. We do appreciate you.




# Objectives and Activities

Standing in the Gap is an early intervention mental health charity who help preschool and primary aged children manage BIG emotions such as fear, anxiety, anger and grief.

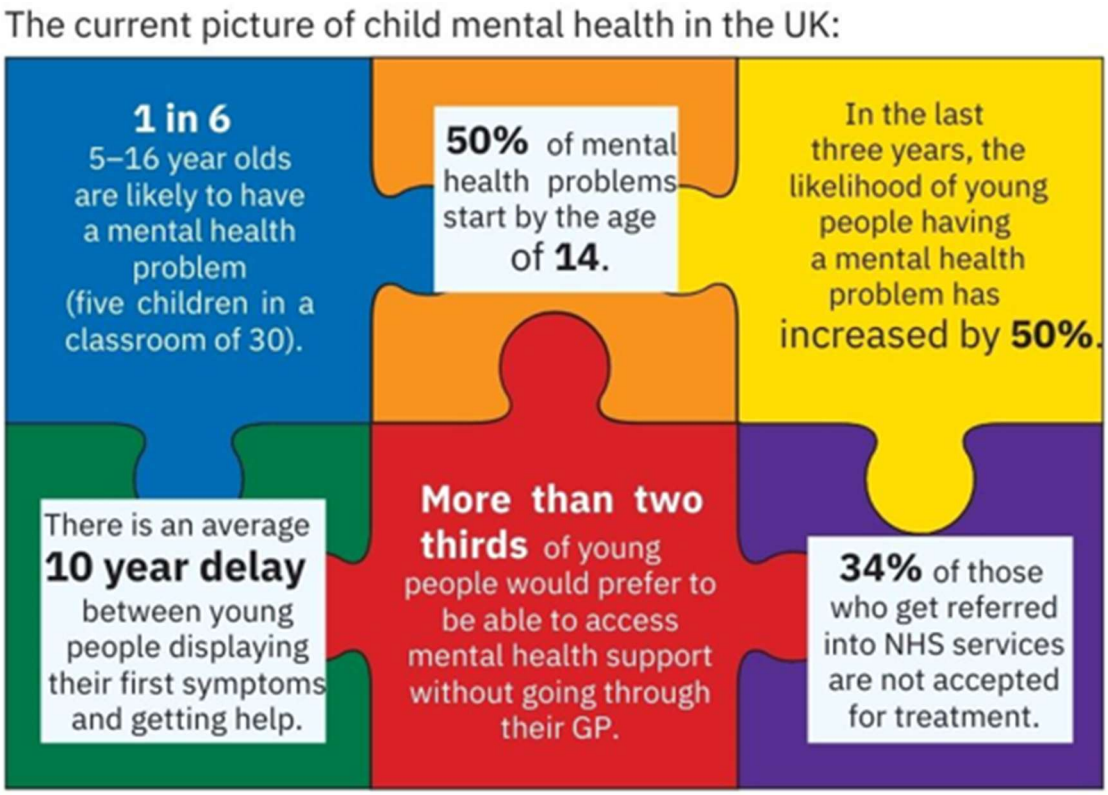
Our mission is to support children and families by providing tools to build emotional wellbeing and good child mental health

Our vision is for all children to be emotionally healthy and flourish.

Our values are integral to how we work: We support and promote emotional wellbeing and good child mental health in a safe and professional environment through empowering partnerships and by acting with kindness and understanding.



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The objects of Standing in the Gap are to assist in the identification, early intervention, treatment and support of children experiencing mental health difficulties:

> To promote and protect the mental health of children up to the age of 11 through the provision of psychotherapeutic counselling services.
>
> To advance the education of parents, teachers, school governors and school support staff in all areas relating to mental health issues experienced by children up to the age of 11, by the provision of professional training, support services and information.

# Achievements and Performance

## As a charity:

## Our team:

Our trustees are drawn from a wide range of professional backgrounds and are all passionate to see children's emotional wellbeing and mental health improve. We did see some change during the year as Jonathan Game, Marelize Bott and Dean Hughes joined the trustee board and Micheal Rafferty stepped down as a trustee at the end of September 2025 .

**Jonathan Game** brings 20+ years of working with charities and designing and managing ever increasingly sized projects. With an MBA and a passion for growing charities through strategy, frameworks and clear processes, Jonathan is also passionate about supporting and enabling families to raise emotionally healthy children.

**Marelize Bott** is an experienced accountant, business woman and entrepreneur. Marelize has provided invaluable assistance to hundreds of business owners handling their



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bookkeeping, accounting and taxation requirements. Marelize is keen to use her expertise to help Standing in the Gap grow and meet its full potential support families.

**Dean Hughes** brings his professional skills of risk management, project management, fundraising and innovation frameworks. He can code and has worked in Sales and Consultancy. Dean describes himself as an 'out of the box' thinker with lots of ideas and a passion to help others. Dean has a wide network of contacts and has worked with companies growing them from the small to much larger organisations and is keen to help Standing in the Gap grow.

This year Rebekah Arnaboldi has joined us as our Animation Co-ordinator and Katie Delbrooke-Jones as our Recycling Co-ordinator.

## Our Prayer Partners:

As a charity built on a Christian ethos we know the power of prayer. Our prayer partners receive quarterly updates and purposely pray for our work. Each year we have an annual prayer and praise celebration as we launch the Children's mental health week. We work with children and families of all faiths and none.

In 2024-25 we partnered with the following churches, along with many other Christians who pray for our work.

St Francis Church

Bloxham BAPTIST CHURCH loving Jesus loving people

BANBURY COMMUNITY CHURCH

Prayer and Praise Celebration STANDING in the GAP

## Our Community Partners:

We continue to have great ties with schools and children's centres and worked in partnership with the following:

- William Morris School
- Dashwood Banbury Academy
- The Grange Primary School
- Rissington Primary School
- The Sunshine Centre
- The Warriner School
- Wykham Park and Futures Academy
- North Oxford Academy

We have given talks about what we offer and built good partnerships with:

- Banbury LCSS
- 0-19 NHS Health Services in Oxfordshire
- The Banbury Rotary Club
- We have attended several networking events, which have been really useful to build awareness of our work.



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# The impact of our Programmes:

By the end of September 2025, we have directly supported 3972 parents and children through a range of different projects since we started as a charity in 2017.

## Managing Anxiety Workshops

This year we hit a milestone with over 1000 parents and children attending this workshop:




When asked how they rated the workshop: 74% of parents rated it as excellent, 26% of parents rated it as good.

When we asked parents about the Managing Anxiety workshop they told us:

**I found it valuable to explore alternative methods for helping my children manage their anxiety more effectively.**

**Really clear, easy to access information that makes dealing with anxiety feel like less of a huge mountain to climb.**

**Gives you ideas on new techniques and how to work with your child. Tells you what doesn't help, also. Reinforces what you should or shouldn't do.**



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The online Managing Anxiety workshop is advertised via flyers, newsletters, information to local schools, on social media and through Eventbrite. We have a lot of local families attend who hear about us through schools, GPs and School health advisors. We also had families attend from Yorkshire, Kent, Belfast, Wales and the USA.

## Managing Anger workshop:

This is our newest workshop, which started in May 2023. It is rapidly becoming our most popular workshop. Flyers, information to local schools and GPs, on social media and via Eventbrite advertise this workshop to families.




When asked how they would rate the workshop: 57% of parents said Excellent, 39% said Good. No one felt it wasn't helpful.

When asked why they would recommend it parents told us:

**informative, with good resources - easy to follow and for the parent and child to engage with together - we can continue build from this level at home**

**Clear and easy to understand and feels doable. It makes you think more, and you're not the only one feeling like it.**

**I liked that it talked to adults and children. A lot of reading / material is aimed at parents only**



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# Educational Transitions project

We know that children undertake key transitions as a rite of passage, but if these do not go well it can significantly impact their mental health and educational attainment. To help positive transitions we run a series of talks to support children and families. This year we had our biggest impact to date with an amazing total of










In our Starting Primary School talks:

This year we worked with Harriers Banbury Academy, Dashwood Banbury Academy, William Morris Primary School and The Sunshine Centre. Making this our most successful year to date.





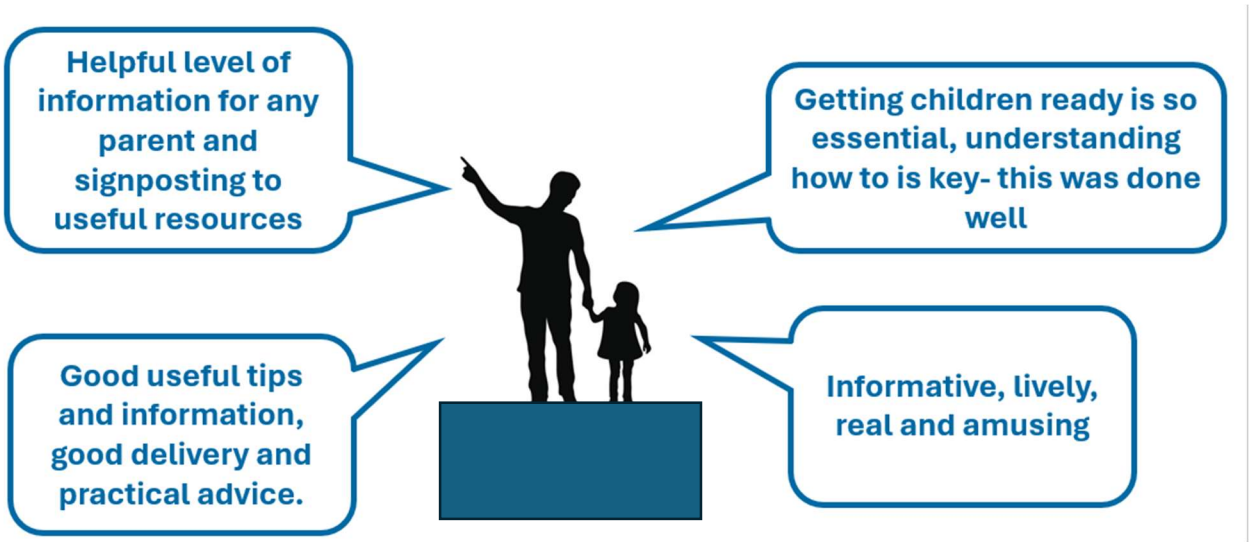







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When asked why they would recommend parents told us:

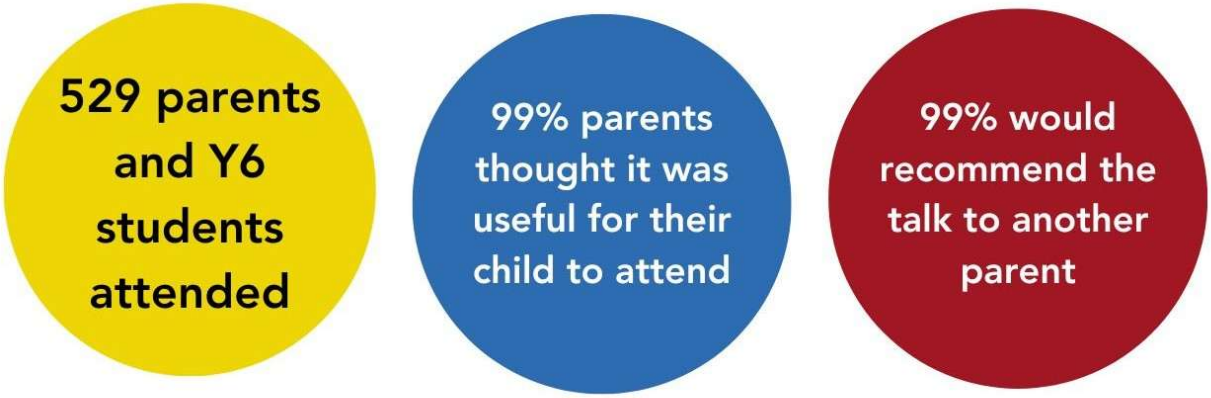



Other feedback included:




## In our Preparing for Secondary School talks:

This was our biggest uptake on these talks to date. We expanded and worked with four secondary schools; The Warriner, North Oxfordshire Academy, Wykham Park and Future Academy and Chenderit school. We met with each of the transition leads and ensured that the two talks offered to each secondary school were bespoke to them. All families were invited to the talks before they had their transition days at the new secondary schools.






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When asked why they would recommend it, parents told us:

**I learned a lot from it and it was helpful to reassure my anxious child**

**Good to know what will happen on the transition days and how to prepare my child**

**Very informative and excellently delivered. Made us chat through topics we've not yet thought about! Thanks so much!**

**It was very good at explaining some emotions surrounding the transition and how we can positively address them. It was reassuring and broke down the anxiety around this time**

Year 6 Students after the talk, told us:




As one of our most established partners we worked with The Warriner school and Michael Rafferty, one of our trustees, delivered tutor group quizzes where parents and students could come together have fun at a quiz and also meet others who were joining The Warriner.







These raised £220 and connected a lot of families in this significant transition.



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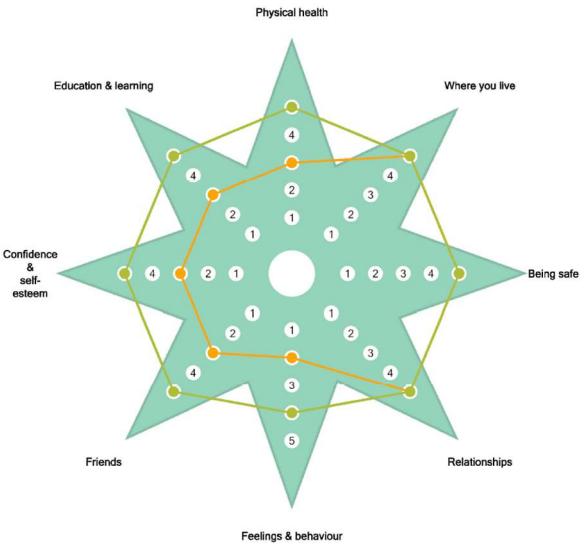
# The Lifeboat Centre, our TLC programme

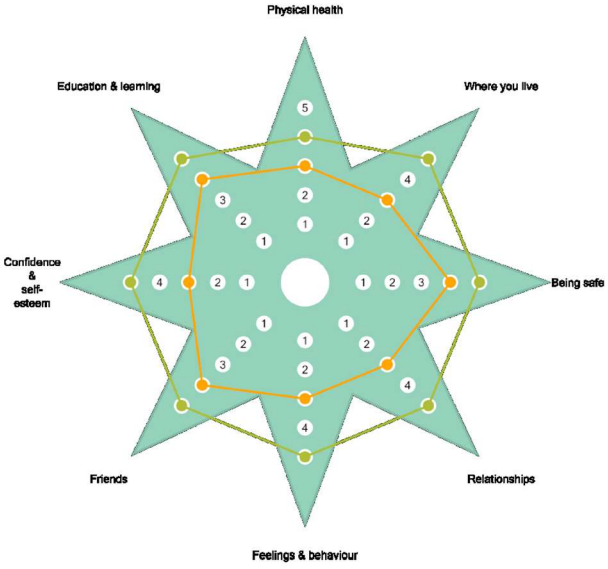
The Lifeboat Centre (TLC) is our programme of additional support for children and families. TLC uses the same principle as a lifeboat. We come out and support you when you are struggling and there is a problem. We work with you to get back to firm ground by providing one-to-one bespoke support for children and parents. In the same way as a lifeboat comes out and changes the course of a situation, that's what we want to do and show how early intervention is so effective in improving long-term outcomes for children.

Each child and parent work together to complete an Outcome Star called 'My Star' at the beginning and end of the TLC support programme. The star shows the strengths and also what areas need working on. The My Star is an impact measurement, and when it is repeated at the end of the support, it demonstrates the impact or improvement brought about by the TLC programme.

The outcomes, each point of the star, are measured on a 5 stage Journey of Change from 1, big concerns, through to 5, things are good. Ideally we would like all children to have a reading of 5 in all areas across the star. The points of the star are the eight areas of a child's life, four of which focus on how well other people look after them: physical health, where you live, being safe and relationships. The remaining four look at how the child is managing: feelings & behaviour, friends, confidence & self esteem and education & learning.

Below are two My Stars from families we have completed work with this year. The stars are completed collaboratively with the children and parents and the children do enjoy seeing the progress they have made, having this as a picture helps reinforce the impact the work they have done.




As it can be seen each of the My Star readings are unique to the child, in the same way that each of the families we work with is unique. Comparing before and after shows that all the children have made progress and the TLC programme does have an impact on their emotional wellbeing and child mental health.



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At the end of TLC each child also receives a 'well done' certificate highlighting the work we have completed with them and the progress they have made.

Following our TLC programme, we ask parents to complete an evaluation, allowing us to continue to keep learning and adapting our programmes. All parents rated the support as 5/5 and told us:

**The TLC support was invaluable and totally life-changing! It makes you, as a parent, realise what little things you can do to help your child, which make such a big difference.**

**It has made a 90% shift to our family life: from very difficult to enjoyable. We want our son's emotional and mental health to be good, but we absolutely needed to change his behaviour too. Standing in the Gap has enabled us to do both those things. He is so much happier going to school now and his behaviour at home has improved. massively as a result.**

**It's almost impossible to sum up how incredibly important Standing in the Gap has been for our family, with all other doors being closed to us because of my daughter's young age. The support has been invaluable and has helped our family immensely. It is heartbreaking how little support there is for young children who experience mental health difficulties and without the service Standing in the Gap offers my daughter would have fallen through all of the gaps and been left to suffer unaided.**

**The TLC programme taught us incredible skills and has really kick started my daughter's chances at recovering from the traumatic events she has experienced. I will never have the words to describe how truly invaluable the support of Standing in the Gap has been for our family!**

**TLC was a supportive and safe place where we, both parents and children, were able to learn to understand and manage our emotions. It gave us practical strategies to handle difficult feelings and helped me support my child in a positive way. TLC gave us the same language to discuss our issues and have someone who could listen.**



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## Frameworks 2 Flourish

Having developed our TLC programme to support families and delivered this with families for the past 2 years, we have been able to review what is working and what areas need further development.

The TLC program has a fantastic impact on families who are ready for the intervention and helps to develop lifelong skills within both parents and children. Our My Star has been able to show both impact and change with the families we have supported. TLC also aids communication and boundaries. However, it requires a 'buy-in' from families. They need to attend the sessions, complete the homework, and then email over the information before the next session. It also needs to be at the right time for families.

What our data is showing us is that some of our more complex families aren't potentially ready yet for that level of support, and the other complexities in life are taking up their time and energy. To help families become ready or move further along the road to benefit from support such as TLC, we have developed our Frameworks 2 Flourish programme.

Frameworks 2 Flourish is a parent self-completed online assessment, followed by a consultation and advice as to which area to focus on first. Through discussion, we highlight what areas need adjustments and how to bring in adequate frameworks to allow the parent to flourish. We know that how parents cope has a significant impact on their ability to parent and promote their children's mental health.

Following each Frameworks 2 Flourish consultation, advice and a bespoke plan is given including homework for the parents. A review is planned in for 2 weeks. This enables a whole household approach to be taken to supporting children's mental health. (report: https://www.local.gov.uk/publications/whole-household-approach-young-peoples-mental-health-must-know-guide-local-councillors )

This gives us multiple bespoke pathways to support families. To determine which pathway is best, any family requiring assistance will be sent and asked to complete the Initial Information Form. Following completion, this is screened by a competent practitioner who allocates the family to the relevant pathway for support.

## Prayer & Praise Celebration

Each year we kick off Children's Mental Health week with our Prayer and Praise Celebration. This year it was at on Sunday 2nd Feb at The Chapel in Bloxham and we showed our latest impact film: https://www.youtube.com/watch?v=qQ2T7UFmc9g&t=1s

Sam shared at Banbury Community Church that morning and 12 people (including children) who had no previously attended our Prayer and Praise celebration came along to support.

We are working on our church partnership proposals and aim to increase the number of churches we partner with in future years.



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## Children's Mental Health Week: (3rd-9th Feb 2025)




Each year, we prepare material to share with families during Children's Mental Health Week. This year, we created exciting content to help children build their self esteem. We know that low self esteem is linked with children's mental health problems so we wanted to give parents and carers tools to raise their children's mental health.

This material aimed to encourage children that they are each unique. precious and special. That each of us has three different aspects that when combined make us unique. These are: Physical traits, our likes and dislikes and our personal qualities or characteristics.
For children in preschool and key stage one they watched the 'There's only one ME' film and focused their discussion on completing a worksheet.
For children in key stage two they watched the 'I am Unique' film, which builds on the same principles as the other film, but just in more depth.

All the material was readily accessible via our website: https://standinginthegap.uk/childrens-mental-health-week-2025

Sam created the films this year and went for a more interactive option and invited 7 of the children we have worked with to send us voice notes and share their personal characteristics. Only two responded, but it's been great to have their help. One of the girls 'B' was very nervous when we started working with her, since engaging with TLC she's now the school's mental health ambassador and doing great. We also had several other children who agreed to provided us with voice overs. All children who have participated will be sent a Thank you/ Well done certificate thanking them for their help which they can have on their wall.

Vikki Evans, our media advisor, wrote us a press release and circulated it to local media. Sam was contacted by the BBC who sent a reporter to watch the Dashwood Academy assembly and interviewed their mental health champions. Sam appeared live on the BBC Oxford breakfast radio show during the week, telling everyone what support we offer. Sam was also interviewed and appeared on Heart radio.

This year we worked with:

- Dashwood Banbury Academy: 4 of their charity champions had made things to sell in lunch breaks and the whole school were invited to wear Yellow. In total they raised £186.81. We sent them a thank you certificate for the whole school and then specific named certificates for the 4 charity champions who had the stall and spoke to the BBC reporter.
- Harriers Academy: they used our material and during the week raised £81 from a non-uniform day, they also received a thank you certificate.
- Rissington Primary school: also used our material and had a non-uniform day and raised £237.15. They also received a thank you certificate.

In Summary it was an excellent week, and we raised a lot of interest, a lot of children watched the films, and we raised a total of £504.96

We released the two children's films: 'I am Unique' and 'There's Only One ME', along with the parent film on raising Children's self esteem, to our YouTube channel and had over 50,000 views on YouTube, which was exciting. We increased our YouTube subscribers to 255 on our channel.



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## Events

This year we were involved in two Christmas tree festivals: Bloxham Christmas Tree festival and The Hill. Debra Elwyn, trustee, did a fabulous job with the Boys Brigade and together they made elf baubles, which were lovely and used to decorate our trees.

The Bloxham Christmas tree festival ran from 6-8th Dec 2025:







The Hill Christmas Tree Festival ran across the end of December, and our tree was part of their enchanted forest, advertising to the local community the support we offer.

Our elves adorned the tree and we were able to leave our banner up for the whole event.









Reggies Run:

One of our families, Reggie and his mum Niki, who went through our TLC programme decided to do a fundraising event to show their appreciation. Reggie did a sponsored run for us on Sunday 6th July, in really terrible rain and raised £390, which was amazing. We made him a certificate to say thank you which he could take to school and show everyone





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## New initiatives

Over the years our 'cuddle stones' have been very popular as a transitional objects to help support children with Anxiety. These use the psychological concept called 'Holding in Mind' where the big person puts lots of love and hugs into the heart and then gives it to the little person when they are not together. That way if the little person gets worried and concerned they can take out and hold the heart and know that they are loved and thought about. Initially we got these from Kenya but over the year this logistically got too complicated. After much research we replaced them with our new 'Love in the Gap hearts' which can be used whenever we are away from a loved one and are now available from our online shop https://www.standinginthegap.uk/shop



We adjusted the name to 'Love in the Gap hearts' so they can be used for anyone with whom you can't be present. One family contacted us to tell us they had used them with an elderly relative who had been struggling in the hospital and had received much comfort through the heart, knowing it had been given with lots of love.

## Finance and Grants

We have diversified our income streams to help us remain stable and grow: We received grants from the following organisations to support our work.

Souter CHARITABLE TRUST

Supported by well together

Bloxham Parish Council

Bloxham Feofees

We also received a big grant from Well Together which was used to support TLC, and the online workshops.

We received financial support from St Francis church as their community partner and we received a contribution from schools towards the Managing Educational transitions programme.



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While our support from grants was down this year on previous years, due to increasing number of charities applying for funding. Our regular donors was up to an all time high of £5190.

We saw our sales from online shop drop to £727 potentially in response to the economic uncertainty as our workshop ticket sales and attendance were higher than previous years at £398.

Our total income this year was £22,630, this is a drop from the previous year, as the economic climate has made it harder to obtain grant funding, with more charities battling for the same amounts. We made the decision to use a freelance bid writer to assist us in the process and several of the trustees went on fundraising training and created our case for support to assist with the applications. We are waiting to hear how these progressed. The accounts are available for review through the Charities Commission.

We continue to employ our Clinical Director, Sam Game, 2 days a week and have set up the appropriate mechanisms and policies to support this.

## Governance and Management Structure,

Standing in the Gap is a Charitable Incorporated Organisation

Trustees are selected in accordance with the trustee policy and procedure-

| Trustee Name | Office | Dates acted if not for full year |
|---|---|---|
| | | |
| Michael Rafferty | Finance trustee | Full year stepped down Sept 2025 |
| Georgie Knight | Trustee | Full year |
| Melanie Rogers | Safeguarding trustee | Full Year |
| Debra Elwyn | Trustee | Full year |
| Michelle Jemade | Trustee | Full Year |
| Jonathan Game | Trustee | Joined in Nov 2024 |
| Marelize Bott | Trustee | Joined in April 2025 |
| Dean Hughes | Trustee | Joined in June 2025 |
| Corporate trustee | N/A | |
| Sam Game | Clinical Director | Full year |

No funds are held by custodian trustees for Standing in the Gap.

There are no exemptions for disclosure**.**

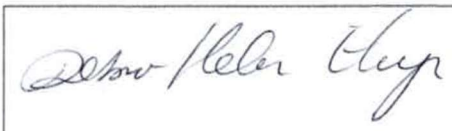
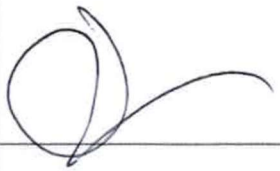
**Declarations**



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The trustees declare that they have approved the trustees' report above

Signed on behalf of the charity trustees:

| | | |
|---|---|---|
| Signatures |  |  |
| Full names | Debra Helen Elwyn | D HUGHES |
| Positions | Trustee | Trustee |
| Date: | 21/3/2025 | 21/3/26 |



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# Financial Activities

Standing in the Gap

For the year ended 30 September 2025 (Year 8)

| Account\ | 2025 | 2024 |
|---|---|---|
| **Income** | | |
| **Donations and Legacies** | | |
| Donations through Justgiving | 268 97 | 822 11 |
| Easyfundraising | 17 59 | 44 89 |
| One off donors - not known to us | 0 00 | 104 05 |
| One off donors- Known to us | 2 086 00 | 925 51 |
| One of donation Pay it forward | 0 00 | 13 55 |
| Recycle4charity | 166 05 | 136 10 |
| Regular donor NO gift aid | 90 00 | 1 110 00 |
| Regular donors | 5 099 64 | 3 975 28 |
| Workshop ticket donations | 0 00 | 27 00 |
| **Total Donations and Legacies** | **7 728 25** | **7 158 49** |
| **Charitable Activities** | | |
| Fundraising event - organised by us | 401 81 | 534 81 |
| Fundraising event organised by others | 104 90 | 0 00 |
| Gift Aid Claim | 1 705 44 | 1 324 62 |
| Grants- restricted | 4 450 00 | 12 282 89 |
| Grants- unrestricted | 5 000 00 | 3 000 00 |
| Managing Educational Transitions school contributions | 950 00 | 1 595 00 |
| Mental Health week school activity donations | 487 15 | 128 00 |
| **Total Charitable Activities** | **13 099 30** | **18 865 32** |
| **Other Trading** | | |
| Sales in person- events | 285 91 | 208 73 |
| Sales in person- known to us | 28 50 | 5 90 |
| Sales paid online Tshirt/ hoodies | 10 00 | 50 00 |
| Sales via online shop | 727 12 | 1 379 53 |
| Serices to other organisations- private workshops | 200 00 | 600 00 |
| Services to other organisations- schools workshops | 120 00 | 0 00 |
| Services to other organisations- TLC paid package | 0 00 | 750 00 |
| Workshop tickets- Anger | 205 00 | 93 87 |
| Workshop tickets- Anxiety | 122 44 | 122 23 |
| Workshop tickets- Preparing for Secondary School | 46 00 | 30 00 |
| Workshop tickets- Starting Primary School | 25 00 | 75 00 |
| **Total Other Trading** | **1 769 97** | **3 315 26** |
| **Investments** | | |
| Interest Income | 32 71 | 28 16 |
| **Total Investments** | **32 71** | **28 16** |
| **Total Income** | **22 630 23** | **29 367 23** |
| **Expenditure** | | |
| **Employee Cost** | | |
| Anger Project Staff payment | 0 00 | 1 365 00 |
| Anxiety project staff payment | 0 00 | 1 960 00 |
| Contractor payment | 0 00 | 5 430 00 |
| Managing Educational transitions project staff cost | 0 00 | 490 00 |
| Pensions Costs | 667 92 | 500 96 |
| Restricted grant staff payment TLC Pilot | 0 00 | 1 852 80 |
| Salaries | 22 939 56 | 5 618 24 |
| **Total Employee Cost** | **23 607 48** | **17 217 00** |
| **Sales Costs** | | |
| Direct materials for packs | 322 45 | 570 61 |
| Direct materials T shirts/ hoodies | 9 50 | 133 97 |
| direct materials- ink to print packs | 54 30 | 270 03 |
| Direct materials- love in the Gap hearts | 0 00 | 7 99 |

| | | |
|---|---|---|
| Postage of sales | 140 20 | 158 64 |
| **Total Cost of Sales** | **526 45** | **1 141 24** |
| | | |
| **Administrative Costs** | | |
| Admin- insurances | 475 48 | 473 76 |
| Admin- Eventbrite subscription | 66 00 | 18 00 |
| Admin- fees and subscriptions ICO | 40 00 | 40 00 |
| Admin- Fliers, posters and bookmarks | 77 76 | 156 54 |
| Admin- general postage | 31 20 | 2 74 |
| Admin- Star online registration | 125 00 | 125 00 |
| Admin- Stationary | 10 87 | 32 48 |
| Advertising & Marketing | 78 00 | 0 00 |
| Bank Charges CAF Bank | 40 00 | 60 00 |
| Fundraising events costs | 49 75 | 459 74 |
| Fundraising- Regulator fee | 60 00 | 50 00 |
| Governance | 68 26 | 12 95 |
| Governance Room rent | 50 00 | 10 00 |
| Governance- leaving gift for trustees | 0 00 | 40 00 |
| HMRC payments | 0 00 | 1 313 85 |
| IT Subscription | 103 70 | 321 11 |
| IT- hardward costs inc mobile | 24 48 | 824 13 |
| IT- web hosting and domain names | 283 20 | 283 20 |
| Leaflet production (cost) | 119 00 | 0 00 |
| Liberty Account charges | 0 00 | 186 48 |
| Mobile- sim cost | 60 00 | 93 16 |
| Royalty Payments | 136 20 | 49 90 |
| Safeguarding DBS Fee | 37 50 | 50 04 |
| Safeguarding registration fee | 159 00 | 150 00 |
| Training- Staff | 55 47 | 0 00 |
| Travel expenses | 3 00 | 0 00 |
| Xero accounting charges | 119 04 | 1 92 |
| **Total Administrative Costs** | **2 272 91** | **4 755 00** |
| | | |
| **Total Expenditure** | **26 406 84** | **23 113 24** |
| | | |
| **Surplus on Financial Activities** | **(3 776 61)** | **6 253 99** |

**Accounts reviewed and verified by trustees at AGM on 22nd November 2025**

Signed by Marelize Bott on 22/11/2025

Signature: 

Finance Trustee

**STANDING IN THE GAP**

England & Wales - Charity number 1174627

# Accounts

STANDING in the GAP

Supporting children to manage their emotions

# 2023-24 Annual Report (Year 7)





Managing Anxiety in 4–11 year olds

Managing Anger in 4–11 year olds

Starting Primary School

Preparing for Secondary School

Managing Grief

Standing in the GAP TLC The Lifeboat Centre

A bespoke child mental health support package

**Charity no: 11174627 www.standinginthegap.uk**

# Introduction

Welcome to our seventh annual report. This year has been key in enabling us to define our programmes and then work to promote these as effectively as possible to support as many children and parents as possible.

We have worked with and supported more children than any previous year, enabled by our best financial year to date.

We have expanded the amazing team of trustees, advisors and volunteers who support us and without whom, we couldn't provide the support that we do. Thank you to all those who have supported us in whatever way this year. We do appreciate you.

*Kind Regards*




# Objectives and Activities

Standing in the Gap is an early intervention mental health charity which helps preschool and primary aged children manage BIG emotions such as fear, anxiety, anger and grief.

Our mission is to support children and families by providing tools to build emotional wellbeing and good child mental health.

Our vision is for all children to be emotionally healthy and to flourish.

Our values are integral to how we work: we support and promote emotional wellbeing and good child mental health in a safe and professional environment through empowering partnerships and by acting with kindness and understanding.

Our ethos is also important to us: The Founder / Clinical Director and trustees of Standing in the Gap are very much motivated by their Christian faith; we want to use the biblical principles of helping and supporting those in need. In our case that is children up to the age of 11 and their families. Running a small charity is hard work, all our trustees are volunteers and they do this because they feel, as Christians, Jesus wants us to love others and support those who need it. There is currently a huge need within children for mental health support and this is where we want to be effective.

We do:

- Work and support any family of any faith or none.
- Live out our values:



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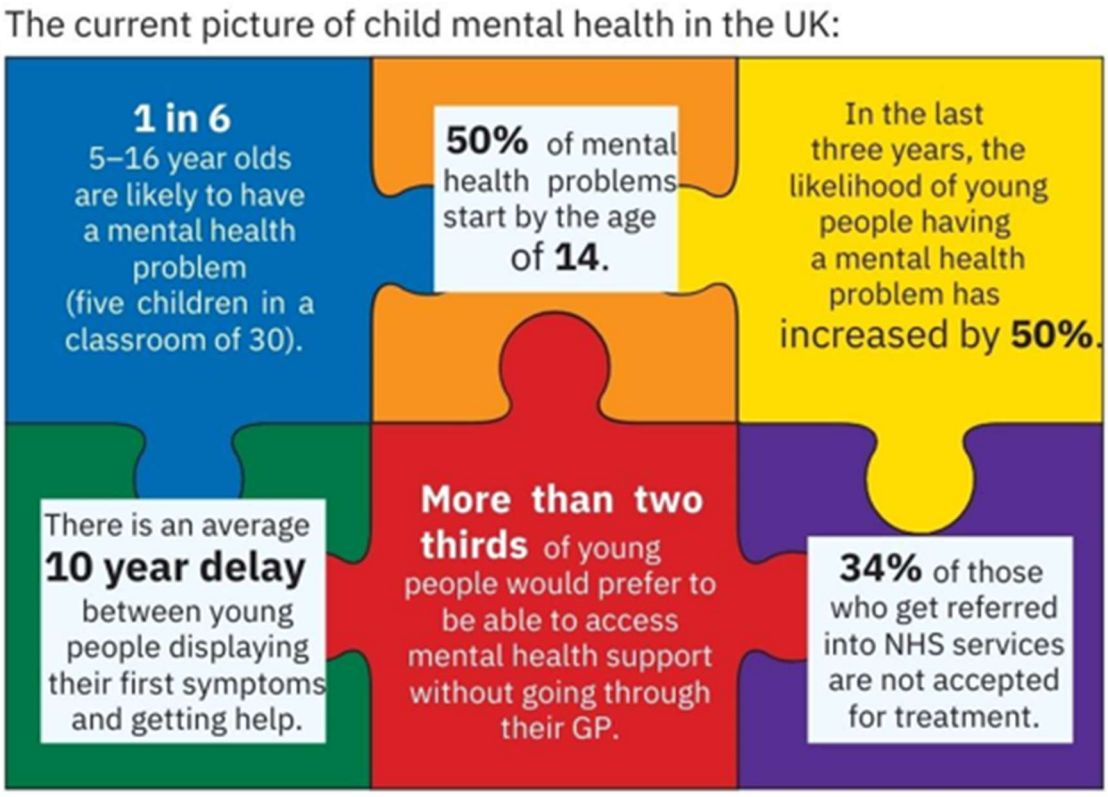
- Being **safe and professional**: we do follow the NICE guidelines and ensure all our interventions are evidence based and age appropriate.
- Working in **empowering partnerships** with families, schools and professionals: we cannot improve child mental health alone we need to work together.
- Acting with **kindness and understanding**: we understand that child mental health is emotive and that as parents we often feel guilty. We don't aim to blame or judge families but instead work with kindness and understanding. Parenting is tough and we all need support at times.
- Linking with local churches and encouraging them to pray for our work. As a small charity working in an area of huge need, we need prayer because we do not want to burn out or be overwhelmed when meeting our mission or vision.

- Require our trustees to be Christian (of any denomination) and willing to pray about the work we do as a charity.

We do not:

- Exclude any child or family from our support on account of their race or religion.
- Push our beliefs onto anyone.
- Use Christian language or Bible stories at all in our talks, workshops or support programmes.

Our Christian faith is like the oven that bakes the food. The food is the different projects, talks, workshops and support we offer. If we were a commercial kitchen our food would need to meet strict food standards to be safe and edible for everyone. We apply the same principle to our projects: they are professional, evidence based and safe. Our oven is the team who keep the wheels on behind the scenes, our trustees and Clinical Director.






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The objects of Standing in the Gap are to assist in the identification, provide early intervention, treatment and support children experiencing mental health difficulties:

> To promote and protect the mental health of children up to the age of 11 through the provision of psychotherapeutic counselling services.
>
> To advance the education of parents, teachers, school governors and school support staff in all areas relating to mental health issues experienced by children up to the age of 11, by the provision of professional training, support services and information.

# Achievements and Performance

## As a charity:

In line with our values, we ensured we were safe and professional, when we were able to formally employ Sam, our Clinical Director for 2 days a week from June 2024. To ensure we did this effectively we enlarged our team which also enabled us to work through ongoing empowering partnerships.

## Our leadership team:

Our trustees are drawn from a wide range of professional backgrounds and are all passionate to see children's emotional wellbeing and mental health improve. We did see some change during the year as Andrew Bird stepped down as a trustee and Michelle Jemade and Debra Elwyn became more established in their trustee roles.

## Our advisors:

These are a really valuable group of individuals with a *specific* area of expertise or knowledge who link with us at *specific* points with *specific* information.



**Tony Brown:** Charity Advisor



**Steve Pargeter:** Publication and Print Advisor



**Helen Hays:** Fundraising Advisor



**Vikki Evans:** Media Advisor



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## Our co-ordinators:

We expanded our team to include our great co-ordinators



**Sue Atkinson:** Online Shop Co-ordinator



**Dean Hughes:** Digital Transformation Co-ordinator



**Moira Oliver:** DBS Co-ordinator



**Barbara McIver:** Payroll Co-ordinator

## Our Volunteers:

These are fabulous individuals who support us at talks and community events, and by making up resource packs.



**St Marys Church Bloxham:** Mothers Union



**Becca Sterry:** Volunteer



**Matt Game:** Volunteer



**Melanie Titman:** Volunteer



**Richard & Sara Thompson:** Volunteers



**Jean Button:** Volunteer



**Abi Game:** Volunteer

## Our Prayer Partners:

As a charity built on a Christian ethos, we know the power of prayer. Our prayer partners receive quarterly updates and purposely pray for our work. Each year we have an annual prayer and praise celebration as we launch the Children's Mental Health Week. We work with children and families of all faiths and none.

In 2023-24 we partnered with the following churches, along with many other Christians who pray for our work.



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We also built greater ties with schools and children's centres and worked in partnership with the following:

- William Morris School
- Dashwood Banbury Academy
- Harriers Banbury Academy
- The Sunshine Centre
- The Warriner School
- Wykham Park and Futures Academy
- North Oxford Academy
- Chenderit School
- The Girls' Brigade
- The Bloxham Boys' Brigade

# The impact of our Programmes:

By the end of September 2024, we have supported 3289 parents and children through a range of different projects since we started as a charity in 2017.

We have created an update film to show our impact in Year 7.

## Managing Anxiety Workshops

This continues to be one of our most popular workshops as seen below:




When we asked parents about the Managing Anxiety workshop they told us:



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Managing Anxiety in 4–11 year olds

**Nice and clear explanations on why a child may be anxious and the science behind it. Lovely, easy techniques to use and wasn't overwhelming.**

**Clear explanations. Great stories for the children to follow and aid understanding**

## Managing Anger workshop:

This is our newest workshop which started in May 2023.

Managing Anger in 4–11 year olds




When asked how they would rate the workshop: 44% of parents said Excellent, 56% said Good. No one felt the workshop wasn't helpful.

When asked why they would recommend it parents told us:

**It is very simple in explanation for both parents and children. Accepting that we all have anger and how it feels and how we can deal with it is very well taught and understood. Having 2 different coloured Elves to represent Mental and Physical Health helps the child to know the difference. Looking for the Elves is a very good way to keep the children engaged as well!**



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**The information was given in a straight forward, concise way. A lot of useful tools and strategies for helping both children and parents deal with anger in a more positive and constructive way.**

**Really good information, child friendly. Sparked some interesting conversations with the children, enabling us to feel more confident bringing up these issues**

## Educational Transitions project

We know that children undertake key transitions as a rite of passage, but if these do not go well it can significantly impact their mental health and educational attainment. To help positive transitions we run a series of talks to support children and families. This year we had our biggest impact to date with an amazing total of










## In our Starting Primary School talks:

This year we worked with Harriers Banbury Academy, Dashwood Banbury Academy, William Morris Primary School and The Sunshine Centre. It was our most successful year to date.



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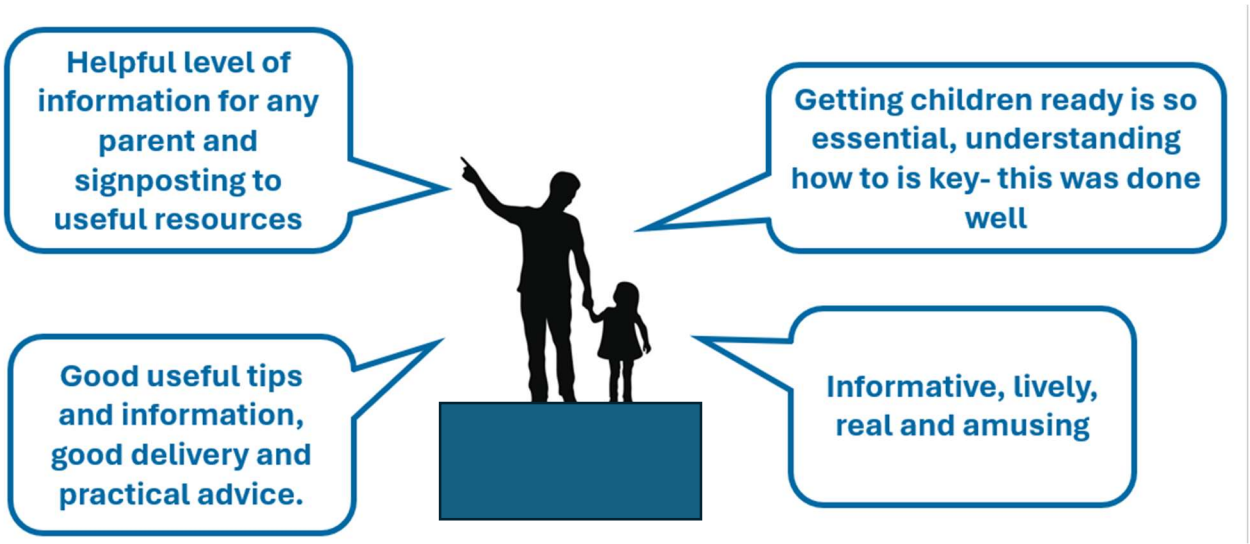
Starting Primary School

36 parents attended

70% rated it Excellent, 30% rated it Good

100% would recommend it to another parent

When asked why they would recommend parents told us:




Other feedback included:

I can't believe that free NHS eye tests haven't been mentioned before- a really good point.

It was useful to know the expected amount of sleep for this age group

## In our Preparing for Secondary School talks:

This was our biggest uptake on these talks to date. We expanded and worked with four secondary schools; The Warriner, North Oxfordshire Academy, Wykham Park and Future



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Academy and Chenderit school. We met with each of the transition leads and ensured that the two talks offered to each secondary school were bespoke to them. All families were invited to the talks before they had their transition days at the new secondary schools.




529 parents and Year 6 students attended

99% parents thought it was useful for their child to attend

99% would recommend it to another parent

When asked why they would recommend it parents told us:

I learned a lot from it and it was helpful to reassure my anxious child

Good to know what will happen on the transition days and how to prepare my child

Very informative and excellently delivered. Made us chat through topics we've not yet thought about! Thanks so much!

It was very good at explaining some emotions surrounding the transition and how we can positively address them. It was reassuring and broke down the



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Preparing for Secondary School

**Year 6 students after the talk told us:**

**45%** now felt less anxious about the change coming up

**19%** felt more prepared

**18%** had less questions

As one of our most established partners we worked with The Warriner school and Michael Rafferty, one of our trustees, delivered tutor group quizzes where parents and students could come together have fun at a quiz and also meet others who were joining The Warriner.






These raised £508 and connected a lot of families in this significant transition. They will be repeated in 2025.



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## The Lifeboat Centre, our TLC programme




The Lifeboat Centre (TLC) is our programme of additional support for children and families. TLC uses the same principle as a lifeboat. We come out and support parents and children when they are struggling and there is a problem. We work with families to get back to firm ground by providing one-to-one bespoke support for children and parents. In the same way as a lifeboat comes out and changes the course of a situation, that's what we do.  Early intervention has been proved to be so effective in improving outcomes for children.

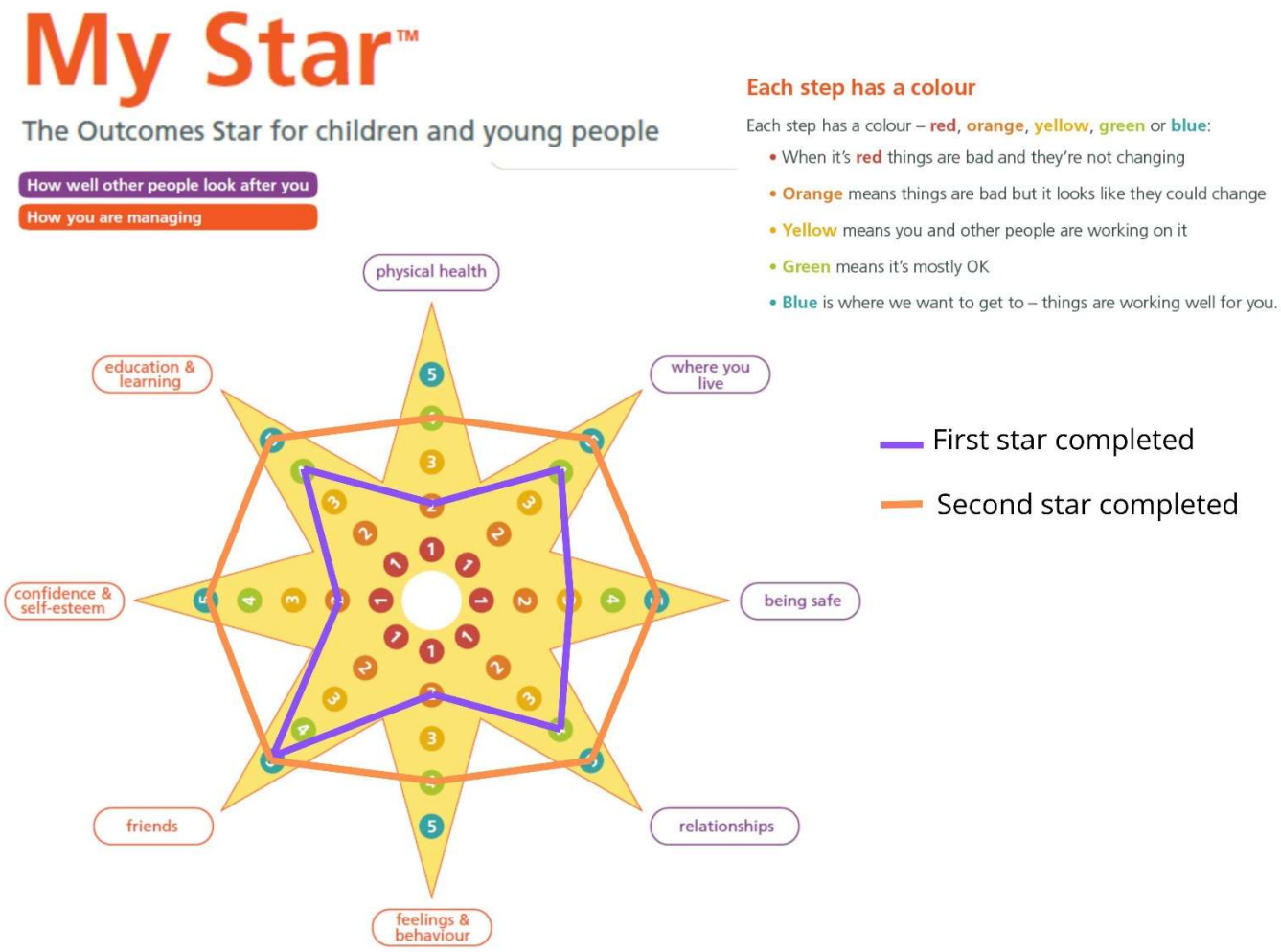
We have now finalised our pilot and have developed an effective model that is having a great impact on families and helping improve emotional wellbeing in children. By the end of Year 7 we had worked with a 20 families. Each child and parent work with Sam to complete an Outcome Star called 'My Star' at the beginning and end of the support programme. The star shows the strengths and also what areas need working on. The My Star is an impact measurement and when it is repeated again at the end of the support shows the change or improvement brought about by the TLC programme.

The outcomes, each point of the star, are measured on a 5 stage Journey of Change from 1, big concerns through to 5, things are good. It also takes into consideration eight areas of a child's life, four of which focus on how well other people look after you: physical health, where you live, being safe and relationships. The remining four look at how you are managing: feelings and behaviour, friends, confidence and self -esteem and education and learning.

Below is a My Star outcome star we have completed with a child we have supported and  we were able to celebrate the progress they had made. The stars are completed collaboratively with the children and parents and the children do enjoy seeing the progress they have made, having this as a picture helps reinforce the impact the work they have done.



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Following our support all parents rated the support as 5/5 and told us:

**From identifying immediately a couple of changes we could make, things improved with bedtime very quickly. We built up a confidence of how to try and manage situations more easily and learnt how to support our child.**

**I was honestly amazed at the result these sessions had on my son. He's talked so positively about the whole experience despite being very nervous to start with and didn't really understand how this would help. The sessions have had such a positive effect and it's equipped both myself and my son with the tools and understanding to work through difficult situations and manage his stress and anxiety**



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**Working with Sam was really useful for both me and my son. She helped us understand the big emotions and we worked through practical techniques to help manage his anger. It made a huge difference to our family life. Thank you.**

## Children's mental health week: (5th-11th Feb 2024)

We created exciting content to help children manage their stress and promoted it through our connections and social media links for the Children's mental health week https://standinginthegap.uk/childrensmentalhealthweek2024




Sam was interviewed by two radio stations and also appeared on That's TV explaining the need for children's mental health support and how we can help children not be overwhelmed by their feelings. Dashwood Banbury Academy and William Morris school ran the material with children during the week and also had non uniform days to help raise money for us. Local clubs like Boys' Brigade and Girls' Brigade also showed the cartoon film to their children.

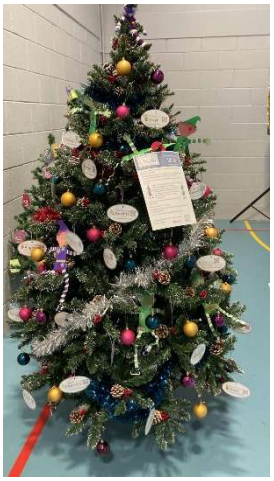


## Events

We had our first Christmas tree event at The Hill Community Centre in Banbury. This enabled us to share with the public what support we offer to families. Debra Elwyn, one of our trustees, attended the Bloxham Boys brigade meeting and together they made paper elves, which we displayed on the Christmas tree:













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We had a stall at 'Bloxfest', our local village festival. Which was fun. We had a good number of volunteers and had games and activities to raise money and the profile of the support we can offer children and families.











We were also one of the charities who were supported by Great Bourton Open Gardens which raised £232

## Finance and Grants

We have diversified our income streams to help us remain stable and grow: We received grants from the following organisations to support our work.

Banbury Charities

Souter CHARITABLE TRUST

Sanctuary

We received financial support from St Francis church as their community partner and we received a contribution from schools towards the Managing Educational transitions programme.



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We have a good number of regular donors who support us each month and sales of resource packs and tickets to the workshops raised £3315

Our total income this year was £29.367 a nearly 80% increase on the previous financial year. The accounts are available for review and we have appointed an independent examiner to review our accounts, as per the charities commission requirements.

We moved to employee our Clinical Director, Sam Game, 2 days a week and have set up the appropriate mechanisms and policies to support this.

## Governance and Management Structure,

Standing in the Gap is a Charitable Incorporated Organisation

Trustees are selected in accordance with the trustee policy and procedure-

| Trustee Name | Office | Dates acted if not for full year |
|---|---|---|
| Michael Rafferty | Finance trustee | Full year |
| Georgie Knight | Trustee | Full year |
| Melanie Rogers | Safeguarding trustee | Full Year |
| Andrew Bird | Trustee | Stepped down in Nov 2023 |
| Debra Elwyn | Trustee | Full year |
| Michelle Jemade | Trustee | Full Year |
| Corporate trustee | N/A | |
| Sam Game | Clinical Director | Full year |

No funds are held by custodian trustees for Standing in the Gap.

There are no exemptions for disclosure**.**

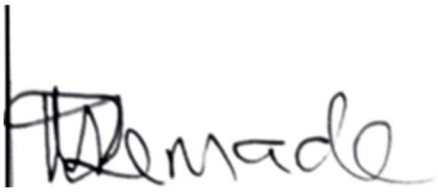
**Declarations**

The trustees declare that they have approved the trustees' report above

Signed on behalf of the charity trustees:



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| | | |
|---|---|---|
| Signatures |  |  |
| Full names | Michelle Jemade | Melanie Rogers |
| Positions | Trustee | Trustee |
| Date: | 22.03.2025 | 22.03.2025 |



Registered with FUNDRAISING REGULATOR

# Annual Accounts Year 7

Standing in the Gap

For the year ended 30 September 2024

| Account | 2024 |
|---|---|
| **Income** | **Amount** |
| **Donations and Legacies** | |
| One off donation Pay it forward | 14 |
| Workshop ticket donations | 27 |
| Easyfundraising | 45 |
| One off donors - not known to us | 104 |
| Recycle4charity | 136 |
| Donations through Justgiving | 822 |
| One off donors- Known to us | 926 |
| Regular donor NO gift aid | 1,110 |
| Regular donors | 3,975 |
| **Total** | **7,158** |
| **Charitable Activites** | |
| Mental Health week school activity donations | 128 |
| Fundraising event - organised by us | 535 |
| Gift Aid Claim | 1,325 |
| Managing Educational Transitions school contributions | 1,595 |
| Grants- unrestricted | 3,000 |
| Grants- restricted | 12,283 |
| **Total** | **18,865** |
| **Other trading** | |
| Sales in person- known to us | 6 |
| Workshop tickets- Preparing for Secondary School | 30 |
| Sales paid online Tshirt/ hoodies | 50 |
| Workshop tickets- Starting Primary School | 75 |
| Workshop tickets- Anger | 94 |
| Workshop tickets- Anxiety | 122 |
| Sales in person- events | 209 |
| Serices to other organisations- private workshops | 600 |
| Services to other organisations- TLC paid package | 750 |
| Sales via online shop | 1,380 |
| **Total** | **3,315** |
| **Investments** | |
| Interest Income | 28 |
| **Total** | **28** |
| **Total Income** | **29,367** |
| **Expenditure** | Amount |
| **Employee Costs** | |
| Anger Project Staff payment | 1,365 |
| Anxiety project staff payment | 1,960 |
| Contractor payment | 5,430 |
| HMRC payments | 1,314 |
| Managing Educational transitions project staff cost | 490 |
| Pensions Costs | 501 |
| Restricted grant staff payment TLC Pilot | 1,853 |
| Salaries | 5,618 |
| **Total** | **18,531** |
| **Sales Costs** | |
| Direct materials for packs | 571 |
| Direct materials T shirts/ hoodies | 134 |
| direct materials- ink to print packs | 270 |
| Direct materials- love in the Gap hearts | 8 |
| Postage of sales | 159 |

| | |
|---|---|
| **Total** | **1,141** |

| **Administrative Costs** | |
|---|---|
| Admin- insurances | 474 |
| Admin- Eventbrite subscription | 18 |
| Admin- fees and subscriptions ICO | 40 |
| Admin- Fliers, posters and bookmarks | 157 |
| Admin- general postage | 3 |
| Admin- Star online registration | 125 |
| Admin- Stationary | 32 |
| Bank Charges CAF Bank | 60 |
| Fundraising events costs | 460 |
| Fundraising- Regulator fee | 50 |
| Governance | 13 |
| Governance Room rent | 10 |
| Governance- leaving gift for trustees | 40 |
| IT Subscription | 321 |
| IT- hardward costs inc mobile | 824 |
| IT- web hosting and domain names | 283 |
| Liberty Account charges | 186 |
| Mobile- sim cost | 93 |
| Royalty Payments | 50 |
| Safeguarding DBS Fee | 50 |
| Safeguarding registration fee | 150 |
| Xero accounting charges | 2 |
| **Total** | **3,441** |

| **Total Expenditure** | **23,113** |
|---|---|

Account reviewed and verified by trustees at AGM on 16th November 2024

Signed:  Date: 16/11/24

Printed: MICHAEL RAFFERTY

Finance Trustee

**Independent examiner's report to the trustees of Standing in the Gap Charitable Incorporated Organisation ('the CIO')**

I report to the charity trustees on my examination of the accounts of the CIO for the year ended 30 September 2024.

**Responsibilities and basis of report**

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

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

**Independent examiner's statement**

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination giving me cause to believe that in any material respect:

1. accounting records were not kept in respect of the Trust as required by section 130 of the Act; or
2. the accounts do not accord with those records.

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

Signed: 

Name: Moira Oliver

Relevant professional qualification or membership of professional bodies (if any): Not required

Address: 10 Longfellow Road, Banbury, OX16 9LB

Date: 15/3/25

**STANDING IN THE GAP**

England & Wales - Charity number 1174627

# Accounts

STANDING in the GAP

Supporting children to manage their emotions

**Standing in the Gap Trustees' Annual Report**

**From 1st Oct 2022 to 30th September 2023 (Year 6):**

**Charity registration number: 1174627**

**Charity address: Ferndown House, Milton Road, Bloxham, OX15 4HD**

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## Objectives and Activities

Standing in the Gap is an early intervention mental health charity helping pre-school and primary school children manage big emotions, such as fear, anxiety and anger. We are based in North Oxfordshire. Standing in the Gap support children emotional wellbeing by providing a range of facilitated workshops and support for children and families. Our values are integral to the way we work: We build emotional wellbeing with kindness, using empowering partnerships in a safe and professional manner motivated by our Christian faith. We are a local charity with an international footprint.

The latest statistics show us that 1 in 6, 5-16 years are likely to have a mental health problem. That equates to five children in a classroom of 30 (Mental Health of Children 2020). Research also tells us that in the last three years the likelihood of young people having a mental health problem has increased by 50%, and 34% of those who get referred into NHS services are not accepted for treatment (Waiting in line The Children's Society 2021). Coupled with more than two thirds of young people preferring to access mental health support without going through their GP there is a huge need for evidence based early intervention as provided by Standing in the Gap.

The objects of Standing in the Gap are to assist in the identification, Early Intervention, treatment and support of children experiencing mental health difficulties:

To promote and protect the mental health of children up to the age of 11 through the provision of psychotherapeutic counselling services.

To advance the education of parents, teachers, school governors and school support staff in all areas relating to mental health issues experienced by children up to the age of 11, by the provision of professional training, support services and information.

As a charity we have agreed a trustee policy and procedure which encompasses the six duties of a trustee, as described by the charities commission. All of our trustees sign up to this policy and agree to work within the framework.

# Achievements and Performance

## As a charity:

One of our key decisions in Year 6 was to update our website. The original website domain was www.sitgap.org, which we set up in 2017 when the charity was started. We were concerned that the website was giving people mixed messages around our name and at times we were being miscredited as 'sitting' in the gap. Following much discussion, we decided to move onto the domain www.standinginthegap.uk which was much clearer.
The website host was updated, and all trustees were given new up to date email addressed @standinginthegap.uk We agreed to update all marketing and information leaflets as they came up for renewal.

As part of the update, we updated our main Leaflets for professionals and families and added in the new programme logos.

Following long discussions at trustee board level, In May 2023, we decided to start charging families £5 for a family ticket for the workshop, with the option if payment was inhibitory in any way, then families could request a free place. We have had a number of families apply for free places, alongside a large number of families still happy to attend our workshops.

## Managing Anxiety

We have designed workshops around 'Managing Anxiety' which draws on National Institute for Health and Care Excellence (NICE) guidance and are recommended by local GPs, School Health Nurses, Teachers and CAMHS professionals. They feature our two cartoon elves, which are used to explain the psychological and physiological impacts of emotions and hormones on children's bodies and to show techniques for managing anxiety. The session is aimed at children aged 4-11 years and their parents.

Research from Co-Space 2021, carried out by Oxford University, indicates that there has been an increase of up to 35% of children showing mental health distress following Covid lockdowns. Primary aged children (4-11 years) were more significantly impacted than secondary school children. Children with Special Educational Needs and Neuro disabilities, those from low-income or single adult households have continued to show elevated mental health symptoms throughout the pandemic, with higher levels of behavioural, emotional, and restless/attentional difficulties.

The workshop looks at:

- What is anxiety?
- What does anxiety feel like?
- What are the thoughts and feelings around Anxiety and does that impact on how we manage anxiety?
- How we can understand our children as unique individuals and help them build a toolbox to manage Anxiety
- What things can help manage Anxiety?
- Our 3-step plan to Manage Anxiety (we go through this in detail and introduce interventions and tools)
- For parents- what else can help? (Improving self-esteem, giving praise that doesn't make your child anxious and catching your child doing something good)
- For parents- what does and doesn't help manage your child's anxiety and where do I go if we need more help?

The workshops feature our two cartoon elves, which are used to explain the psychological and physiological impacts of emotions and hormones on children's bodies and to show techniques for managing anxiety. The elves are also part of our spotting challenge throughout the workshop giving the children something to spot, as we go through.

The workshop is supported by a resource pack, available from our online shop: www.standinginthegap.uk/shop

The workshop is aimed at children aged 4-11 years and their parents, this can either be online or in person at a local Primary School. It is a foundation level course using NICE guidelines recommendations to support children in Managing Anxiety. As part of the talk, we clearly state it is a foundation course, and some children may require additional support to manage their anxiety.

During year 6 we had two grant funded projects and a gap in funding. The initial funding from Sanctuary ran from Feb 2022 through to January 2023. After the project report was submitted, I spoke at length with Sanctuary housing who offered to part fund the Managing Anxiety project from April 2023. Following discussion with the trustees it was agreed that Standing in the gap would fund the Feb and March Managing Anxiety sessions from our unrestricted funds. In March 2023 Sanctuary informed us that they would no longer be able to fund the Managing Anxiety project. The project costs were £3120 for 12 months and this was funded from a grant from the Brian Souter foundation (£3000) and Standing in the Gap unrestricted funds (£120).

The workshops were promoted through our website, Facebook, our 1100+ mailing list, through information packs sent to schools and emails sent to parents via schools. The majority of the workshops were provided online, as we had received good feedback from families that the online format enabled them to feel more relaxed in their own homes, while getting useful information. It also allowed them the opportunity to talk about the information shared as we went along, which wouldn't have been possible during a face to fae sessions. It also was less anxiety provoking for children, as if they are very nervous, we allow them to have their cameras off during the workshop. Families are encouraged to personalise the information and talk between themselves at various parts of the session and then feedback via the chat option.

We designed bespoke fliers to advertise the talks either online or via the schools. We also improved updated our Managing Anxiety logo:

Managing
Anxiety
in 4–11 year olds



Family tickets could be booked on Eventbrite, access available through our website: Once tickets were booked, an email prompt was sent out 48 hours, 10 hours and 2 hours before the session giving joining instructions.

In total during Year 6 we had 69 children and parents go through our Managing Anxiety workshops. We evaluate all our workshops, and the following responses can be seen:

When we asked parents:
**Do you feel more confident in managing your child's anxiety after the workshop?** 100% of parents said Yes.

**Do you feel more confident on knowing when your child would need more help with their anxiety?** 100% said yes.

**How would you rate the Managing Anxiety workshop?** 74% said Excellent 26% said Good.

When we asked if you would recommend it to another parent? 100% said Yes,
When we asked them **why they would recommend it** parents told us:

"Useful points made and how to deal with things."
"Really informative and reassuring, I feel supported not isolated."
"An easy-to-follow process to help your child go through life".
"Good overview of causes and feelings and ideas for tools"
"Because the host was brilliant and explained everything".
"This was very informative, not too long and fun for the kids".
"It's really helpful in making things clear - clear steps to identify and small steps to reduce the anxiety".
"Some simple strategies we can put to use" "very practical".
"Great stories for the children to follow and aid understanding".

When we asked parents if they had any comments about the workshop, they told us:
"Thank you, services, like this are what make a difference".
"A lovely workshop, it was made to feel fun as well, giving lots of general information on how we can deal with everyday problems"
"It's tailored to all ages; the slides were clear and easy to understand. Sam was very engaging".

When we asked parents what had stuck out to them most from the talk, they told us:

- The practical examples (this was the most recorded answer)
- The strategies and the dos and don'ts
- Breathing techniques
- How to measure anxiety- using the wobbly scale

We asked parents to complete a Likert scale asking how prepared they felt to manage their child's anxiety before and after the workshop. All parents moved along the Likert scale and felt that attending had improved their preparedness.

In summary it can be seen that attending the Managing Anxiety workshop did have value for parents and children and improved how prepared they felt to manage the anxiety felt, in 98% of those who attended.

## Our new Managing Anger workshop

Following receiving funding in Year 5 we designed the new and exciting Managing Anger workshop. An evidence-based worksheet based on Cognitive behavioural therapy (CBT) principles and solution focused therapy principles aiming to help children and parents on their journey to managing anger effectively. We designed a short cartoon film, narrated by Sam Game and created by Rebecca Arnabaldi which pictorially helped explain the balloon model of anger to children.

The workshop looks at:

- What is anger?
- What's the difference between good & bad Anger.
- What does Anger feel like- early warning signs?
- Our balloon and our bomb models of anger
- The 5 steps to Managing Anger
- What makes us unique?
- Build your anger toolbox- practical interventions to add to the toolbox.
- Designing your bespoke Managing Anger plan.
-

The workshop was launched in May 2023 as an online only workshop. Between May and the end of September 28 parents and children attended our workshops.

New fliers were created and widely shared on social media, through mailouts and through our network of schools and professionals.



We also created a new resource pack, which contains.

- a 60-page comprehensive Managing Anger workbook, including all the information from the workshop, which can be personalised and completed by the parent and child. It also contains a series of QR code links to other Standing in the Gap relevant resources and films.
- A managing BIG feelings diary- to log progress and using solution focused therapy principles help children move forward managing anger.
- A selection of our laminated worksheets© including:
    - Five steps to managing Anger framework- which gives the framework for the management programme.
    - Tips for Good anger
    - A bookmark using the traffic light intervention.
    - How do you feel today?
    - Managing my Anger Plan




This is available online via our shop: [www.standinginthegap.uk/shop](www.standinginthegap.uk/shop)

We do get evaluations completed after each workshop; it is too early for a full data analysis, but the initial feedback is really promising:

**Do you feel more confident in managing your child's anger after the workshop?** 100% of parents said Yes.

**Would you recommend this workshop to another parent?** 100% said yes.

**How would you rate the Managing Anger workshop?** 43% said Excellent 57% said Good.

When we asked them **why they would recommend it** parents told us:

"This is an informative and easy to follow session with useful tips on helping your child manage their anger. I would highly recommend it."

"The information was giving in a straightforward, concise way. A lot of useful tools and strategies for helping both children and parents deal with anger in a more positive and constructive way."

"Really good information, child friendly. Sparked some really interesting conversations with the children, enabling us to feel more confident bringing up these issues".

## The Managing Grief project

We set up the Managing grief section on the website in Year 5 https://standinginthegap.uk/managing-grief

In Year 6 we had over 3100 clicks onto our website looking for child mental health information.

## Managing Educational Transitions

Standing in the Gap have been delivering parts of the educational transitions talks since 2019. The talks have been updated and adapted as we have received evaluations from parents and students.

The two talks that make up the project are called 'Starting School' and 'Preparing your child for Secondary School' both of which help children and parents successfully transition across educational settings. The workshops are recommended by local schools, GPs, School Health Nurses, Teachers and CAMHS professionals. They feature our two cartoon elves, which are used to explain the psychological and physiological impacts of emotions and hormones on children's bodies and to show techniques for managing change effectively.

The 2023 School transitions workshop project ran from April to September 2023 the project aim was to educate and inform both parents and children around Starting School or transitioning to secondary school and to prevent a build-up of anxiety. We do know, from research, that if we can assist with the educational changes of starting school and starting secondary school we decrease anxiety, improve emotional wellbeing and help the students and parents to manage these significant changes effectively. All these should improve educational enjoyment for the students.

The project aimed to work with six primary schools and one secondary school (The Warriner) Three of the primary schools: William Morris, Dashwood Academy and St Leonards had worked with us in 2022. We emailed and contacted the schools' multiple times but unfortunately two of the primary schools did not engage with the project at all. We therefore continued with the four primary schools who did engage: William Morris, Dashwood Academy, St Leonards and Harriers.
We then provided 5 open sessions to any parents in the area, leading to a total of 15 talks:

Of the agreed talks: Six were Starting School talks and 9 were Preparing for Secondary school talks.

We liaised with each school individually and offered for the first time an evening session online or an afternoon face to face session at school, which had been what we had offered in 2022. All the schools went for the online sessions as they wanted to make them as accessible as possible to families and felt by offering an evening session it was more accessible to parents who were working. One school, Dashwood Academy had the Starting School talk as an online session but at 10am

Each school then received a bespoke flier with a QR code for parents and students to join the specific talk on a suitably agreed date, which we linked with when the local transition days were occurring for pupils.

The information about the open talks was shared with emails out to all schools, nurseries and children's centres. We emailed through our mailing list and also via our professional networks, health visitors, school health and GPs. The open talks were also advertised on Eventbrite and through our social media channels.

We pulled together a patchwork of funding to run the project from Sanctuary Housing (Main contributor) Magic Little Grants, Bloxham Parish Council, and a private donation.

## Starting School

Starting Primary School

This talk is aimed at parents whose child are starting school for the first time. So, the majority of children were 4 years old.

Bespoke fliers were sent to each participating school with a QR code on so parents could join the closed zoom session. These were sent out by school or given to parents at the welcome to school sessions they were running. We negotiated dates with each school to ensure the talks were at the optimum time for their school and the parents.

Of the six sessions, 4 were aimed at specific schools and 2 were open sessions. 5 were in the evening, so both parents could attend, and one school session was at 10am once parents had dropped children at preschool, interestingly this one had the largest uptake, potentially due to school reminding parents on the morning when they dropped their children off.

In total 21 parents attended the Starting School talk, 9 of which were Sanctuary residents.

We evaluate all our talks and when we asked parents:

**How would you rate the talk?** 100% of parents said Excellent.

**Would you recommend this talk to another parent?** 100% said yes.

When we asked them **why they would recommend it** parents told us:

*"It was really helpful and informative".*
*"It gave excellent information to dealing with emotions in four-year olds".*
*"It was clear, well presented and engaging".*
*"It was thorough, thought provoking, practical and really helpful".*

When we asked parents what had stuck out to them most from the talk, they told us:

- Building self-esteem (this was the most recorded answer)
- Using the pizza massages (this promotes positive therapeutic touch which raises endorphins and lowers the stress hormone cortisol)
- Remembering to praise the positives.

- The stress bucket and opening the tap (this is covered in a part about understanding why children can have a melt down over what seems to be the littlest of things).
- What's normal for four-year old's.

We asked parents to complete a Likert scale asking how prepared they felt before and after the talk. All parents moved along the Likert scale and felt that attending had improved their preparedness.

Preparing for Secondary School

Preparing for Secondary School

This talk was aimed at both Year 6 students and their parents, in total 316 parents and students attended. 27 of these were Sanctuary residents.

Of the 9 talks offered: 4 were linked with specific Primary schools, 2 were linked with The Warriner School and 3 were open talks for parents anywhere in the UK, advertised via Eventbrite.

Bespoke fliers were sent to each of the primary schools to allow parents to participate and students to join the closed zoom sessions. For the secondary school a closed Eventbrite link was set up as the talk was offered over two different evening to improve uptake.

In total 127 Year 6 students attended and 210 parents. This year was interesting as we got more parents attending, potentially as it was online in the evening. We also had a number of separated parents ask how to both log on, so they both had the relevant information, which was again really encouraging.

When we asked parents and students:
**How would you rate the talk**? 56% said excellent, 42% said good and 2% (1 family) said OK.
**Did you feel this talk was useful for your child to attend?** 98% of parents said yes, 2% (1 family) said No.

**Would you recommend this talk?** 100% said yes.

When we asked **why you would recommend it,** we had the following responses:

*"It was especially helpful in today's digital world for children".*
*It was clear and informative about what to expect".*
*"It gave us things to think about we hadn't thought of".*
*"Digestible information and resources"*
*"The workshop was very informative, and Sam gave a great deal of reassuring advice. She was calm, honest and helpful. My son is definitely feeling calmer about his transition and cannot wait for next week."*

We asked parents to complete a Likert scale asking how prepared they felt before and after the talk. All parents moved along the Likert scale and felt that attending had improved their preparedness.

After the talk year 6 students told us:
- They felt less worried (30%)
- They felt less anxious (16.2%)
- They felt less nervous (32.4%)

- They felt more prepared (41%)
- They had less questions (19%)

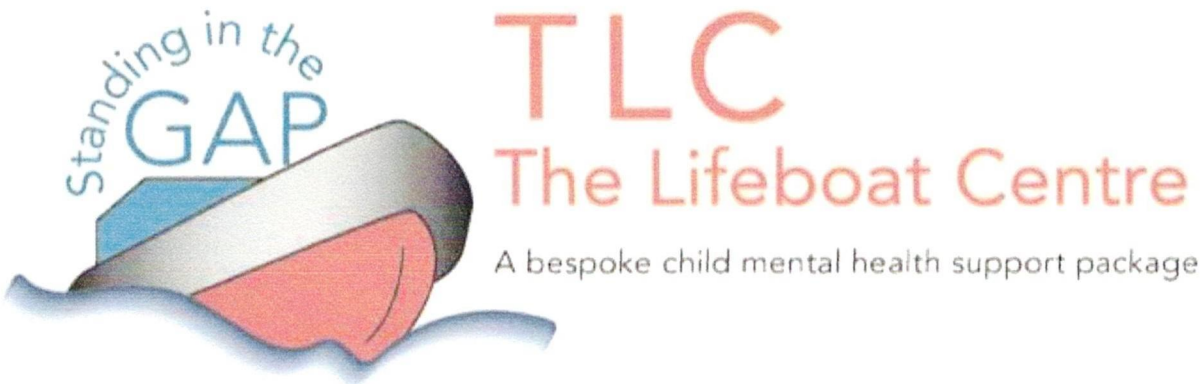
All these improvements will decrease the impact of change on the Year 6 students and enable them to integrate into the secondary school setting quicker. This in turn prevents emotional unrest and potential mental health problems such as anxiety therefore helping to Improve their longer-term educational outcomes. This also shows that we met our project aim which was to educate and inform both parents and children around Starting School or transitioning to secondary school and to prevent a build-up of anxiety.

When we asked about any other comments parents or students wanted to make, we got the following responses:

*"Thank you for being so clear and upbeat. My son says it was very helpful".*
*"Fantastic session - so lucky to have joined this. Some really good tips and tricks and very reassuring"*
*"Excellent workshop for both students and parents. Thank you so much. Working in a secondary school myself, as a parent and staff member, I can see just how much mental health support is absolutely essential for our younger generation. Your support is appreciated."*

## 'Don't forget the kids' our 121-support pilot.

We set up the Don't forget the Kids project in Year 5 and in Year 6 we looked at how we could revamp and update it. Following much discussion, we rebranded it to The Lifeboat Centre (TLC)




The Lifeboat Centre (TLC) is our programme of additional support for children and families. We all need a bit of help and support at times. Our children can struggle to manage their feelings which often comes out in difficult behaviour. We know that big feelings, for whatever reason, can become overwhelming and make life difficult for the whole family.
The Lifeboat centre (TLC) uses the same principle as a lifeboat, we come out and support you when you are struggling and there is a problem. We work with you to get back to firm ground by providing one-to-one bespoke support for children and parents. In the same way as a lifeboat comes out and changes the course of a situation, that's what we want to do and how early intervention is so effective in improving outcomes for children.

### What TLC is:

- A Bespoke support package for families when they need it. We want to work with families before they hit a mental health crisis.
- It involves both parents and children- we work with both, as both of you need to understand what's happening and what you can do to move forward.
- We can support children struggling with overwhelming feelings such as fear, anxiety, anger and grief.

- We also understand the key benefit of sleep (for everyone) and can assist emotional wellbeing issues with evidence-based support to help everyone get a good night's sleep.
- Short term support to get you back onto safe ground (like a lifeboat) We offer a maximum of up to six sessions

### What TLC isn't:

- Long term therapy
- For just the parents or just the child, it's really important to us that we work with both of you.
- A way to get a diagnosis (if you need a diagnosis you need to go through your GP to be referred to the appropriate specialist service).
- A magic wand to improve things! To change behaviours and manage big feelings, getting you back on firm ground you will need to make changes. Following an initial assessment, you will need to follow the recommendations and interventions we will talk you through if you want to see progress.

### What will TLC involve?

To start with we complete an initial assessment with the parent, normally online, to give us an idea of what the issues are and the family makeup. We also use the My Star Outcome Star to measure impact and show progress.
Following the initial assessment, we will agree a bespoke wellbeing plan and arrange further session and interventions as needed.
This is an educational and evidence support based package, which we will ask you to review and tell us how you have found things.
We will ask you to be honest on what's going on, so we can help. What you tell us will be confidential unless there is a concern around safety.

### Is there a cost?

The need for child mental health is HUGE and we do need highly educated professional staff to offer the level of care we feel is appropriate to you and your family. If you saw someone privately to support your child's mental health, it normally costs from £125+ per session!! We are very aware that for the majority of parents that isn't achievable. We really feel-good support for families shouldn't be about how much they earn. We do have a small grant for this work, so ask if you find it useful, and are able to, that you make a donation to enable us to continue to support families.

We have exciting plans in year 7 to develop our TLC programme and reach more families.

### Additional information

Each year the trustees and Clinical Director have an Away day, at the end of the financial year, which reviews the previous year's strategic plan on a page and monitor progress. Following which we then set the next years strategic plan (Y7).

In reviewing how we progressed against the Y6 strategic plan the following can be seen. We colour coded as Green completed, yellow partially completed/ in progress and red not completed.

| Section | Achieved or added to further Strategic plan |
|---|---|
| Our Operational priorities | |
| Complete production and resources and get Managing Anger workshops up and running monthly | Completed<br>1st workshop May 2023 |

| | |
|---|---|
| | Up to end of Aug 28 parents and children have been through this workshop |
| Develop and create downloadable resources for sleep | Not completed<br>In early discussion with Emma Speilman- videographer<br>Also, Mel added a name she had had contact through a professional training who may be interested in helping us do videos etc- Sam to explore. |
| Deliver monthly Anxiety workshops | Sanctuary grant ran until Jan 23- told us they could fund from April 23-<br>Standing in the Gap funded Feb and March<br>Sanctuary said no funding- funded April.<br>Achieved funding from Brian Souter Trust which funded the Anxiety talks from May 23- April 24<br>In Y6 total 68 parents and children went through our Managing Anxiety session |
| Deliver the Managing Educational Transitions programme from April to July | Completed 5 open sessions, 10 sessions for 5 schools.<br>Overall, 337 parents and children attended the workshops.<br>Finalised report to be completed by end of Sept for Sanctuary housing. |
| Continue the DFTK/ 121 sessions with families offering targeted one to ones for children and families. Consider rebranding the sessions and reapplying for ongoing funding as the pilot finishes | This has progressed well.<br>Four families were supported this year.<br>This has been rebranded to become TLC (The Lifeboat Centre) a bespoke package to support families. |
| Governance and Organisational Development | |
| Using our values as we develop our team to include Trustees, advisors, Volunteers, Prayer partners and staff. | This has progressed well.<br>Not got any staff yet but hopefully in the future. |
| Recruit two more general trustees to join the Standing in the Gap team | Completed- Michelle Jemade and Debra Elwyn joined the group |
| Link the annual report with a video presentation showing our impact on families and our growth | Not achieved<br>The annual report was submitted on time (July) but later than ideal.<br>New framework in place to ensure this improves. |
| Continue to have a strong framework of policies and procedures to ensure safe and effective governance of the charity. | Strong framework now<br>Better layout of the newer policies- using new format |

| Communication | |
|---|---|
| Have a clear communication strategy to help families get the right information at the right time. Link with our communication plan/ website and leaflets. | We have a communication plan- Georgie was helping to write the prayer and praise updates.<br>Sam writes and sends out the rest of the communications.<br>We have updated the website to www.standinginthegap.uk<br>We have updated the leaflet |
| Use social media effectively to share our messages. | Georgie started this and then it faltered. Sam has now set up a new Instagram account which she is populating with support and advice from Emma Spielman. Plan to develop this more. |
| Communicate our key messages through our leaflets (need a new leaflet) and the website using the same graphics. | We updated the leaflet and have updated all the graphics for each workshop which look good. |
| Create and communicate a clear 'How can you help? 'Framework which we can use on our website, leaflets and fliers. | This was completed and we have a 'How can you support us' jigsaw, on our leaflets, in our website and in our workshops. |
| Empowering Partnerships | |
| Relaunch the focus group to obtain valuable opinions in from a range of people to give feedback and opinions on child mental health issues. | Not completed |
| Continue to grow and develop the Prayer partners network and have another Prayer & Praise celebration in Oct 2023 | The prayer and praise network has continued to grow.<br>We now have 33 emails for prayer partners. |
| Build closer links with partnering schools. | This has had some success- we are well linked with St Leonards and Dashwood and William Morris. Although the head of St Leonards has just left the school. |
| Build our network of linked churches- adding 3 new churches this year. | We currently link with Bloxham Baptist church (our mission month was April 2023)<br>We linked with St Francis- Sam delivered a talk to them on 19th March 2023<br>Andy made links with the Barford St Michael church through the family service.<br>We receive the collection from the 5th Service. |
| Being open to opportunities to develop partnerships. | Ongoing |
| Fundraising (this underpins what we do) | |
| Continue to apply for and win grants to provide operational programmes. | We have received grants from a good range of places. |

| Encourage a mixed economy of: | |
|---|---|
| Sales of resources | Total Sales this year: |
| Fundraising events | We linked with Bloxham Primary school fair and raised £53.<br>We had a cake and hunt for the elf session in April and raised £72.<br>Collins Aerospace had a fun day and donated £190.91 |
| Donations | One off donations continue via the website and by personal contacts.<br>We agreed in April to charge for the workshops a nominal fee of £5 plus offer a free place as needed.<br>Regular donations- these continue.<br>We offered a £2 to support child mental health option which added a new recipient. (via church event) |
| Voucher scheme | Not set up as yet |
| Non-monetary donations | Smile Amazon was stopped by them.<br>We moved to Easy Fundraising- at present we have 7 supporters which is not good- we do need more.<br>Recycle for Chairty is progressing well |
| Wills and legacies | Sam has got the link for setting up Free wills to support Standing in the Gap but wants to trial the process first before recommending it to families. |
| Use the sleep download option as a pilot funding stream. | Not completed. |

Following the review, we set the new strategic plan for Year 7 (Oct 2023 to Sept 2024)
See below

# Standing in the Gap: Y7 Strategic Plan Oct 2023-Sept 2024

**Our Mission**: To **Support** children and families by providing the tools to build emotional well-being and good child mental health.

**Our Vision:** That every child will be emotionally healthy and flourish.

In entering our **seventh** year as a charity we aim to embed our **Values** in all that we do. Our values are: We **support** and promote **emotional well-being** and **good child mental health** in a **safe and professional** environment through **empowering partnerships** by acting with **kindness and understanding**.

STANDING in the GAP
Supporting children to manage their emotions

**Our Operational priorities:**

- Run monthly online Managing Anxiety and Managing Anger workshops.
- Explore downloadable options for accessibility to workshops and online videos/resources.
- Set up a Supporting good child mental section on the website.
- Continue with the TLC pilot project and secure more funding for this to continue.
- Deliver the Managing Educational Transitions programme from April to July.
- Target the local secondary schools to run the Preparing for Secondary School workshop at Wykham Park, Warriner, BGN, NOA, Chipping Norton, Futures Academy, Chenderick.
- Get fliers into every house in Bloxham for child mental health week (5-11th Feb)

**Governance & Organisational Development**

- Using our values as we develop our team to include Trustees, Advisors, Volunteers, Prayer partners and staff.
- Recruit up to two more general trustees to join the Standing in the Gap team.
- Create greater resilience within the team particularly around graphics and marketing.
- Continue to have a strong framework of policies and procedures to ensure safe and effective governance of the charity.
- Have an annual budget, operations plan and communication plan that form a coherent framework for the years activities.

**Communication:**

- Have a clear communication strategy to help families get the right information at the right time.
- Ensure we are on the right directorates/ links.
- Develop our social media presence.
- Improve/ Update our leaflets/ banners/posters/ website to show our core principles.
- Increase local awareness of what we do as a charity.

**Empowering Partnerships:**

- Continue to grow and develop the Prayer partners network and have an annual Prayer & Praise celebration linked to child mental health week.
- Build closer links with local children's centres, nurseries and schools.
- Embed our church networks.
- Being open to opportunities to develop partnerships.

**Financial support (this underpins a lot of what we can offer)**

- Continue to apply for and win grants to provide operational programmes.
- Encourage a mixed economy of Sales of resources, donations (regular and one off), fundraising events, voucher system (launch in 2023/4) non-monetary donations (Easy Fundraising and Recycle for Charity) and wills/legacies.
- Ongoing review of when to charity for services.

## Financial Review

The total funds received this year were £16,389. Our Restricted income included grants from Sanctuary Housing, Brian Soutter fund, Bloxham Parish Council and Magic little grants. Participating schools also contributed to the costs.

The finalised accounts were presented to the trustees and agreed and signed off by the finance trustee Michael Rafferty. Also submitted to Charities commission.

We improved our liaison with local churches and delivered information sessions at Bloxham Baptist Church, St Francis Church and Barford church. All agreed to be community partners with us and join our prayer networks.

We enjoyed more local fundraising events through a stand at Bloxham Primary school summer fayre, where we had a lot of fun engaging with families, sharing what support we can offer and knocking cans over! We raised a fun filled £53.



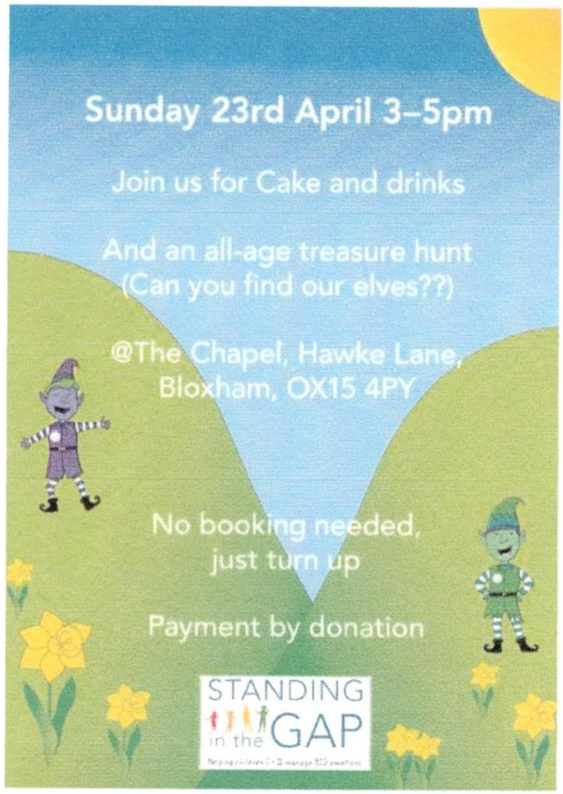



We partnered with the Collins Aerospace Banbury site, as their charity of choice for their family fun day hosted in July 2023. They threw sponges at managers and raised a fantastic £192.



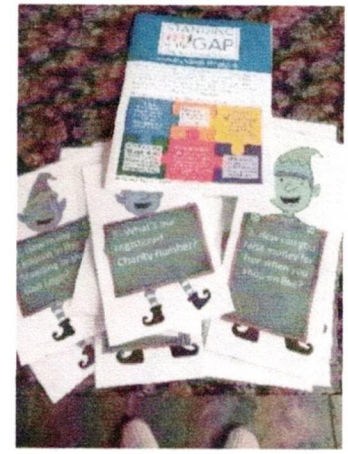


We also had an All-age treasure hunt looking for our elves on 23rd April.




This was great fun, we had a good number of people pop in, enjoy scones and jam and find the elves.





Overall, we raised £73.



## Governance and Management Structure,

Standing in the Gap is a Charitable Incorporated Organisation
Trustees are selected in accordance with the trustee policy and procedure-

### The charities' organisational structure

At Standing in the Gap our team is made up of interlinking groups: Trustees, Advisors, Volunteers and Prayer Partners.

Our trustees are drawn from a wide range of professional backgrounds but all have a passion to see improved mental health for children. We also have Sam our founder and Clinical Director who is part of our trustee board. Sam is passionate about child mental health and supporting families before they hit crisis.

Our Advisors, we define these as individuals with a *specific* area of expertise or knowledge who we could tap into at *specific* points for *specific* information. This year they have been invaluable in giving us advice around charity procedures, IT and fundraising.

Our Volunteers are fabulous individuals who can help us with things such as: Laminating resources for our work packs; helping make up packs; Supporting us at talks- setting up the rooms/ showing people where to go/ giving out leaflets etc. Supporting us at fundraising events.

Our Prayer partners purposefully pray and support us at the annual prayer and praise celebration in October each year. They receive quarterly updates from us on how things are progressing and points for prayer. As a charity based on Christian principles, we know the power of prayer is real. We work with people of all faiths and none.

| Trustee Name | Office | Dates acted if not for full year |
|---|---|---|
| Andrew Bird | Chair | Full year |
| Michael Rafferty | Finance trustee | Full year |
| Bobbie Brown | Safeguarding trustee | Stepped down in Jan 2023 |
| Georgie Knight | Trustee | Full year |
| Melanie Rogers | Took over as safeguarding trustee | Joined in Dec 2022 |
| Executive Director on the trustee board | | |
| Sam Game | Clinical Director | Full year |

No funds are held by custodian trustees for Standing in the Gap.
There are no exemptions for disclosure.

## Declarations

**The trustees declare that they have approved the trustees' report above.**

**Signed on behalf of the charity's trustees**

| | | |
|---|---|---|
| **Signature(s)** |  |  |
| **Full name(s)** | Michael Rafferty | Sam Game |
| **Position** | Trustee | |
| **Date** | 26/11/23 | |

# Standing in the Gap Reg no: 1174627 finalised accounts for Year 6 (Oct 22 to Sept 2023)

## Finalised accounts for the finanacial year ending 30th September 2023

| | | Unrestricted | Restricted | total 2022/2023 | |
|---|---|---|---|---|---|
| **Receipts** | | | | | |
| **Voluntary recipts** | | | | | |
| | Donations from individuals | 5140 | 0 | 5140 | |
| | Donations from community groups | 1000 | 0 | 1000 | |
| | Gift Aid recovered | 1304.5 | 0 | 1304.5 | |
| **Total Voluntary** | | | | | 7444.5 |
| **Grants received** | | | | | |
| | Bloxham Parish Council | 0 | 500 | 500 | |
| | Sanctuary | 0 | 3000 | 3000 | |
| | Magic little grants | 0 | 500 | 500 | |
| | Brian Soutter trust | 0 | 3000 | 3000 | |
| | Contributiosn from schools | 0 | 750 | 750 | |
| **Total Grants Received** | | | | | 7750 |
| **Grants Held** | | | | | |
| | Digital | 0 | 0.71 | 0.71 | |
| | Managing Anxiety Project | 0 | 1531.13 | 1531.13 | |
| | TLC | 0 | 1578.56 | 1578.56 | |
| | Managing Anger | 0 | 4847.5 | 4847.5 | |
| | Managing Grief | 0 | 0 | 0 | |
| **Total brought over** | | | | | 7957.9 |
| **Activities for Generating funds** | | | | | |
| | Fundraising events | 318 | 0 | 318 | |
| | Give as you live | 15.18 | 0 | 15.18 | |
| | Amazon Smile (fund closed in 2023) | 33.55 | 0 | 33.55 | |
| | Easyfundraising | 28.3 | 0 | 28.3 | |
| | Recycle4charity | 175.05 | 0 | 175.05 | |

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| | | | | |
|---|---|---|---|---|
| | Online sales through shop | 439.42 | 0 | 439.42 |
| | ticket sales (Eventbrite) | 158.92 | 0 | 158.92 |
| | Interst on CAF account | 25.88 | 0 | 25.88 |
| **total income** | | 8638.8 | 7750 | 16388.8 |
| | | | | |
| Total Held | | | | 24346.7 |
| | | | | |
| Payments | | | | |
| | Professional fees | 5413 | 9017.15 | 14430.15 |
| | Royalties | 75.5 | 0 | 75.5 |
| | Materials for resource packs etc | 614.36 | 0 | 614.36 |
| | IT Costs | 390.96 | 100.72 | 491.68 |
| | Safeguarding | 145 | 0 | 145 |
| | Office and General Admin | 475.55 | 0 | 475.55 |
| | Mobile Phone | 128.94 | 116.94 | 245.88 |
| | Training | 127.2 | 0 | 127.2 |
| | Insurance | 393.68 | 0 | 393.68 |
| total spend | | 7764.19 | 9234.81 | 16999 |
| | | | | |
| Net income/spend in year | | | | -610.2 |
| | | | | |
| closing balance 30/9/23 | | | | 15,243.76 |

Accounts compiled and presented to Trustees on 18th Nov 2023

Signed: Date: 26/11/2023

Michael Rafferty
Finance Trustee

**STANDING IN THE GAP**

England & Wales - Charity number 1174627

# Accounts

STANDING in the GAP

Helping children 0–11 manage BIG emotions

**Standing in the Gap Trustees' Annual Report**

**From 1st Oct 2021 to 30th September 2022 (Year 5):**

**Charity registration number: 1174627**

**Charity address: Ferndown House, Milton Road, Bloxham, OX15 4HD**

## Objectives and Activities

Standing in the Gap is an early intervention mental health charity helping pre-school and primary school children manage big emotions, such as fear, anxiety and anger. We are based in North Oxfordshire. Our values are integral to the way we work: We build emotional wellbeing with kindness, using empowering partnerships in a safe and professional manner motivated by our Christian faith. We are a local charity with an international footprint. Standing in the Gap support children emotional wellbeing by providing a range of facilitated workshops and support for children and families.

The latest statistics show us that 1 in 6, 5-16 years are likely to have a mental health problem. That equates to five children in a classroom of 30 (Mental Health of Children 2020). Research also tells us that in the last three years the likelihood of young people having a mental health problem has increased by 50%, and 34% of those who get referred into NHS services are not accepted for treatment (Waiting in line The Children's Society 2021). Coupled with more than two thirds of young people preferring to access mental health support without going through their GP there is a huge need for evidence based, early intervention as provided by Standing in the Gap.

The objects of Standing in the Gap are to assist in the identification, Early Intervention, treatment and support of children experiencing mental health difficulties:

To promote and protect the mental health of children up to the age of 11 through the provision of psychotherapeutic counselling services.

To advance the education of parents, teachers, school governors and school support staff in all areas relating to mental health issues experienced by children up to the age of 11, by the provision of professional training, support services and information.

As a charity we have agreed a trustee policy and procedure which encompasses the six duties of a trustee, as described by the charities commission. All of our trustees sign up to this policy and agree to work within the framework highlighted.

## Achievements and Performance

We offer a range of facilitated workshops and talks for children and parents to attend looking at improving emotional wellbeing and providing them with evidence-based support to prevent further mental distress and crisis.

### Managing Anxiety

We have designed workshops around 'Managing Anxiety' which draws on National Institute for Health and Care Excellence (NICE) guidance and are recommended by local GPs, School Health Nurses, Teachers and CAMHS professionals. They feature our two cartoon elves, which are used to explain the psychological and physiological impacts of emotions and hormones on children's bodies and to show techniques for managing anxiety. The session is aimed at children aged 4-11 years and their parents

Research from Co-Space 2021, carried out by Oxford University, indicates that there has been an increase of up to 35% of children showing mental health distress following Covid lockdowns. Primary aged children (4-11 years) were more significantly impacted than secondary school children. Children with Special Educational Needs and Neuro disabilities, those from low-income or single adult households have continued to show elevated mental health symptoms throughout the pandemic, with higher levels of behavioural, emotional, and restless/attentional difficulties.

The Managing Anxiety workshops in year 5 were provided through a grant from Sanctuary housing in Banbury. The workshops were promoted through our website, Facebook, our 1100+ mailing list, through information packs sent to schools and emails sent to parents via schools. The workshops were divided into two types: online and face to face.

In this grant period we worked with three Primary schools in Banbury: Dashwood Academy. St Leonards Primary School and William Morris Primary School, to offer face to face sessions that were open to all children and parents within the school. These sessions ran at the end of school and varied between 50 attendees and 6. These three schools were initially targeted as they are in areas of higher deprivation and potentially contained more Sanctuary housing families.

We continued to offer online sessions open to all, which were bookable, for free, through Eventbrite and were presented on zoom. We also ran two open Managing Anxiety at The Hill Community Centre, Bretch Hill and at St Francis church Community room.

Following feedback from previous sessions there was also provision in the grant for our Mental Health professional to re-adjust the workshop into a more child focused session for online provision as well as making it more engaging. This included making the workshops more interactive and having clear parts which were accessible to children, this was depicted by a yellow background, as well as the parts for parents, which were depicted with a blue background. We also added a 'spotting challenge' and encouraged participants to see how

many of our Mental and Physical elves they could spot throughout the session. The feedback from these adjustments was very positive. We used a similar format for the face to face as online sessions and found that giving anxious children something to focus on during the session, e.g. spotting the elves, helped them to relax and listen attentively.

We designed bespoke fliers to advertise the talks either online or via the schools.







Free tickets could be booked on Eventbrite, access available through our website: Once tickets were booked, an email prompt was sent out 48 hours, 10 hours and 2 hours before the session giving joining instructions. For the in-school sessions emails were sent out via school and everyone who attended the workshop who was willing to give us their email received an email with all the links from the workshop on.
When we asked How would you rate the workshop? the following response was seen: 69.4% rated it as excellent and 30.6% rated it as good. No one rated it as poor or felt it was not useful.

When asked would you recommend it to another parent 100% of parents said Yes.

When we asked Why would you recommend the workshop? they told us:

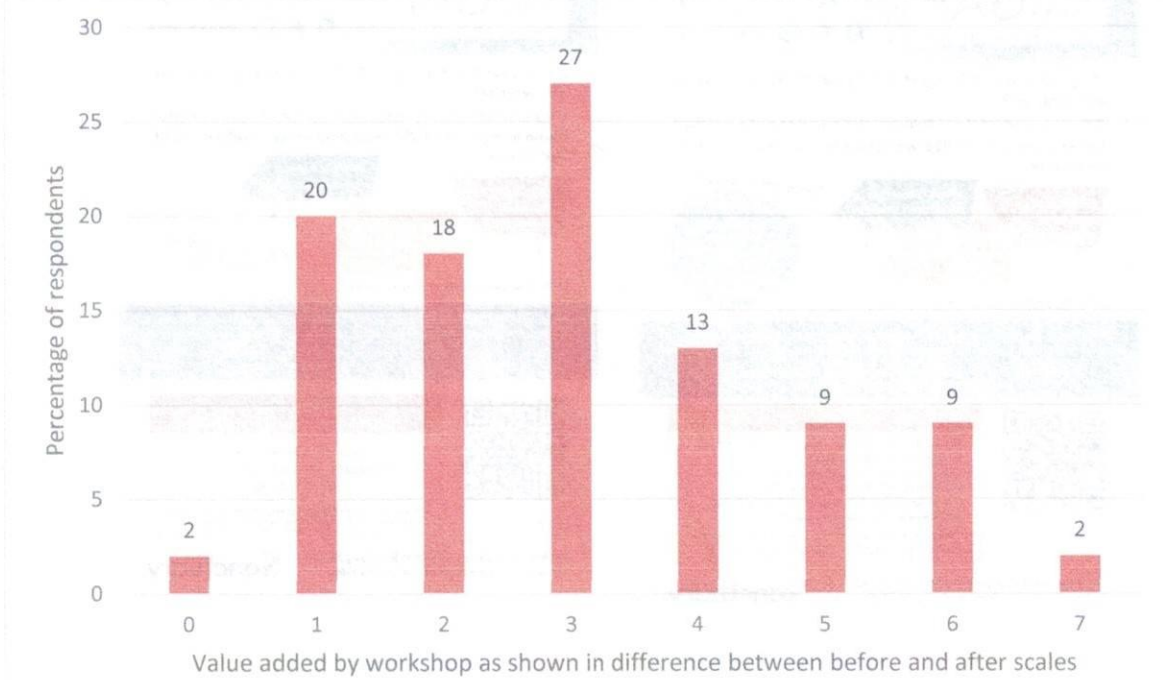
*"The workshop gave clear guidelines and an excellent presentation"*
*"We got lots of simple ways to help manage our child's anxiety now and I think it would really benefit others."*
*"It was very positive, it gave us hope and was delivered with such kindness"*
*"The workshop is very practical, very sensible and good reasons/explanations were given"*
*"It not only explains to children, but also to the parents how to cope and help"*

When we asked parents if they had any other comments about the workshop? they told us:

*"Thank-You. Services like this are what make a difference"*
*"It's tailored to all ages; the slides were clear and easy to understand. Sam was very engaging"*
*"It was brilliant. thanks"*

In reviewing the evaluations completed, parents were asked to rate how prepared they felt to help their child manage their Anxiety before and after the session on a Likert 1-10 scale. 1 being Not at all prepared and 10 being very prepared. We then looked at the difference between these two scores to give us the value or impact of the workshop, see Graph 1

*Graph 1: The Impact of attending the Managing Anxiety workshop on how prepared parents were after the workshop*




This indicates no parent found that attending the workshop caused a negative effect and made them feel less prepared. 2% of parents showed no change in how prepared they were before and after the workshop, this may be as we had a number of parents who were also professionals who attended and were confident in managing their child's anxiety but came along anyway. It also indicates that 98% of parents did find the workshop improved their preparedness for supporting their child with anxiety.
The impact varied between parents from moving up the Likert scale by 1 as seen by 20% of parents to 3 by 27% of parents up to a huge improvement in preparedness of 6 in 9% of parents.

Feedback from Sam, our Clinical Director:

*"Managing Anxiety is such a huge issue in our children under the age of 11, that we can offer evidence based, straight forward advice that is practical, engaging and useful to parents and children is great. When I'm running the session, I can often see the 'lightbulb moment' for both parents and children, that's when you know they will make changes and it is going to make a difference. We have received great feedback from participants it's encouraging to see this project really does make a difference. It helps us to feel that we are doing something to significantly support families, as well as meet our mission of building emotional well-being in children by providing tools and support to children, families and professionals."*

In summary it can be seen that attending the Managing Anxiety workshop did have value for parents and children and improved how prepared they felt to manage the anxiety felt, in 98% of those who attended.

## The Managing Grief project

This year we received funding to set up our Managing Grief project. We wanted to build on the digital resources by providing specific grief related information. It was felt that due to the raw nature of managing grief it wasn't appropriate to offer a group session, but more appropriate to allow people the opportunity to get the information through a series of short videos that they can watch in their own time but also as many times as they need.

This was done through designing and recording a series of videos and writing and publishing an accompanying story book (The Teddy with the Hole in its heart) explaining why grief hurts

The videos focused on:

1. **Understanding the process of grief, bereavement and mourning.**
   This first video explains what we mean by the terms: Bereavement, Grief and Mourning. It looks at the Waterfall of Grief and also considers the four stages of mourning. A useful and understandable overview, using evidence-based theories.

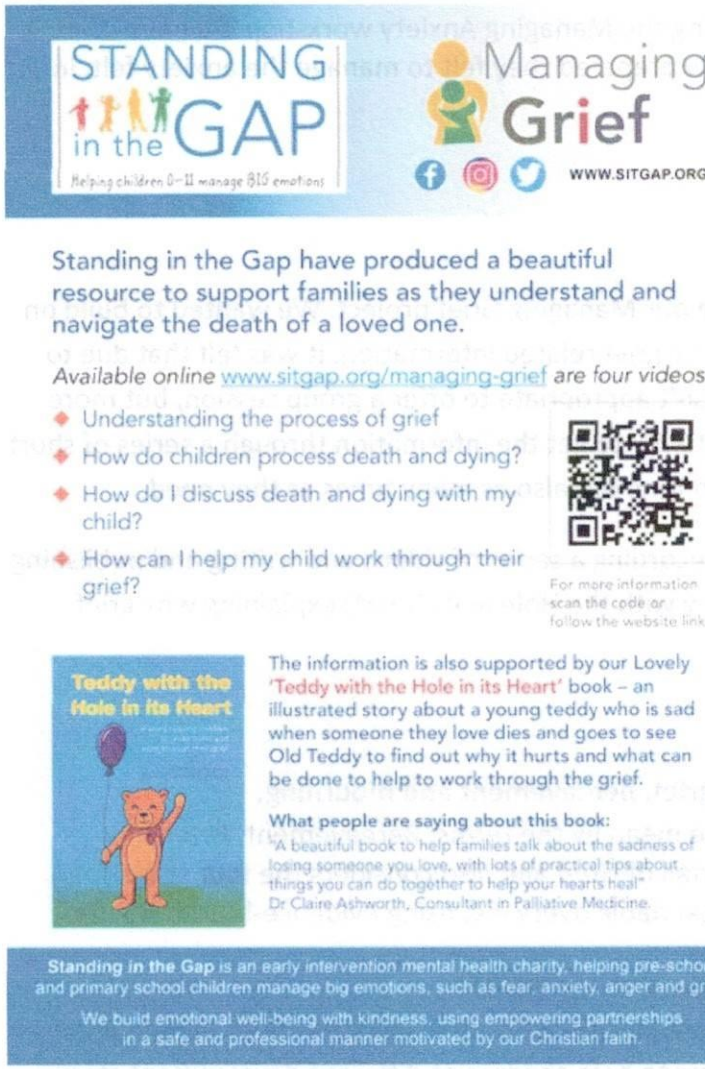
2. **How do I discuss death and dying with my child?**
   How children respond to the news someone has died will vary. This video looks at what causes that variety and how to help children at different development stages.

3. **How do children process death and grief?**
   How do you tell children that a loved one has died or is dying? This sensitive video covers some do's and don'ts on communicating with children about death.

4. **What can I do to help my child work through their grief?**
   This video looks at practical things we can do to help our children work through their grief.

The videos were accompanied by the very lovely Teddy with the hole in its heart book'

All can be viewed on: https://standinginthegap.uk/managing-grief




The feedback from families about his new resource has been really positive.

## Managing Educational Transitions

Standing in the Gap designed workshops called 'Understanding your four-year-old and getting them ready for school" and "Preparing your child for Secondary School" both of which help children and parents successfully transition across educational settings. In year 5 this was funded through a mixture of grants: we received money from Sanctuary housing, a Brighter Futures funding from Banbury Town Council, a Magic little Grant and the schools contributed to costs.

The workshops are recommended by local schools, GPs, School Health Nurses, Teachers and CAMHS professionals. They feature our two cartoon elves, which are used to explain the psychological and physiological impacts of emotions and hormones on children's bodies and to show techniques for managing change effectively.

The Understanding your four-year-old workshop is aimed at parents and the Preparing for Secondary School workshop is aimed at year 6 students and their parents. The 2022 School transitions workshop project ran from June to September 2022.

Unfortunately, Sam, who is the Clinical Director and workshop facilitator at Standing in the Gap was involved in a significant accident in July 2022 and had to have surgery on her shoulder and unplanned time away from work. Due to this two workshops had to be cancelled, both were scheduled for the day after the accident at William Morris school,

alternative dates were offered but unfortunately school was breaking up for the summer that week, so alternative dates were not logistically possible for the school. All potential participants were sent the online links to the workshop videos on the website. https://www.sitgap.org/understanding-your-4-year-old and https://www.sitgap.org/emotionallypreparing-your-child-for-secondary-school-talks

All other sessions were delivered as per the project agreement.

The Managing School transitions workshops were promoted through our website, Facebook, our 1200+ mailing list, through information packs sent to schools and emails sent to parents via schools. Sanctuary Housing also sent out information through their partners and contacts.

The sessions were split into two types online and face to face, the timetable is show below:
Online workshops:

| Date and Time | Talk | Who for |
|---|---|---|
| Tues 14th June 8pm | Understanding your four-year-old | Open to all |
| Weds 15th June 7pm | Preparing for Secondary School | Open to all |
| Monday 4th July 6.30pm | Preparing for Secondary School | Open to all |
| Fri 15th July 8pm | Understanding your four-year-old | Open to all |
| Weds 29th June | Preparing for Secondary School night 1 | Warriner year 6 and parents only |
| Thurs 30th June | Preparing for Secondary School night 2 | Warriner year 6 and parents only |

| Date | Talk | Venue/ type | Who for |
|---|---|---|---|
| Fri 10th June 2pm | Preparing for Secondary School | St Leonards School Hall | St Leonards year 6s and parents |
| Thurs 16th June 9am | Understanding your four-year-old | St Leonards School Hall | St Leonards parents |
| Weds 22nd June 6pm | Preparing for Secondary School | St Francis Hall | Open to all |
| Friday 1st July 2pm | Preparing for Secondary School | Dashwood Banbury Academy | Dashwood year 6 s and parents |
| Monday 11th July 9am | Understanding your four-year-old | William Morris | William Morris parents |
| Monday 11th July 1.30pm | Preparing for Secondary School | William Morris | William Morris year 6s and parents |
| Fri 15th July 1.30pm | Understanding your 4-year-old | Dashwood Banbury Academy | Dashwood parents |

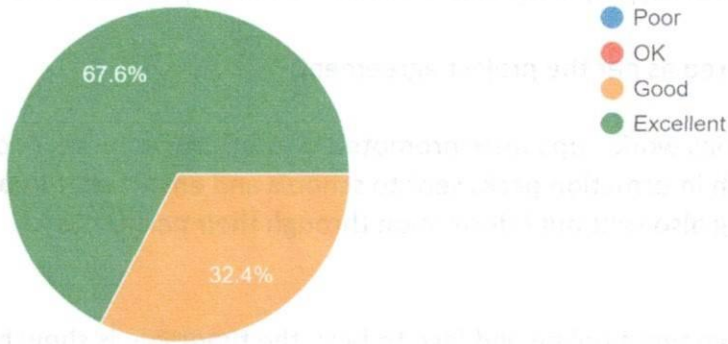
## Understanding your four-year-old and getting them ready for school

Our Understanding your four-year-old and getting them ready for school workshop is aimed at parents of children starting in reception in September. It's an hour-long session which is fast moving, contains lots of humour and information about understanding and helping these little ones as they start in school.

Overall, we had 75 parents attend the workshop this summer. 15 of these were online, with the remaining 60 attending face to face sessions. Five of those parents were Sanctuary

residents. If we had been able to deliver the William Morris session I anticipate a good number of Sanctuary residents would have attended then.

When we asked how would you rate the talk the following response was seen:




68% rated it as excellent and 32% as Good

When we asked if they would recommend it to another parent: **100% said yes**, they would.

When we asked parents for comments they told us:

*"A very helpful talk. It's given me things to consider over the summer"*
*"It made me realise that my child's behaviour at the moment is normal"*

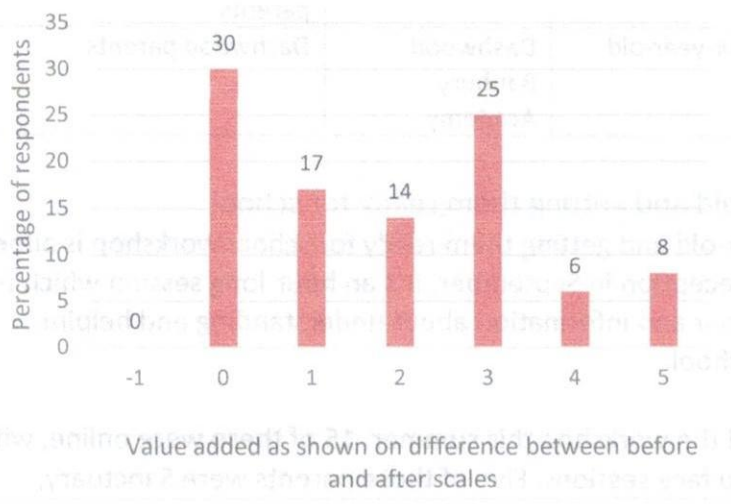
*"It gave me insight into understanding my child and what goes on in her brain"*

*"It provided excellent information"*

*"It gave me insight into understanding my child and what goes on in her brain"*

In looking at the Understanding your four-year-old workshop, as part of the evaluation parents were asked to rate how prepared they were before and after the session on a Likert 1-10 scale. 1 being Not at all prepared and 10 being very prepared. We then looked at the difference between these two scores to give us the value or impact of the workshop, see Graph 1

*Graph 1: The Impact of attending the Understanding your four-year-old workshop on how prepared parents were after the workshop*



This indicates no parent found that attending the workshop caused a negative effect and made them feel less prepared. 30% of parents showed no change in how prepared they were before and after the workshop. Interestingly these parents did rate themselves as 8 or above before the session so appeared to be already well prepared, however they did still attend the workshop. It may be that for the majority of these parents it wasn't their first child who was starting school. It also indicates that 70% of parents did find the workshop improved their preparedness for their child starting school. The impact varied between parents from moving up the Likert scale by 1 as seen by 17% of parents to 3 by 25% of parents up to a huge improvement in preparedness of 5 in 8% of parents. In summary it can be seen that attending the Understanding your four-year-old workshop did have value for parents and improved how prepared they felt in 70% of those who attended.

## Preparing your child for Secondary School

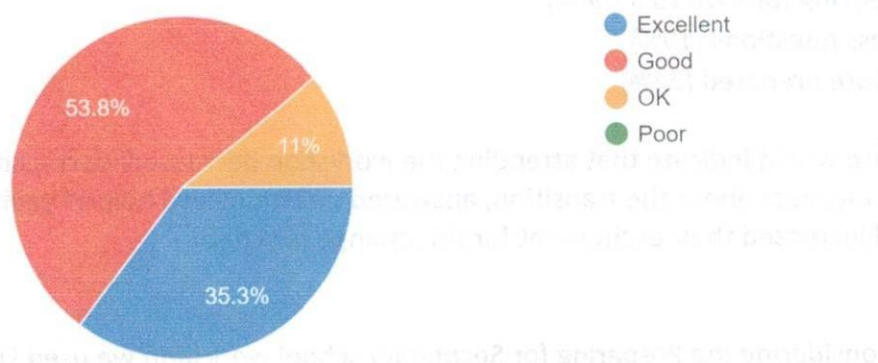
The Preparing for Secondary school workshop is aimed at both parents and year 6 students. The talk is divided into two main sections the initial part is aimed at the year 6s and the end part at the parents.

The session covers: What does a good transition look like; Understanding yourself- in which we consider brain development, temperament traits and what's normal; We look at how they feel about the change, both parents and year 6s, on a scale of 1-10. We then talk about managing change and look at common year 6 concerns, common parent concerns as well as lots of practical hints and tips along the way.

The transition from primary to secondary school has been described as a 'key rite of passage' as well as one of the most difficult in pupils' educational careers. Success in navigating this transition affects not only the children's academic performance, but their general sense of wellbeing and mental health. Good mental health has been shown to enable children to face the challenges of transition with confidence.

Overall, we had 421 year 6 students and parents attend this workshop, of which 300 were year 6 students. This is the highest amount we have had in one year over the six years we have run this workshop.

When we asked participants how they rated the workshop




Showing 35% rated it as excellent, 54% good and 11% rated it ok. Interestingly the Ok ratings came mainly from year 6 students, so it may be that they struggle to be excited by an in-school session on a Friday afternoon! No one rated the session as poor, which was very encouraging.

When we asked parents if they felt the session was useful for their child to attend 100% said yes. When we asked them if they would recommend this workshop to another year 6 parent 100% said yes.

When we asked parents for comments they told us:

*"This session should be mandatory for all parent/carers to attend"*

*"very informative, it brought up things I hadn't thought about, useful hints and tips"*

*"A crucial explanation in a clear way, making it a strong helpful session and very supportive"*

*"It was a great way for my child to hear some answers to their many questions"*

When giving feedback from an online workshop one parent told us: *"It helped ease my child's anxiety about going to secondary school with no one from primary school. At first, he didn't want to watch and then watched with me, so it is making this more of a team effort."*

Feedback from other online sessions parents have told us it has enabled them to chat through the issues covered openly with their child and get a real insight into how they are feeling about moving to secondary school.

With year 6 students we specifically asked them about what feelings they had about starting secondary school. They could tick as many as applied to how they felt.
When asked how they felt before the workshop they told us:

- Worried (26%)
- Anxious (21%)
- Nervous (15%)
- Excited (31%)
- Unprepared (19%)
- Lots of questions (21%)
- Looking forward to it (44%)
- Not thought about it (9%)

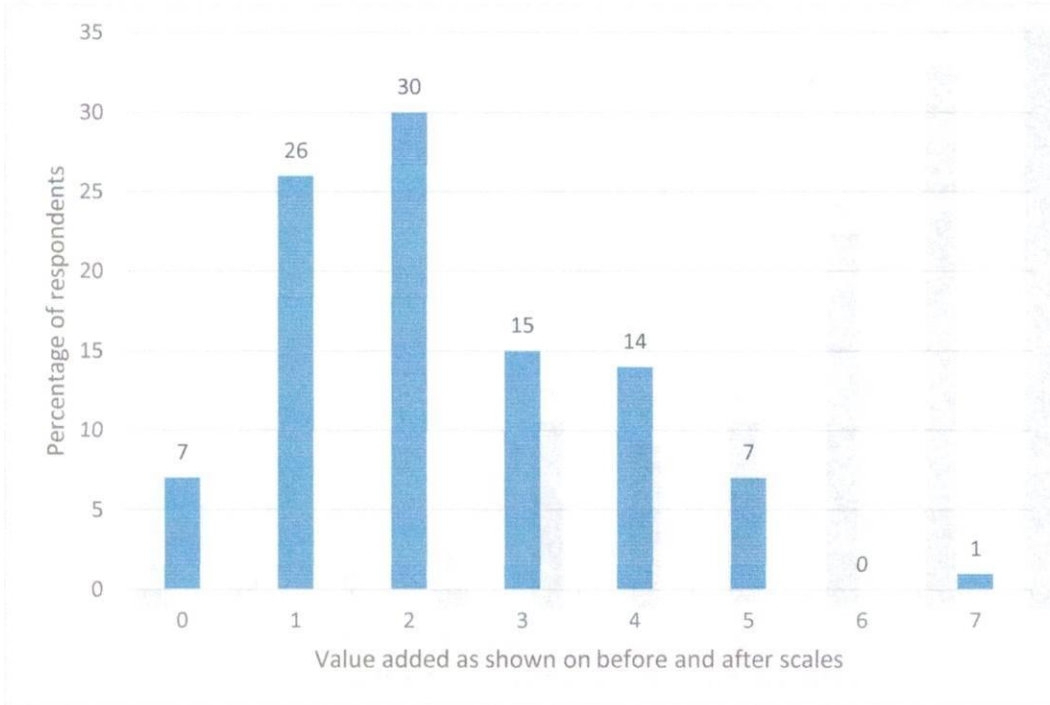
When asked how they felt after the workshop they told us:

- Less worried (21%)
- Less anxious (17%)
- Less nervous (10%)
- Excited (35%)
- Looking forward to it (44%)
- Less questions (19%)
- More prepared (22%)

These would indicate that attending the workshop decreased worry, anxiety and nervousness about the transition, answered questions and helped year 6s be more prepared and increased their excitement for this change of school.

In considering the Preparing for Secondary school workshop we used Likert scales to assess value of the workshop and asked parents to rate themselves on a scale of 1-10 on how prepared they felt before and after the workshop. (1 = unprepared and 10= very prepared) The differences can be seen in the graph 2 below

*Graph 2: The Impact of attending the Preparing for Secondary school workshop on how prepared parents were after the workshop*

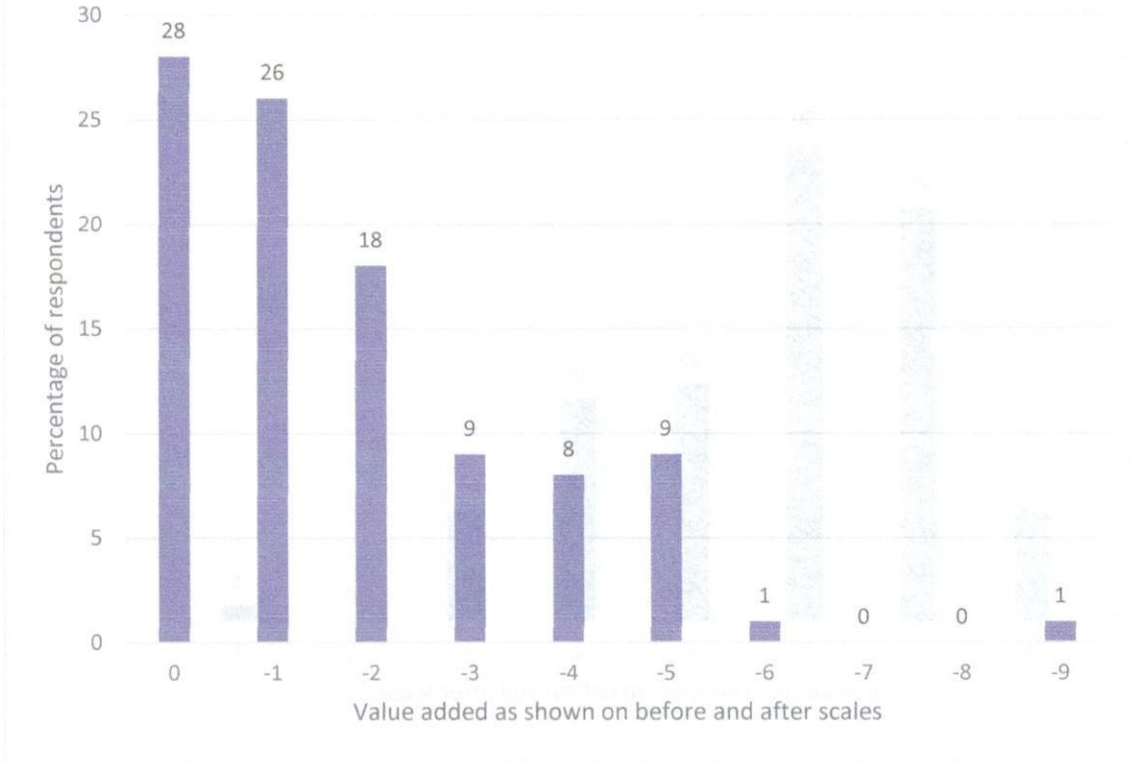



Graph 2 indicates that no parents felt less prepared through attending the workshop. 7% stated the workshop did not changed how prepared they felt, but of these all were feeling very prepared already, so it possibly wasn't their first child attending secondary school. However, on a positive note they did attend the workshop. Therefore 93% did find the workshop increased their preparedness for their child attending secondary school. By how much varied from 26% improved one mark on the scale, 30% 2 marks up to 1% of parents who had a significant shift of 7 marks along the scale in how prepared they now felt.

In Summary this would indicate that the Preparing your child for secondary school workshop did add value to parents and 93% felt more prepared by attending.

We also asked year 6s to rate how wobbly or anxious they felt on a scale of 10 very wobbly down to 1 not concerned. Ideally, we wanted the session to decrease their wobbliness so to show a lowering of their score. Graph 3 shows the results

*Graph 3: The Impact of attending the Preparing for Secondary school workshop on students self-reported anxiety scales before and after the workshop.*




This indicates that no child felt more anxious by attending the workshop. 28% of attendees stated they didn't feel less anxious by attending the workshop, however the majority of these stated they were not nervous at all. I feel this may have been indicative of boys completing the evaluation in class together and giving similar answers. Also, however some children do cope well with change.

However, 72% of students reported a decrease in their anxiety level by attending the workshop. This ranged from 26% who saw a 1-point improvement, to 27% who saw a 3 to 5-point improvement in their anxiety sale and one percentage who saw a significant difference in their anxiety score of 9 points.

By attending sessions in schools and talking to all year 6s I would expect to see children who were unconcerned by the transition as well as those who were concerned, that 72% felt less anxious by attending I think is significant and very encouraging. Ideally this should be replicated in more schools.

Sam set up for transition talks at a local primary school




## Don't forget the kids our 121 support pilot

While the workshops are excellent we are aware that some families require further support in the form of bespoke and individualised interventions for the child and parent. We have a small pot of funding to design and pilot a one to one support service. Due to the small amount of funding we haven't promoted this provision widely as we don't want to replicate long waiting lists.

Families can contact us for support through our website or be referred in by health and social care professionals. Initially an online consultation is held with the parent to review the needs and then either advice and links sent along with an emotional wellbeing plan or agreement to meet face to face.

The type of support offered has varied as every family is different but includes sleep support, adjusting and managing grief and managing anger.

As it is a pilot we do ask families to complete an evaluation form of the support they have received to enable us to come up with an adequate model for effective early intervention mental health support for children and parents.

We are quite unique in that we support, educate and work with both children and their parents. This is because they usually live in the same house and it helps if both are aware of what big feelings look like and can then help each other to implement the interventions we know are effective.

The feedback from families about how they found the individual sessions parents told us:

*"I really felt listened to. Sam offered advice without being pushy. It was interesting to find out about the brain. I didn't know that hormones work the same way as terrible twos."*

*"Sam was extremely helpful, provided some real insights and helped us to think about our situation in new ways. She made some great recommendations for tools to use and books to read and we left the session feeling very encouraged."*

*"It was lovely to talk about character and not just problems"*

When we asked them what they would say about Standing in the Gap as a charity this is what they told us:

*"Standing in the Gap is a wonderful charity focusing not just on the mental health of children but also equipping parents in supporting them too"*

*"Contact 'Standing in the Gap' with any concerns about your child or home environment, no matter how big or small. Sam and her team have a huge amount of knowledge and experience that they are able to explain to us in a language that we understand. They offer advice regarding strategies that are deliverable and realistic, not seemingly impossible. This gives parents the reassurance that they can move forward and work together with their families with confidence and positivity."*

*"Standing in the Gap enables parents to better support their children's emotional needs. I am really pleased you exist as we I have wanted to seek help for a long time but not known where to get support."*

## Additional information

Each year the trustees and Clinical Director have an AGM which reviews the previous years strategic plan on a page and monitors progress. At the away day we then set the following years strategic plan (Y6).

In reviewing how we progressed against the Y5 strategic plan the following can be seen. We colour coded as Green completed, yellow partially completed/ in progress and red not completed.

| Section | Achieved or added to further Strategic plan |
|---|---|
| Our Operational prioirties | |
| Deliver monthly 'Managing Anxiety' workshops (6 online and 6 face to face) | We received funding from Sanctuary Housing from Feb 2022-Jan 2023<br>Our previous grant with them finished in Nov 2021- so we self funded 2 months while we discussed continuing the grant.<br><br>This has been achieved (plus got finance and have negioiate for funding for next year |
| Write film and make available via the website the 'Managing Grief' resource for families | We received project funding and set up a project contract<br>This was completed including 4 videos and a workbook: Teddy with the hole in its heart |
| Deliver the Understanding your four year old' and 'Preparing for Secondary school' workshops | Completed the Managing Educational Transitions project (13 talks in all)<br>Very successful projec |

| | |
|---|---|
| Continue with the DFTK Pilot Project offering targeted 121 support for children and families | This has gone well- 12 families, had excellent feedback and made a real difference to them |
| Write, produce and deliver 12 Managing Anger workshops | We received funding by Jan 2022<br>It was decided that the Managing Grief project would start straight away and then the Managing Anger in Sept 2022- this was delayed due to Sam's accident. |
| Obtain funding to write and deliver two Helping your child to sleep workshops (preschool and primary aged) | Did not achieve |
| Governance and Organisational Development | |
| Embed our values in all that we do. If something we are considering doesn't fit with our values we wont do it | Done very well as a trustee group- we keep going back to our values |
| To become registered with the Fundraising regulator | Completed |
| Continue to get expert advice as required e.g. Project contracts, HR concerns and fundraising advice | ongoing |
| Focus on improving our intentional contact with supporters through our website and social platforms and mailings | Have got better |
| Increase the trustee body and link with our focused structure | Keep trying |
| To ensure a firm foundation is in place to proceed with employment contracts meeting all regulatory requirements | Haven't progressed this- at this stage<br>Discuss timeline at away day |
| Publicitys | |
| Build on our social media platforms offering regular info through our website, facebook, Instagram and twitter. | Started, need to continue and build on |
| Use targeted mailing lists to get information to the right people at the right time | Have started using more |
| Improve awareness of Give as you live, amazon smile and recycle4charity | ongoing |
| Fundraising | |
| Prayer & Praise Celebration | Went very well- really encouraging |
| Deliver a range of fundraising events<br>Mental elf Walk | Puzzle adventure we did deliver |
| Bloxham Funday | Didn't have capacity to attend |
| Barn Dance | deferred |
| Christmas Baubles | Not for now |
| Set up a framework to receive legacy payments | Not progressed, can do later |
| Empowering Partnerships | |
| Build a Prayer partner network | Gone very well |
| Build partnerships with local schools, aiming to explore next steps | Been good with St leonards, Dashwood and William Morris. |

| | |
|---|---|
| | Also well established with the Warriner Need to decide what we build up at the away day |
| Build a strong and cohesive trustee and volunteer team | Could be better, some successes |
| Build partnerships with local businesses and churches | Some progresses but could do better |
| Develop a communication plan for regular meaningful updates | completed |
| Improve opportunities for volunteers and continue to utilise the focus group | Can imporve |
| Build and improve links with other community organisations within a 10 mile radius of Bloxham | Not done |
| Write and deliver emotional wellbeing sessions for local community groups e.g. brownies, Beavers, Boys/Girls brigade | Not managed to do |

Following the review we set the new strategic plan for Year 6 (Oct 2022 to Sept 2023)

# Standing in the Gap: Y6 Strategic Plan Oct 2022-Sept 2023

Our Mission: To build emotional well-being in children by providing tools and support to children, families and professionals

In entering our sixth year as a charity we aim to embed our **Values** in all that we do. Our values are: We want to **build emotional well-being** in children and families **with kindness**, using **empowering partnerships** in a **safe and professional manner** motivated by our **Christian faith**.

STANDING in the GAP
Helping children 0–11 manage BIG emotions

**Our Operational priorities:**

- Complete production and resources and get the Managing Anger workshops up and running with monthly workshops.
- Develop and create downloadable resources on Managing Sleep as a pilot project. In the three areas of New born, preschool and primary aged children.
- Deliver monthly 'Managing Anxiety' workshops
- Deliver the Managing Educational Transitions programme from April to July.
- Continue the DFTK/ 121 sessions with families offering targeted one to ones for children and families. Consider rebranding the sessions and reapplying for ongoing funding as the pilot finishes

**Governance & Organisational Development**

- Using our values as we develop our team to include: Trustees, advisors, Volunteers, Prayer partners and staff.
- Recruit two more general trustees to join the Standing int eh Gap team.
- Link the annual report with a video presentation showing our impact on families and our growth.
- Continue to have a strong framework of policies and procedures to ensure safe and effective governance of the charity.

**Communication:**

- Have a clear communication strategy to help families get the right information at the right time. Link with our communication plan/ website and leaflets.
- Use social media effectively to share our messages.
- Communicate our key messages through our leaflets (need a new leaflet) and the website using the same graphics.
- Create and communicate a clear 'How can you help? ' Framework which we can use on our website, leaflets and fliers.

**Empowering Partnerships:**

- Relaunch the focus group to obtain valuable opinions in from a range of people to give feedback and opinions on child mental health issues..
- Continue to grow and develop the Prayer partners network and have another Prayer & Praise celebration in Oct 2023.
- Build closer links with partnering schools.
- Build our network of linked churches- adding 3 new churches this year.
- Being open to opportunities to develop partnerships.

**Financial support (this underpins a lot of what we can offer)**

- Continue to apply for and win grants to provide operational programmes.
- Encourage a mixed economy of sales, donations (regular and one off), fundraising events, voucher system (launch in 2023) non-monetary donations (Give as you live, Smile Amazon, Recycle for Charity) and wills/legacies.
- Use the sleep download option as a pilot funding stream.

## Financial Review

The total funds received this year were £19,858. Restricted income included grants from Sanctuary housing, Brighter futures and magic little grants

The finalised accounts were presented to the trustees and agreed and signed off by the finance trustee Michael Rafferty. Also submitted to Charities commission.

## Structure, Governance and Management

Standing in the Gap is a Charitable Incorporated Organisation
Trustees are selected in accordance with the trustee policy and procedure- see below

## Recruitment and Selection of trustees as per the trustee policy and procedure.

It is the responsibility of the trustees to ensure that the aim of the constitution (Appendix 1) is being complied with. The constitution states that Standing in the Gap should have a minimum of three trustees and a maximum of nine trustees. Also, that trustees must be over 16 years of age

You cannot act as a trustee if you are disqualified under the Charities Act, unless your disqualification has been waived by the Commission. Reasons for disqualification include if you:

- are disqualified as a company director
- have an unspent conviction for an offence involving dishonesty or deception (such as fraud)
- are an undischarged bankrupt (or subject to sequestration in Scotland), or have a current composition or arrangement including an individual voluntary arrangement (IVA) with your creditors
- have been removed as a trustee of any charity by the Commission (or the court) because of misconduct or mismanagement
- are on the sex offenders' register

### 4.1 When recruiting a new trustee, the existing trustees must consider the following:

- What skills, knowledge and expertise do our trustees have already, and what other skills are we lacking?
- How diverse are our trustees, in terms of their experience or background? Does this reflect the needs and experience of the people that the charity serves?
- The trustees should consider the best way of attracting a suitable candidate (e.g. advertising, personal recommendation etc.)

As part of that process potential trustees should be given access to:

- Trustees policy and procedure
- The Governing Document

- Relevant literature on what activities Standing in the Gap provide to clients.
- The last Annual report and annual accounts of Standing in the Gap
- The annual plan for that year.

### 4.2 The interview process

Any potential trustee should be interviewed by the Chair and the Clinical Director to ascertain their skill set and suitability to the role. Interview notes must be kept.

If deemed suitable by the Chair and Clinical Director a trustee will be invited:

- to review a written profile on themselves written as a summary of the interview discussion
- to attend a workshop or talk that is being delivered at a suitable time, to give them an idea of what Standing in the Gap practically provide.

### 4.3 Process of appointment

Prior to the next trustees meeting the profile of the potential trustee will be circulated along with the relevant papers for the meeting.

The chair will lead the meeting.

A trustee should propose the potential trustee and another should second.

The trustees and Clinical Director can then vote on the appointment. To make an appointment the vote should be unanimous. This will be documented in the minutes of the trustee meeting.

### 4.4 Following Appointment of a new trustee

Once a decision has been made, the proposed trustee will be informed and if relevant invited to attend the trustee meeting.

Following their appointment, a trustee will receive:

- A copy of the Trustee policy and Governing Document
- Access to the Google Drive giving them access to previous minutes and all Standing in the Gaps policies.
- Their own @sitgap.org email to use for relevant communication.
- The link to The essential trustee, what you need to know from the Charities Commission (https://www.gov.uk/government/publications/the-essential-trustee-what-you-need-to-know-cc3/the-essential-trustee-what-you-need-to-know-what-you-need-to-do#s3 )

Trustees should sign/ complete:

- GDPR security questionnaire (Appendix 4)

- A conflict of interest declaration (Appendix 5)
- The trustee Code of Conduct (Appendix 6)
- A trustee information sheet (Appendix 7)

These will then be returned to the Clinical Director who will store them securely for the duration of the trustee's tenure.

In line with the Safeguarding policy Trustees will be expected to complete a DBS Check.

Administration required after the appointment of a new trustee includes:

- Notification to the Charities Commission of the new trustee
- Any addition as a signatory on the bank account.

### 4.5 Term of a Trustee

A trustee is appointed for a term of up to three years and the term is then reviewed by the other trustees in the meeting before the term expires and is renewed if agreed.) A charity trustee who has served for three consecutive terms may not be reappointed for a fourth consecutive term but may be reappointed after an interval of at least one year.

### 4.6 Retirement and removal of charity trustees

A charity trustee ceases to hold office if he or she:

(a) retires by notifying the Chair in writing (but only if enough charity trustees will remain in office when the notice of resignation takes effect to form a quorum for meetings);

(b) is absent without the permission of the charity trustees from all their meetings held within a period of six months and the trustees resolve that his or her office be vacated;

(c) dies;

(d) in the written opinion, given to the company, of a registered medical practitioner treating that person, has become physically or mentally incapable of acting as a director and may remain so for more than three months;

(e) is disqualified from acting as a charity trustee by virtue of sections 178-180 of the Charities Act 2011 (or any statutory re-enactment or modification of that provision).

Any person retiring as a charity trustee is eligible for reappointment.

### 4.7 Resigning as a Trustee

If a trustee resigns, a letter of resignation must be received and held on file. The other trustees and the charity commission must be informed as soon as possible and a letter of thanks sent to the trustee. If the trustee is a bank signatory they will need to sign paperwork to remove them from this position.

A trustee should ideally give three months written notice of resignation and will be expected to attend a final meeting within the three months' notice period. If this is not practicable it should be decided by the Chair of trustees what is deemed as an appropriate notice period.

All trustees finishing their tenure with Standing in the Gap should return all Standing in the Gap property including bank cards and access codes to the Clinical Director or Chair of Trustees.

The trustee will then be removed from any bank accounts and their email and access to the google drive will be terminated.

## The charities organisational structure

At Standing in the Gap our team is made up of interlinking groups: Trustees, Advisors, Volunteers and Prayer Partners.

Our trustees are drawn from a wide range of professional backgrounds but all have a passion to see improved mental health for children. We also have Sam our founder and Clinical Director who is contracted for project work, depending on funds available. Sam is passionate about child mental health and supporting families before they hit crisis.

Our Advisors, we define these as individuals with a *specific* area of expertise or knowledge who we could tap into at *specific* points for *specific* information.

Our Volunteers are fabulous individuals who can help us with things such as: Laminating resources for our work packs; helping make up packs; Supporting us at talks- setting up the rooms/ showing people where to go/ giving out leaflets etc. Supporting us at fundraising events.

Our Prayer partners purposefully pray and support us at the annual prayer and praise celebration in October each year. They receive quarterly updates from us on how things are progressing and points for prayer. As a charity based on Christian principles we know the power of prayer is real. We work with people of all faiths and none.

| Trustee Name | Office | Dates acted if not for full year |
|---|---|---|
| Andrew Bird | Chair | Full year |
| Michael Rafferty | Finance trustee | Full year |
| Bobbie Brown | Safeguarding trustee | Full year |
| Georgie Knight | Trustee | Full year |
| Stephen Pargeter | Trustee | Stepped down July 2022 |
| Hazel Scarr | Trustee | Stepped down Nov 2021 |
| | | |
| Corporate trustee | | |
| Sam Game | Clinical Director | Full year |

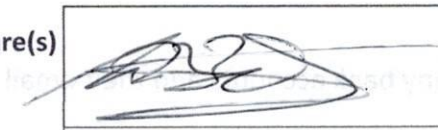
No funds are held by custodian trustees for Standing in the Gap.

There are no exemptions for disclosure.

## Declarations

**The trustees declare that they have approved the trustees' report above.**

**Signed on behalf of the charity's trustees**

| | | |
|---|---|---|
| **Signature(s)** |  |  |
| **Full name(s)** | Andrew Bird | Sam Game |
| **Position (eg Secretary, Chair, etc)** | Chair | Clinical Director |
| **Date** | 14th July 2023 | |

## Standing in the Gap Reg no: 1174627 finalised accounts for 2021/2022

### Finalised accounts for the finanacial year ending 30th September 2022 (Y5)

| **Receipts** | | Unrestricted | Restricted | total 2021/2022 |
|---|---|---|---|---|
| **Voluntary recipts** | | | | |
| | Donations Individual: | 4384.69 | 0 | 4384.69 |
| | Gift Aid recovered | 915.55 | 0 | 915.55 |
| **Grants received** | | | | |
| | Digital | 0 | 0 | 0 |
| | Sanctuary | 0 | 2795 | 2795 |
| | Don't forget the kids | 0 | 0 | 0 |
| | Managing Grief | 0 | 2850 | 2850 |
| | Managing Anger Proj | 0 | 4887.65 | 4887.65 |
| | Managing Transition: | 0 | 2550 | 2550 |
| **Grants Held** | | | | |
| | Digital | 0 | 0.71 | 0.71 |
| | Sanctuary | 0 | 158.51 | 158.51 |
| | Don't forget the kids | 0 | 3115.54 | 3115.54 |
| | Managing Grief | 0 | 1000 | 1000 |
| **Total brought over from Y4** | 4274.76 | | | |
| **Activities for Generating funds** | | | | |
| | Fundraising events | 57 | 0 | 57 |
| | Give as you live | 42.44 | 0 | 42.44 |
| | Amazon Smile | 27.26 | 0 | 27.26 |
| | Recycle4charity | 125.3 | 0 | 125.3 |
| | Sales of Material | 954.96 | 0 | 954.96 |
| **total income** | | 6507.2 | 13082.65 | 19589.85 |
| Total Held | | | | 23864.61 |
| Payments | | | | |
| | Professional fees | 1750 | 10589 | 12339 |
| | Materials | 598.95 | 0 | 598.95 |
| | Advertising | 423.36 | 86.36 | 509.72 |
| | Puzzle Adventure | 233.96 | 0 | 233.96 |
| | IT Costs | 260.48 | 119.9 | 380.38 |
| | Stationary & Postage | 166.78 | 0 | 166.78 |
| | Safeguarding | 159.25 | 0 | 159.25 |
| | Office and General A | 637.23 | 0 | 637.23 |
| | Miscellanious | 260.62 | 0 | 260.62 |
| | Mobile Phone | 0 | 192.45 | 192.45 |
| | Training | 90 | 0 | 90 |
| | Teddy Books Sale | 227.99 | 0 | 227.99 |
| | Hospitality | 5.44 | 0 | 5.44 |

| | | | | |
|---|---|---|---|---|
| | Insurance | 194.61 | 0 | 194.61 |
| total spend | | 5008.67 | 10987.71 | 15996.38 |
| Net income/spend in year | | | | 3593.47 |
| closing balance 30/9/22 | | | | 15,648.50 |

Accounts compiled and presented to Trustees on 1st Nov 2022

Signed: Date: 29/10/2022

Michael Rafferty
Treasurer

**STANDING IN THE GAP**

England & Wales - Charity number 1174627

# Accounts

STANDING in the GAP

Helping children 0–11 manage BIG emotions

**Standing in the Gap**

**Trustees Annual Report 2020-2021**

**Financial Statements for the Year ended 30 September 2021**

**Receipts and Payments Accounts**

**Charity No. 1174627**

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# Trustees Annual report for the year to 30 September 2021

## Aims and purposes

Standing in the Gap is an early intervention mental health charity helping children aged 0-11 years manage BIG emotions, such as fear, anxiety, anger and grief.

We are a Bloxham based charity helping families in Banbury and the surrounding villages. With the breakdown of the nuclear family, parents don't have relatives close by. There is a decrease in support available to families through the loss of children's centres and Early Intervention services, and the waiting time for Child and Adolescent Mental health services is longer than ever at almost one year. Families are crying out for our support. One mum told us "If my child breaks their leg I know what to do; if there is a problem with their mind, I don't know what to do or where to turn"

## Our vision: That every child is emotionally healthy and able to flourish.

## Our mission: To build emotional well-being in children by providing tools and support to children, families and professionals.

## Our aims:

- Teaching children, parents and professionals about normal development and behaviour through written material, digital resources and workshops, and enabling them to identify when and how to seek help.
- Running evidence-based facilitated workshops for parents and children to help them understand and manage big emotions such as fear, anxiety, anger and grief and key transitions such as starting or changing school.
- Explaining the science behind emotions using our cartoon mental and physical elves.
- Providing targeted provision for those in areas of higher deprivation and need.
- Widen our research through the development of high quality online digital resources on emotional health and wellbeing in preschool and primary aged children.
- Evaluate the outcomes and effectiveness of the tools and interventions we provide, continually aiming to build upon and improve the effectiveness of our services.

## Taking new steps forward

In October 2020 we held out Second Trustee away day and spent time reviewing where we were as a charity, where we wanted to go and how we aimed to get there. This was tempered by the Covid-19 pandemic and global uncertainty of what would happen of the following months and years.

As part of that away day we reviewed the Strategic Plan 2019-2020 to see how we had progressed and also what we wanted to aim for in the following financial year.

In November 2021 we held our next away day themed: Consolidation, as we looked forward to the next phase of Standing in the Gap.

# Standing in the Gap: Strategic Plan 2020-2021

Our Mission: To build emotional well being in children by providing tools and support to children, families and professionals

In entering our fourth year as a charity we want to build on the firm foundations of good governance and management systems and take the next step in supporting children and families: Offering personalised one-to- one professional support for children and families, and employing staff to deliver this.

**Governance & Organisational Development**

- Increase the trustee body with a treasurer and a business trustee
- To become registered with the Institute of Fundraising
- Continue to develop and update policies and procedures as required.
- To ensure a firm framework is in place to proceed with employment contracts
- Set up PAYE and workplace Pensions to ensure all regulatory employment requirements are met.
- Continue to get expert advice as required e.g Project Contracts, HR concerns and fundraising advice.
- Continue to strive for high standards within the website and social media platforms.

**Delivering our mission:**

- Prioritise the Don't forget the Kids project and obtaining funding to deliver 600 121 support sessions for children/ parents each year.
- Continue to run the very popular monthly anxiety workshops as well as the transition workshops.
- Obtain funding to run monthly workshops on 'Managing Anger' and 'Helping your child to sleep well' both gaps in child mental health provision locally.
- Obtain funding to develop a series of digital and paper resources around managing grief and discussing death with children.
- To improve the resources and training offered to professionals in relation to child mental health concerns.

**Finances:**

- Ensure we continue to have a mixed economy for fundraising & to continue with selling the resource packs.
- Increase regular givers to improve sustainability.
- Improve business links & encourage businesses to support us
- Encourage churches to support/ partner with us.

**Fundraising:**

- Deliver a range of fundraising events in line with government regulations on Covid.
- Develop and promote the Cuppa for Kids campaign.
- Consider setting up a framework to receive legacy payments
- Improve awareness of smile.amazon.co.uk, Give as you live and recycle4charity

**Partnerships to foster:**

- Improve opportunities for volunteers and continue to utilise the focus group.
- Local Grant making bodies for ongoing support e.g. church partnerships, Waitrose, Rotary etc.
- Network effectively with Respond and Place2Be as the child mental health providers in the area.
- Build good communication networks with local primary schools, nurseries, GPs, Health Visitors and School Nurses.
- Individuals who may provide financial support.
- Grant making bodies.

## Progress

In reviewing how things have progressed in relation to the 2020/21 plan the following were achieved:

| Section | Achieved or added to further Strategic plan |
|---|---|
| Delivering Our Mission | |
| Prioritise the Don't forget the Kids project and obtaining funding to deliver 600 121 support sessions for children/ parents each year. | |
| Continue to run the very popular monthly anxiety workshops as well as the transition workshops. | |
| Obtain funding to run monthly workshops on 'Managing Anger' and 'Helping your child to sleep well' both gaps in child mental health provision locally. | |
| To improve the resources and training offered to professionals in relation to child mental health concerns. | |
| Governance and Organisational Development | |
| Increase the trustee body with a treasurer and a business trustee | |
| To become registered with the Institute of Fundraising | |
| Continue to develop and update policies and procedures as required. | |
| To ensure a firm framework is in place to proceed with employment contracts | |
| Set up PAYE and workplace Pensions to ensure all regulatory employment requirements are met. | |
| Continue to get expert advice as required e.g Project Contracts, HR concerns and fundraising advice. | |
| Continue to strive for high standards within the website and social media platforms. | |
| Finances | |
| Ensure we continue to have a mixed economy for fundraising & to continue with selling the resource packs. | |
| Increase regular givers to improve sustainability. | |
| Improve business links & encourage businesses to support us | |
| Encourage churches to support/ partner with us. | |
| Fundraising | |
| Deliver a range of fundraising events in line with government regulations on Covid | |
| Develop and promote the Cuppa for Kids campaign. | |

| | |
|---|---|
| Consider setting up a framework to receive legacy payments | |
| Improve awareness of smile.amazon.co.uk, Give as you live and recycle4charity | |
| Partnerships to foster | |
| Improve opportunities for volunteers and continue to utilise the focus group. | |
| Local Grant making bodies for ongoing support e.g. church partnerships, Waitrose, Rotary etc. | |
| Network effectively with Respond and Place2Be as the child mental health providers in the area | |
| Build good communication networks with local primary schools, nurseries, GPs, Health Visitors and School Nurses.<br>Individuals who may provide financial support. | |
| Grant making bodies. | |

## Activities this year:

Due to ongoing covid restrictions, lockdowns and government regulations all our talks and workshops remained online. Tickets were available through links on the website to Eventbrite. The sessions were run via zoom and following feedback from attendees we increased engagement through using mentimeter polls and imbedded google forms and evaluations in the chat function of the session. While the situation was unprecedented we wanted to learn as fast as possible and ensure we were bale to both support our families as much as possible in the safest manner possible.

We completed the What's normal online series, which was very successful.
Sam also designed, wrote and delivered professional anxiety training in response to the large increase in child mental health distress seen as the pandemic continued.

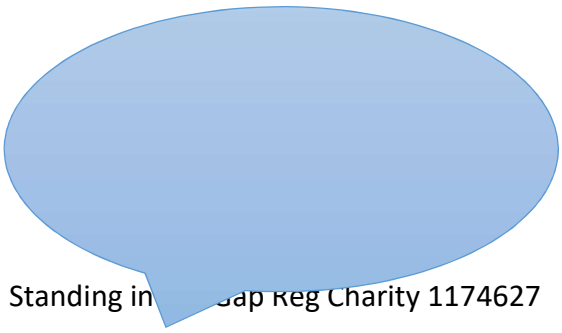
### Managing Anxiety

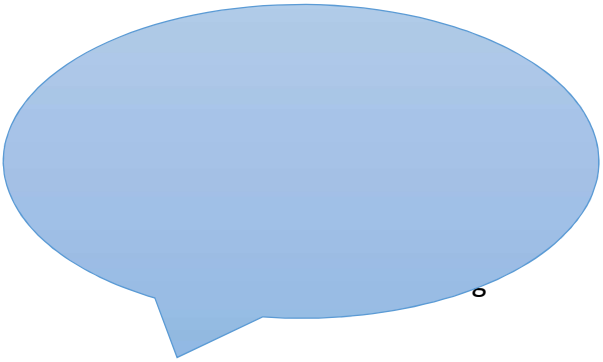
We continued to run the ever popular evidence-based workshop for children and parents called "Managing the Wibbles and Wobbles of Anxiety". We received funding from Sanctuary housing to fund talks from Dec 2020 through to November 2021.

In total we had 303 parents and children attend our Managing Anxiety talks over the year. This is a significant increase from the 200 who attendee the year before.

99% of parents said they would recommend the talk to another parent.

When asked why would they recommend it parents told us:





When asked how they rated the talk:
74% said excellent, 25% good and less than 0.01% said ok.

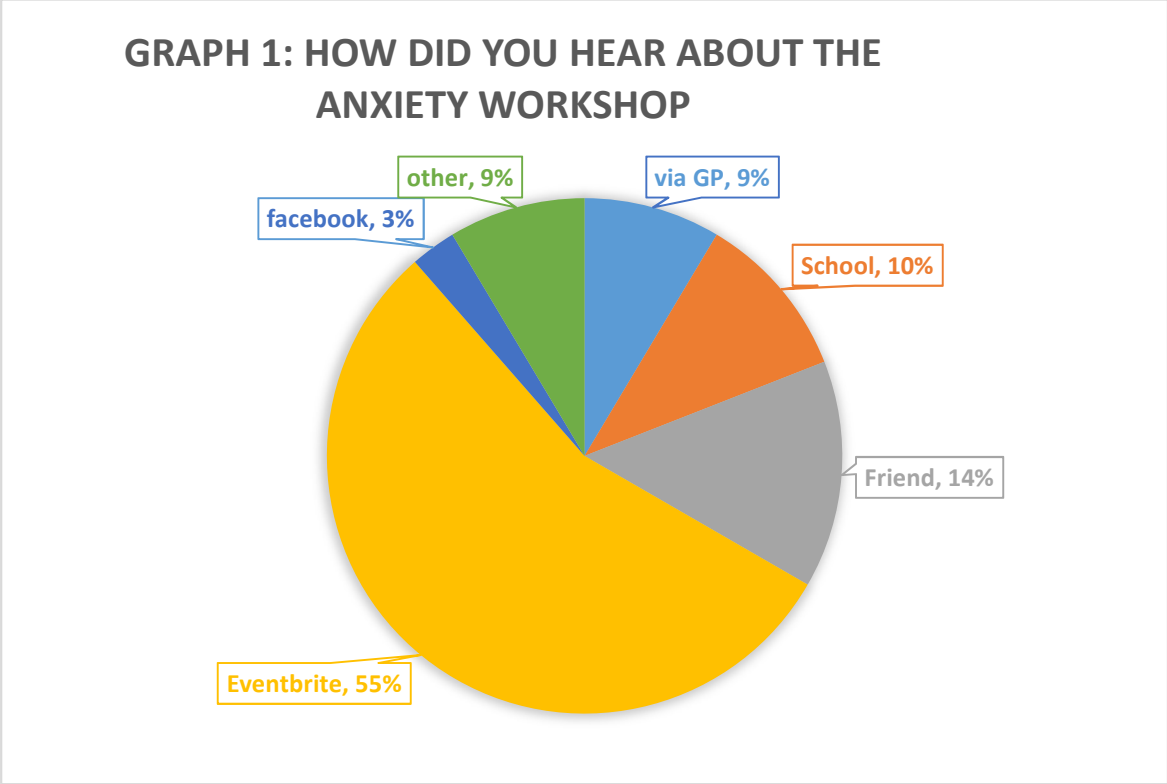
We designed a new flier and for convenience added QR codes to access the Eventbrite booking system as simply as possible,




Free tickets could be booked on Eventbrite, access available through our website:
https://www.sitgap.org/managing-the-wibbles-and-wobbles-of-anxiety-workshop

Once tickets were booked via Eventbrite an email was sent out 48 hours before the session giving joining instructions. To ensure all the questions were answered regarding being a resident at Sanctuary etc. We had families pre-register for the zoom course and be sent a secure link to join. This enabled us to collect their information at registration.

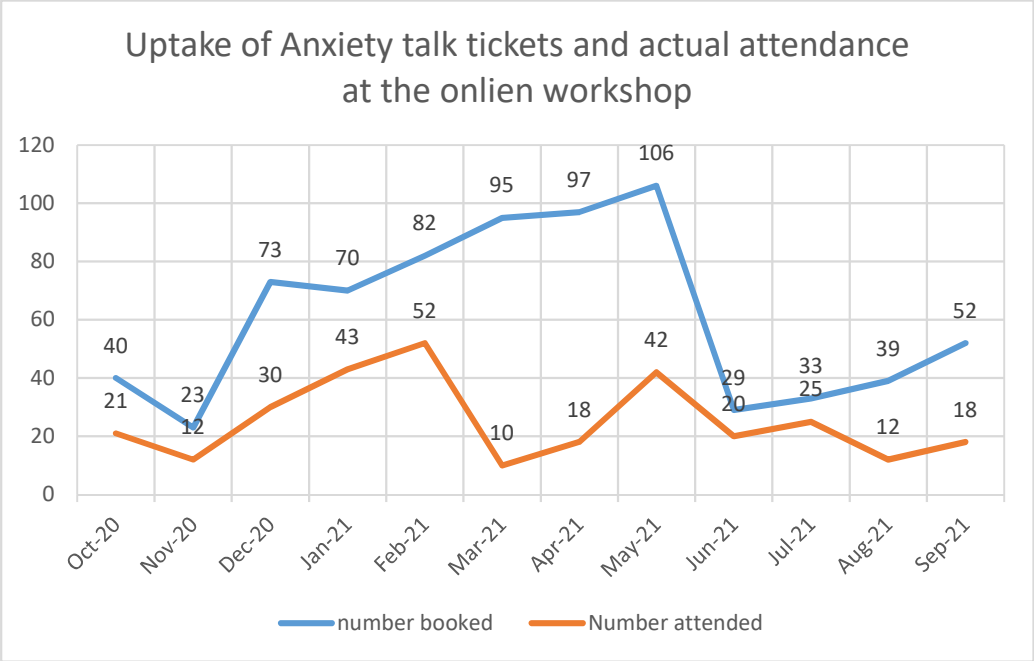
In reviewing the information on where they had found out about the Anxiety workshop the following could be seen in Graph 1




Initially we had planned to offer 6 session face to face in community venues and 6 sessions on zoom. However due to Covid restrictions and lockdowns all 12 talks were completed via zoom. In discussing accessibility with families they felt safer to access a talk online rather than come to a community venue and meet with people they did not know, when discussing anxiety.

Initially we set the number of tickets (one per family) at 70 however by Jan 2021, when we entered the third lockdown all tickets were being claimed and people were still requiring more. We discussed this at the trustee meeting and decided to increase the number of tickets available for the session from 70 to our zoom maximum of 98. Towards the end of the third lockdown as children were returning to school anxiety really peaked and families were telling us they were feeling very anxious. Due to the drop out rate of people taking tickets and not attending it was decided to again extend the number of places to 120 which with drop out would still be unlikely to have 100% take up.

From October 2020 through to September 2021 we had:




During this time we had 739 tickets obtained and 303 people attend the online workshop.

During this year there was a lot of information in the media about children's mental health and anxiety. At our peak we had 106 tickets taken for the May 2021 session. Our highest attendance on zoom was for Feb 21, when we had 52 parents and children attend. While there were many things we couldn't control during the Covid pandemic it has been great as a mental health charity to be able to adjust and offer evidence-based information and support to families around managing anxiety. This felt like we were meeting a very real need for families in difficult situations.

Initially we set up the workshop so parents would register first and then receive the zoom link, looking at the graph above I was then concerned that a large number were not attending, so we removed the registration element in June 2021 and saw a better uptake of places.

Following contact after a Managing Anxiety workshop we agreed to run a closed session for National Parenting forum of Scotland. It was slightly ironic that the workshop ran on an evening when both England and Scotland were playing football. The National Parenting forum did make us a donation of £50 for the session, which was hugely appreciated.

Following on from evaluations about lack of interaction within the session we introduced more polls, and also mentimeter word clouds. These went down really well. Participants were asked to put in their 3 most prevalant sysmptoms of anxietya dn we built up a word picture. The aim was to illustrate that different people feel anxiety symptoms in different ways. Each sessiont here was variety between the main symptoms seen

## What physical feelings do you get when you feel anxious or wobbly?

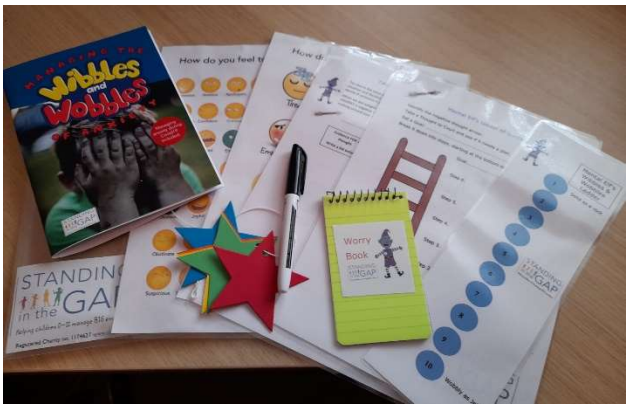



## What physical feelings do you get when you feel anxious or wobbly?




At the end of each session a mailchimp email was sent to participants thanking them for attending, sharing the word cloud from that session, advising how they could make a donation, buy a resource pack and support Standing in the Gap moving forward. We also added all participants onto our mailing lists, so they could receive regular updates of what we were able to offer.

Our anxiety packs continue to be popular. In this accounting year we sold 42 Anxiety packs to support families, alongside 49 cuddle stones (great for anxiety) and 6 sets of Compliment stars.




These were available from our online shop: [www.sitgap.org/shop](www.sitgap.org/shop)

## Preparing for Secondary School

We partnered again with The Warriner Secondary school who recommended the session to all new year 7 families. We had set up that we could offer free delivery of the Transition resource pack to the Warriner in time for the children to collect when they came for their induction days. However, due to increase int he number of covid cases Oxfordshire County Council decided that all transition days would be held virtual in 2021, so we were unable to provide the free delivery of the resource pack option to families.

We also made up two new electronic fliers to be sent to Primary schools as well as physical fleirs which were delivered to Primary schools to be shared with parents. One was specific to the Warriner the other was a more generic flier:



Initially we set out to offer the Warriner specific transition talk on Thursday 1st July. Our maximum number of tickets is 98, these went very quickly so we added a second session on the following evening Friday 2nd July. In total we had 240 parents and students through the two evenings.

Miss Keys who is the Assistant Head at Warriner and in charge of key stage 3, attended both sessions and was very enthused about the session we were able to offer. Following the talk sent the following email "Sam Amazing presentation!!!! Thank you so much you are a wealth of knowledge and I thank you for such an informative presentation. "

One of the parents feedback after the session: "Thank you! I really appreciate the input and assistance in these strange times. Every little helps to prepare the children and having someone who has first hand experience of Warriner really helped"

We also ran 3 further open sessions, which were also popular. Being online led to an increased impact and we had a total of 266 parents and children families attend. This is an increase from the previous year when we had 235 parents and students attend.

100% of parents said they would recommend the talk to another Year 6 parent.

Again while trying to improve interaction we used the mentimeter polls to build word clouds asking students what they were concerned about in starting secondary school. We then covered reviewed these worries further on in the session

The word pictures were slightly different for each session:









We also did a quick poll asking students on scale of 1-10 how wobbly did they feel about starting Secondary School. As you can imagine this varied across the cohort.

On evaluation of the Preparing for Secondary school session 65% rated the talk as excellent and 35% as good.

Comments we received back included:

It was encouraging and truthful, and the accompanying pack which was mentioned is really helpful.

It helps both parents and children to feel confident, especially knowing the fact that they aren't alone. Everyone is in the same boat. Lots of good ideas, with resources to look at later

The session had really good practical tips to ease worries.

98% of students told us they would recommend the session to another student

In reviewing how they felt before and after the session

We continued to sell our Preparing for Secondary School resource packs through the online shop. In the financial year 20/21 we sold 15 of these resource packs to families across the UK.




## Understanding your four year old and getting them ready for School

This session was again offered to all parents of children starting primary school. We delivered information packs to the 23 primary schools in Banbury and the surrounding villages, along with local GPs, children centres and to Health Visitors and School Health Nurses to promote the workshops.

We updated the electronic flier and offered a QR code for ease of booking




Unfortunately, due to Covid restrictions we weren't able to offer any face to face sessions for this workshop, so were unable to visit Brackley preschool, as we had in previous years.

Because the workshop is aimed mainly at parents (four year olds are not good at sitting still!) and there being a lot of information to cover we decided against using mentimeter polls for this session. We did use collect google form evaluations though the chat function and encouraged parents to ask questions.

In total 27 families came through our Understanding your 4 year old talks in 2020, this was a slight decrease on previous years attendance (38 parents) which we put down to be unable to do a bespoke session face to face at Brackley preschool.

When asked how they rated the talk 91% said they would rate it as Excellent, 9% as good.
100% would recommend the talk to another parent
When parents were asked why they would recommend it they told us:

There was great advice and good points to consider before starting school start

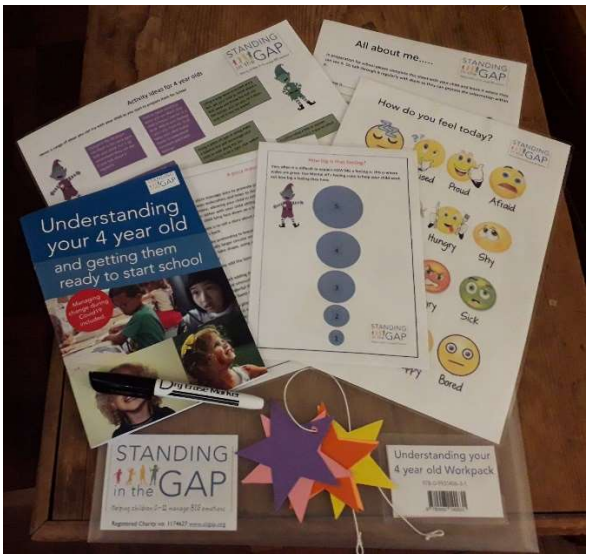
It was very informative, well presented, easy to follow with useful suggestions

Very helpful info

It covered a wide range of topics I wouldn't have thought about- thank you

Useful tips and food for thought

We continued to sell our Understanding your four year old resource packs and this year sold 4 in total.



STANDING in the GAP

Helping children 0–11 manage BIG emotions

**Standing in the Gap** is an early intervention mental health charity, helping pre-school and primary school children manage big emotions, such as fear, anxiety, anger and grief.

Our mission is to build emotional well-being in children by providing tools and support to children and their families.

Registered Charity No: 1174627 WWW.SITGAP.ORG

**Parents told us:**

"I don't know what is classed as normal development for my child"

When is it important to ask for help?

With behaviour – What's a 'phase' and what shouldn't be ignored?

We then made a video series called

**'What's Normal'**

looking at children aged **2–11 years old**

## Each video contains an introduction:

- What behaviour shouldn't I ignore?
- When should I ask for help?
- Who can ask for help?
- What factors influence childrens' development?
- What helps children develop well?

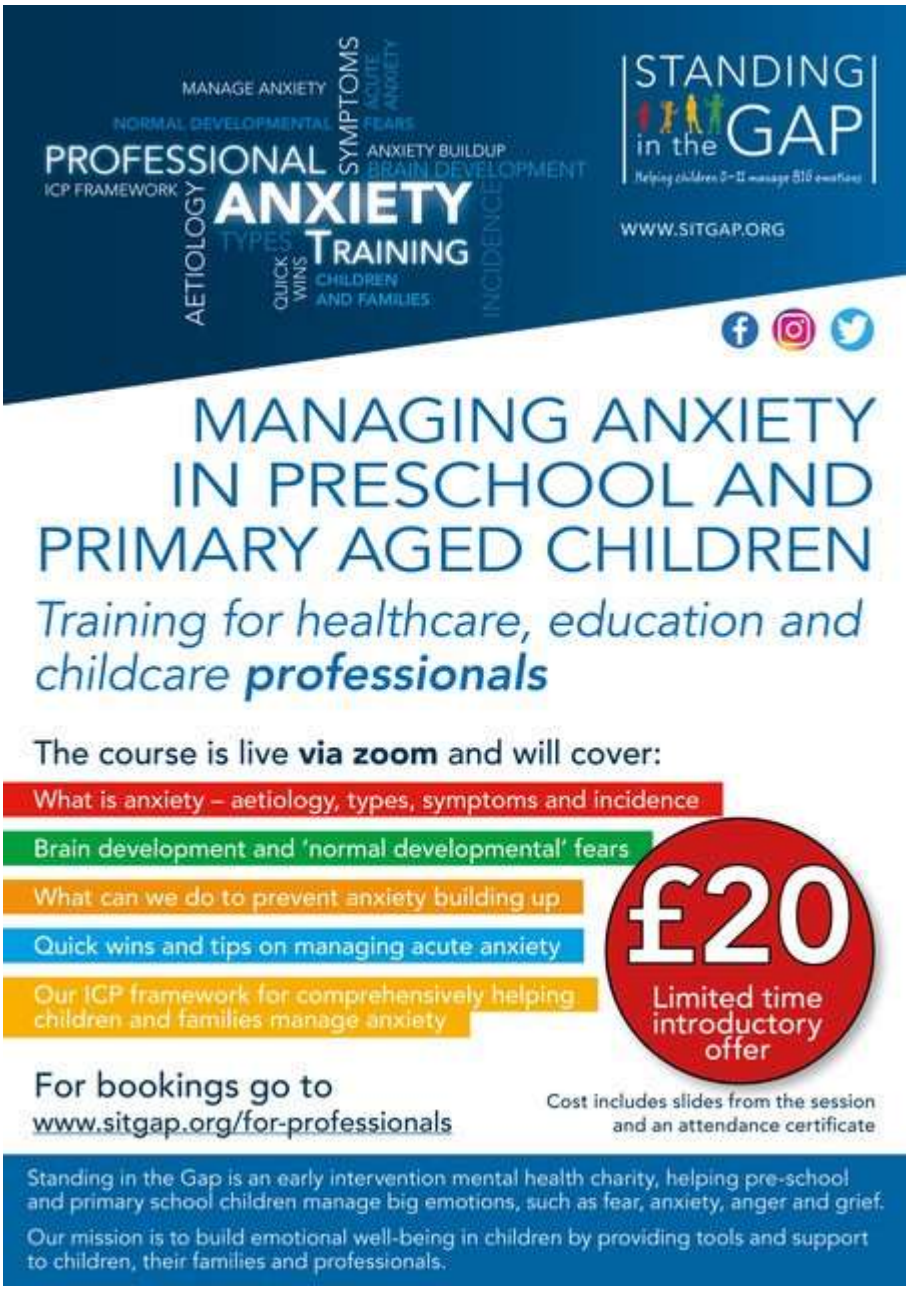
## Specific age related sessions:

- Physical development
- Emotional development
- What can help development




You can access videos by scanning the code or follow the link to https://www.sitgap.org/whats-normal


STANDING in the GAP
Helping children 0–11 manage BIG emotions
Registered Charity No: 1174627
Our mission is to build emotional well-being in children by providing tools and support to children, families and professionals.
What do we do?
Seminars & Workshops for Families
Managing Anxiety in 4–11 year olds. A workshop for parents, carers & children.
Understanding your 4 year olds and getting them ready for school. A seminar for parents & carers.
Preparing your child for Secondary School. A seminar for parents & carers of year 6 students.
Digital resources & worksheets
(see our website – 'Understanding your child')
Managing change
Raising self-esteem
Managing stress
"What's normal"
Understanding temperament – what makes each child unique
For Professionals
Managing anxiety training for education, healthcare and childcare professionals
Resource packs and supporting materials to enhance emotional well-being in children is available from our online shop www.sitgap.org/shop
For more info see www.sitgap.org or email info@sitgap.org


MANAGE ANXIETY
SYMPTOMS
NORMAL DEVELOPMENTAL
FEARS
PROFESSIONAL
ANXIETY BUILDUP
ICP FRAMEWORK
ANXIETY
BRAIN DEVELOPMENT
AETIOLOGY
TYPES
INCIDENCE
QUICK WINS
TRAINING
CHILDREN AND FAMILIES
STANDING in the GAP
WWW.SITGAP.ORG
MANAGING ANXIETY IN PRESCHOOL AND PRIMARY AGED CHILDREN
Training for healthcare, education and childcare professionals
The course is live via zoom and will cover:
What is anxiety – aetiology, types, symptoms and incidence
Brain development and 'normal developmental' fears
What can we do to prevent anxiety building up
Quick wins and tips on managing acute anxiety
Our ICP framework for comprehensively helping children and families manage anxiety
£20
Limited time introductory offer
For bookings go to
www.sitgap.org/for-professionals
Cost includes slides from the session and an attendance certificate
Standing in the Gap is an early intervention mental health charity, helping pre-school and primary school children manage big emotions, such as fear, anxiety, anger and grief.
Our mission is to build emotional well-being in children by providing tools and support to children, their families and professionals.

Increase in uptake of our talks

Child mental health issues are becoming more pertinent and as our reputation has grown we have seen an increase in the number of families joining us for our talks and workshops:

## Impact of moving to online workshops

Since moving to online sessions for the talks the red dots below show where families live who have attended our sessions. We have also had families from the USA and Canada

Fig 1: Impact map showing where participants from talks live up to Sept 2020



## Digital resources

In June 2020 we won a digital grant from the National Lottery for £8660, to make digital resources to support child mental health. The grant period run's until Jan 2021.

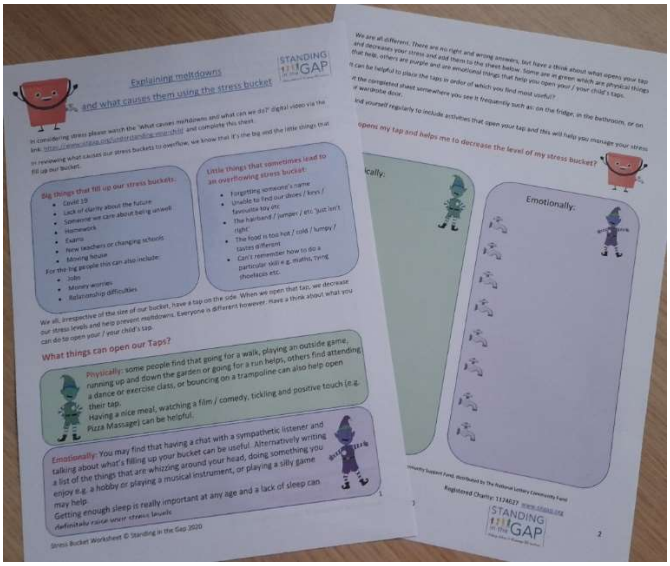
By the end of Sept 2020 we had completed:

- A new section on the website called Understanding your child which contains many of the digital resources we made.
- We also increased our Resource links on the website to improve signposting and useful resources for families.

- A temperament video and accompanying worksheet looking at the 9 temperament traits and supporting families to understand how their children see the world.
- A Managing Change video and supporting worksheet
- A Managing stress video and accompanying worksheet
- A raising self esteem video and accompanying worksheet
- We digitalised the
    - Understanding your 4 year old talk
    - Preparing for Secondary School talk.

Work scheduled for the remining grant period includes a “What’s normal” series looking at emotional and physical development for children aged between 2 and 11 years and also considering what can help their development.

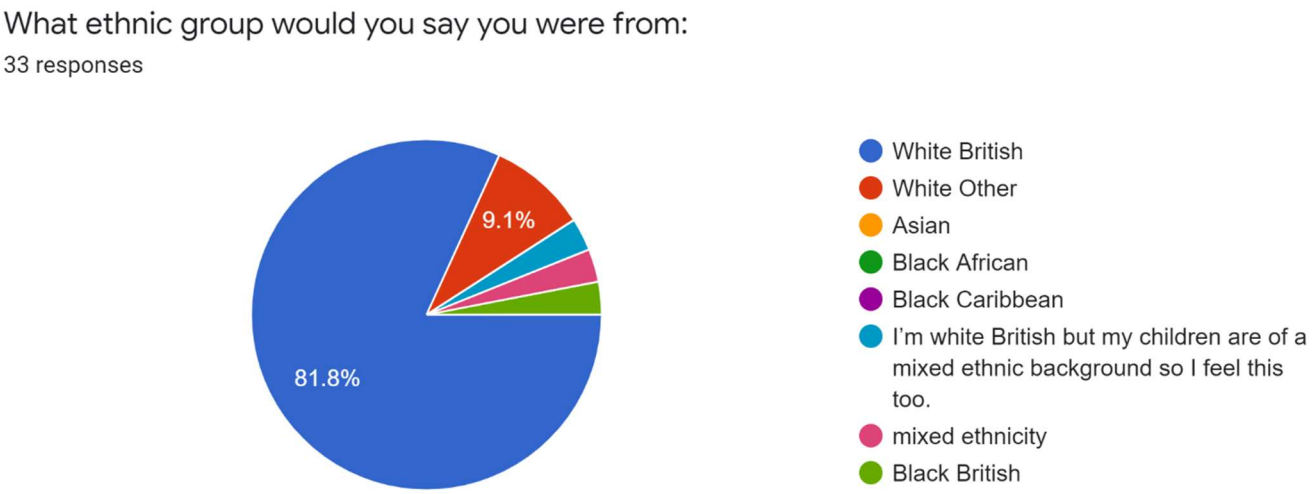
Pictures below show a range of worksheets currently available for parents to download:

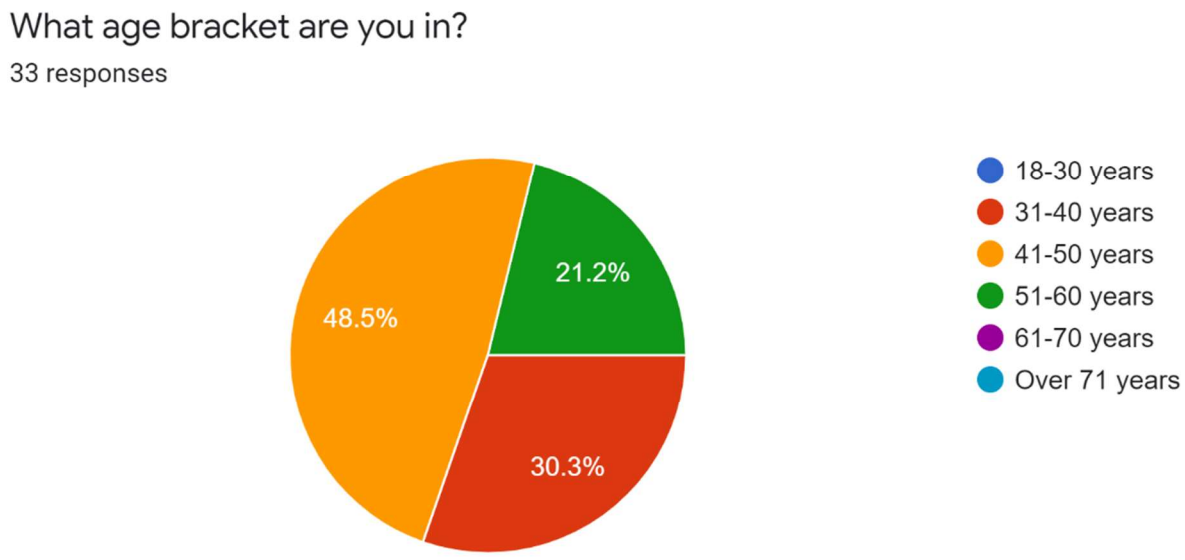


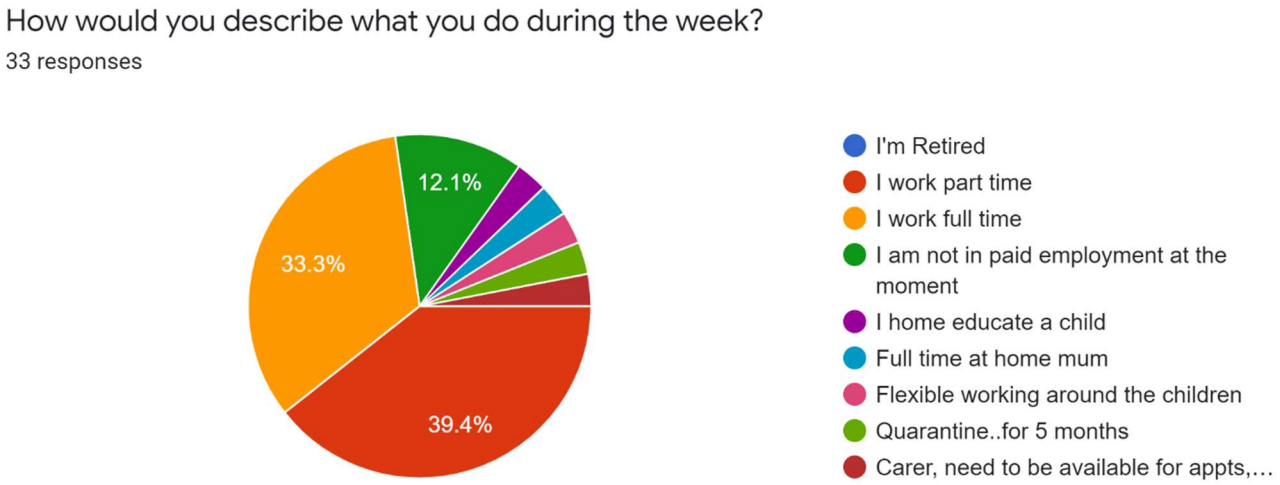
## Focus Group

In order to help us review and assess what information we were providing to families, we contacted our mailing list and asked if asked if any of them were willing to join an online focus group, giving us feedback for our videos and worksheets. This was really successful and in total 35 people joined the group. Their demographics can be seen below, indicating a good range of ages, ethnic groups and roles in which they interacted with children. While the majority were female we did have 2 men sign up, which was great.

When we asked in what capacity they supported children the responses included: parents, carers, teachers, support workers, health care professionals, preschool workers and teaching assistants.



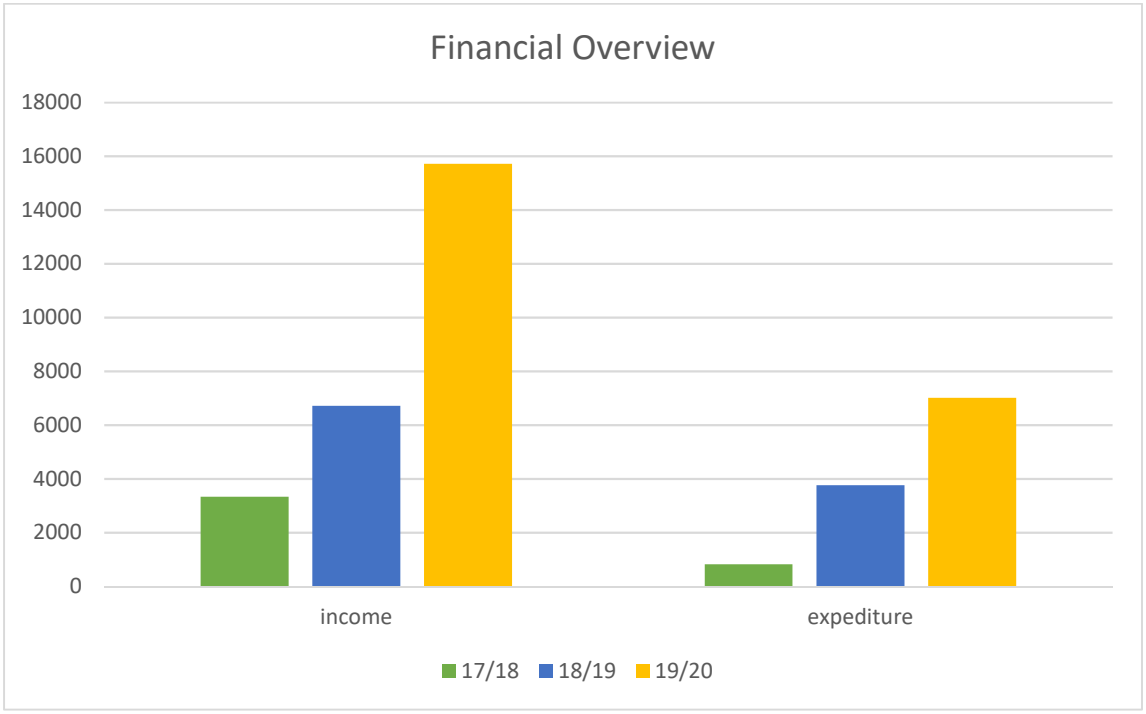


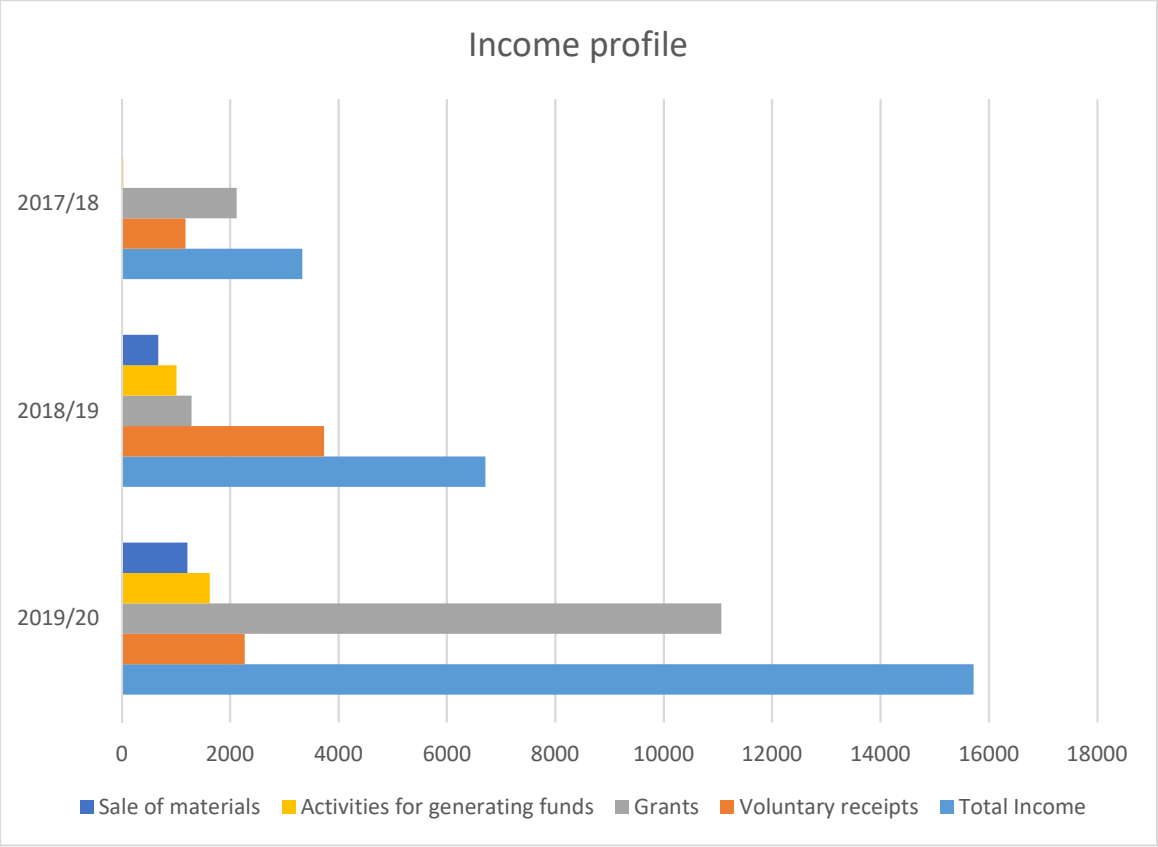

They were very helpful in responding to the films and worksheets we produced and their interactions enabled us to make the materials we provided as effective as possible.

## Financial Review

The total funds received this year were £15,718, a significant increase on the £6,713 received in the previous year. Restricted income included £11,066 of grants given by National Lottery funding, Audrey Wilde Fund and Banbury Charities for digital resources and equipment.

In growing Standing in the Gap the aim was always to make a firm framework for growth with good policies and procedures and to increase income and expenditure. As the income profile and financial overview graphs below illustrate the income and expenditure has grown year on year.






Generous donations from individuals and support for adjustments due to covid 19 have enabled Standing in the Gap to deliver a range of talks. Fundraising income also increased in the year, this included income from our fundraising quiz and the uptake in usage of 'Give as you live' schemes and smile amazon, which give donations when participants shop online. Sales of materials rose significantly this year as we had published and sold online the resource packs supporting the Managing anxiety and transition talks.

The net result for the year was an excess of receipts over payments of £8698. The cash balance carried forward at 30 September was £13,293 of which £7605 was from restricted grants on allocated projects

## Fundraising Quiz

As our fundraising options were somewhat curtailed by the government regulations in relation to Covid 19. We decided to be inventive and held an online fundraising quiz. Michael Rafferty designed and ran the quiz, which was great fun. Sam and Steve made a short video explaining what Standing in the Gap do which was shown during the interval.




We raised £550 in total from the evening as well as raising the profile around Standing in the Gap.

## Volunteers

We would like to thank all of the volunteers who have supported the development of the work of Standing in the Gap this year, we couldn't do it without you.

## Structure and Governance

The Trustees Policy and Procedure was approved giving a clear framework for recruiting, interviewing and supporting trustees.

The Trustees in place during the year are listed below:-

Mr Steve Pargeter (Chair)
Dr Claire Hookey (stepped down at end of trustee term April 2020)
Mr Peter Watson (stepped down at end of trustee term April 2020)
Mrs Isabel Watson (stepped down at end of trustee term April 2020)
Bobbie Brown (appointed Feb 2020)
Michael Rafferty (appointed April 2020)
Rev Hazel Scarr (appointed Feb 2020)
Mrs Karen Beddall, Chartered Accountant (resigned March 2020)

The Clinical Director is Sam Game MSc CAMH, BSc (Hons) RGN, BSc (Hons) SCPHN, RHV. NMC PIN: 93J1758E

We had our Second Trustee away day in Oct 2020 to determine the next strategic priorities for the charity. See overleaf for our "Strategic Plan on a Page 20/21".

Report approved by the Trustees on 15/12/2020 and signed on their behalf by Hazel Scarr (Chairperson).

# Standing in the Gap: Strategic Plan 2020-2021

Our Mission: To build emotional well being in children by providing tools and support to children, families and professionals

In entering our fourth year as a charity we want to build on the firm foundations of good governance and management systems and take the next step in supporting children and families: Offering personalised one-to- one professional support for children and families, and employing staff to deliver this.

STANDING in the GAP
Helping children 0–11 manage BIG emotions

Registered Charity: 1174627 www,sitgap.org

**Governance & Organisational Development**

- Increase the trustee body with further trustees to support strategy
- To become registered with the Institute of Fundraising
- Continue to develop and update policies and procedures as required.
- To ensure a firm framework is in place to proceed with employment contracts
- Set up PAYE and workplace Pensions to ensure all regulatory employment requirements are met.
- Continue to get expert advice as required e.g Project Contracts, HR concerns and fundraising advice.
- Continue to strive for high standards within the website and social media platforms.

**Delivering our mission:**

- Prioritise the Don't forget the Kids project and obtaining funding to deliver 600 121 support sessions for children/ parents each year.
- Continue to run the very popular monthly anxiety workshops as well as the transition workshops.
- Obtain funding to develop a series of digital and paper resources around managing grief and discussing death with children.
- To improve the resources and training offered to professionals in relation to child mental health concerns.
- Obtain funding to run monthly workshops on 'Managing Anger' and 'Helping your child to sleep well' both gaps in child mental health provision locally.

**Finances:**

- Ensure we continue to have a mixed economy for fundraising & to continue with selling the resource packs.
- Increase regular givers to improve sustainability.
- Improve business links & encourage businesses to support us
- Encourage churches to support/ partner with us.

**Fundraising:**

- Deliver a range of fundraising events in line with government regulations on Covid.
- Develop and promote the Cuppa for Kids campaign.
- Consider setting up a framework to receive legacy payments
- Improve awareness of smile.amazon.co.uk, Give as you live and recycle4charity options.

**Partnerships to foster:**

- Improve opportunities for volunteers and continue to utilise the focus group.
- Local Grant making bodies for ongoing support e.g. church partnerships, Waitrose, Rotary etc.
- Network effectively with Respond and Place2Be as the child mental health providers in the area.
- Build good communication networks with local primary schools, nurseries, GPs, Health Visitors and School Nurses.
- Individuals who may provide financial support.
- Grant making bodies.

Sta 27 26 ww

# Standing in the Gap finalised accounts for 2020/2021

## Finalised accounts for the finanacial year ending 30th September 2021

| | | Unrestricted | Restricted | total 2019/2020 |
|---|---|---|---|---|
| **Receipts** | | | | |
| **Voluntary recipts** | | | | |
| | Donations | 1650.77 | 0 | 1592.09 |
| | Gift Aid recovered | 678.95 | 0 | 678.95 |
| **Grants** | | 677 | 10389.31 | 11066.31 |
| **Activities for Generating funds** | | | | |
| | Fundraising events | 1354.79 | 0 | 1354.79 |
| | Give as you live | 142.41 | 0 | 142.41 |
| | Amazon Smile | 26.72 | 0 | 26.72 |
| | Recycle4charity | 100.6 | 0 | 100.6 |
| | Sales of Material | 1212.63 | 0 | 1212.63 |
| | Miscellanious | 40.01 | 0 | 40.01 |
| | Financial charges | -7.43 | 0 | -7.43 |
| **total income** | | | 10389.31 | 16207.08 |
| Payments | | | | |
| | Professional fees | 2215 | | 2215 |
| | Training | 0 | 0 | 0 |
| | Furniture & Equipment | 99.38 | 1509.09 | 1608.47 |
| | Materials | 530.77 | 0 | 530.77 |
| | Marketing | 221.75 | 0 | 221.75 |
| | IT Costs | 393.12 | 0 | 393.12 |
| | Stationary & Postage | 301.61 | 0 | 301.61 |
| | Admin | 129 | 0 | 129 |
| | Insurance | 192.45 | 0 | 192.45 |
| | Venue | 90.37 | 0 | 90.37 |
| | Miscellanious | 27.43 | 0 | 27.43 |
| total spend | | 4200.88 | 1509.09 | 5709.97 |
| Net income/spend in year | | | | 10497.11 |
| clsoing balance 30/9/20 | | | | 13292.98 |

Accounts compiled and presented to Trustees on 17th Oct 2020

Signed: Date: 17/10/2020

Michael Rafferty
*Treasurer*