



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

**From 1<sup>st</sup> 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.

**STANDING in the GAP**  
Helping children 0-11 manage BIG emotions

**Managing Anxiety**  
in 4-11 year olds  
WWW.SITGAP.ORG

Do you have a child aged 4-11 years that gets anxious and worried?  
Are you unsure what can help and don't want to make it worse?  
Come along to our FREE workshop for you and your child that covers:

- What is anxiety and what causes it?
- What is normal regarding anxiety?
- What techniques help manage the wobbles?

New and updated for 2022

MONDAY 4TH APRIL, 5PM  
THE HILL COMMUNITY CENTRE,  
DOVER AVENUE,  
OX16 9JD

100% of parents would recommend this talk.

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. We build emotional well-being with kindness, using empowering partnerships in a safe and professional manner motivated by our Christian faith.

**HOW TO BOOK FACE TO FACE OR ONLINE SESSION:**

- Please follow the link or QR code and book 1 ticket per family group, through our website: <https://www.sitgap.org/managing-anxiety-workshop>, or send a text message to: 07444 435200.
- Prior to the session we will contact you and give you information for joining a zoom session.
- Workpack and merchandise to support all our talks are available from our online shop [www.sitgap.org/shop](http://www.sitgap.org/shop)

For more information scan the code or follow the website link

We have received a grant from Sanctuary Housing to support the provision of our anxiety talks.

**Sanctuary**

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**St Leonards School**  
Straight after school in the Hall

Tuesday 21st June 3:20pm.  
No booking necessary, just turn up.  
All are welcome.

\* Workpack and merchandise to support all our talks will be available at the event or from our online shop [www.sitgap.org/shop](http://www.sitgap.org/shop)

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**Sanctuary**

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:

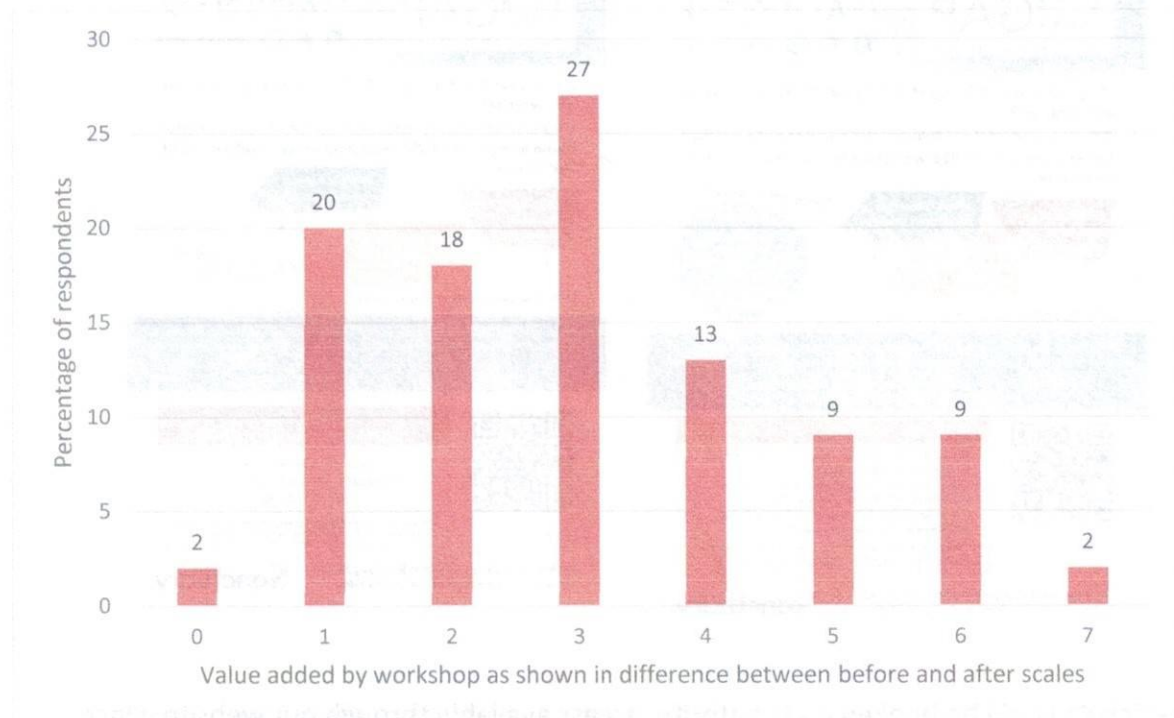
- "The workshop gave clear guidelines and an excellent presentation"*
- "We got lots of simple ways to help manage our child's anxiety now and I think it would really benefit others."*
- "It was very positive, it gave us hope and was delivered with such kindness"*
- "The workshop is very practical, very 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>



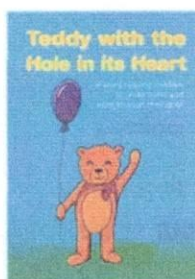
Standing in the Gap have produced a beautiful resource to support families as they understand and navigate the death of a loved one.

Available online [www.sitgap.org/managing-grief](http://www.sitgap.org/managing-grief) are four videos:

- ♦ Understanding the process of grief
- ♦ How do children process death and dying?
- ♦ How do I discuss death and dying with my child?
- ♦ How can I help my child work through their grief?



For more information  
scan the code or  
follow the website link.



The information is also supported by our Lovely 'Teddy with the Hole in its Heart' book – an illustrated story about a young teddy who is sad when someone they love dies and goes to see Old Teddy to find out why it hurts and what can be done to help to work through the grief.

**What people are saying about this book:**

"A beautiful book to help families talk about the sadness of losing someone you love, with lots of practical tips about things you can do together to help your hearts heal"  
Dr Claire Ashworth, Consultant in Palliative Medicine.

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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 14 <sup>th</sup> June 8pm	Understanding your four-year-old	Open to all
Weds 15 <sup>th</sup> June 7pm	Preparing for Secondary School	Open to all
Monday 4 <sup>th</sup> July 6.30pm	Preparing for Secondary School	Open to all
Fri 15 <sup>th</sup> July 8pm	Understanding your four-year-old	Open to all
Weds 29 <sup>th</sup> June	Preparing for Secondary School night 1	Warriner year 6 and parents only
Thurs 30 <sup>th</sup> June	Preparing for Secondary School night 2	Warriner year 6 and parents only

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

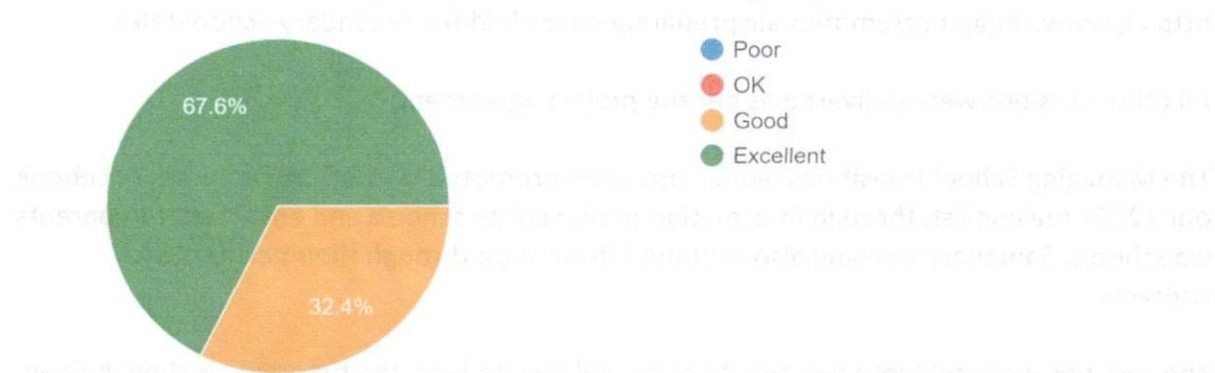
### Understanding your four-year-old and getting them ready for school

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"*

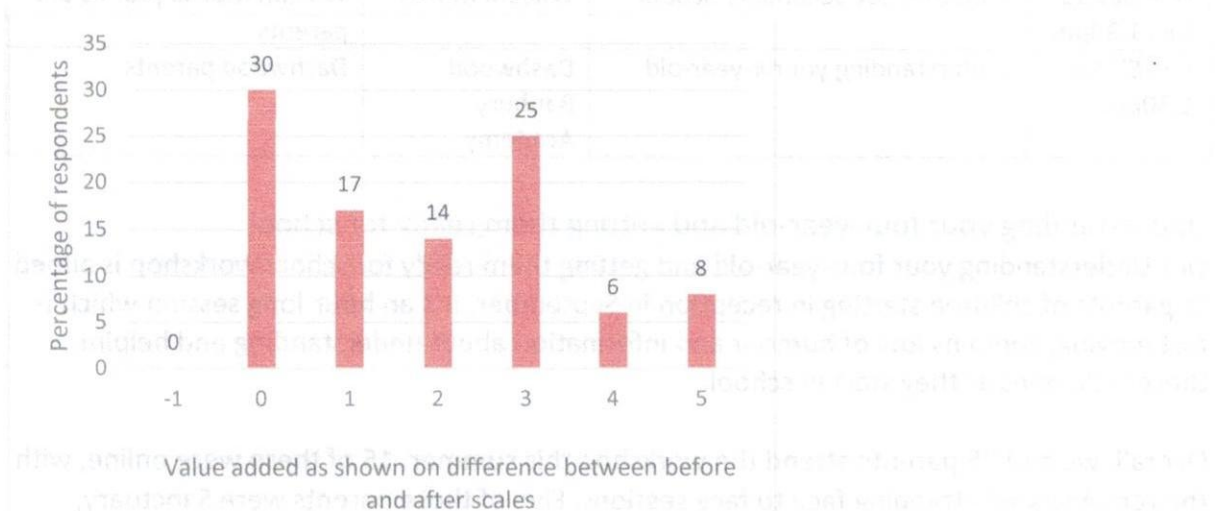
*"It gave me insight into understanding my child and what goes on in her brain"*

*"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

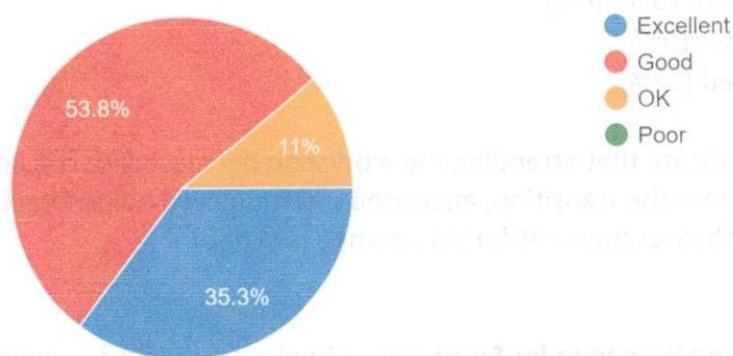
The Preparing for Secondary school workshop is aimed at both parents and year 6 students. The talk is divided into two main sections the initial part is aimed at the year 6s and the end part at the parents.

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:

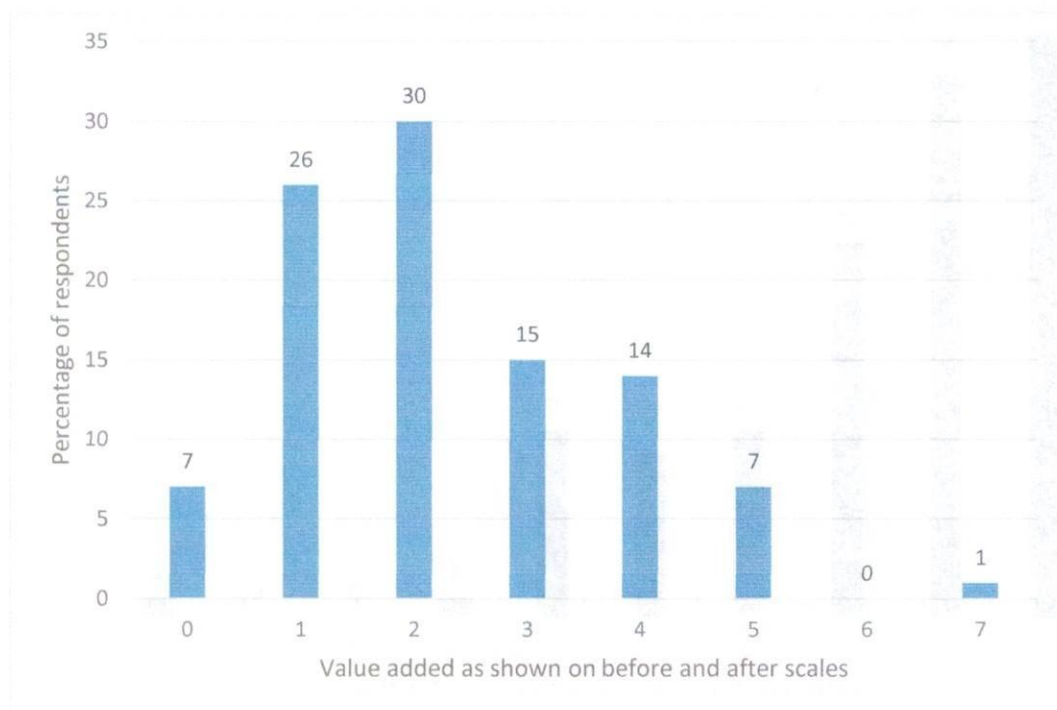
- Less worried (21%)
- Less anxious (17%)
- Less nervous (10%)
- Excited (35%)
- Looking forward to it (44%)
- Less questions (19%)
- More prepared (22%)

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*

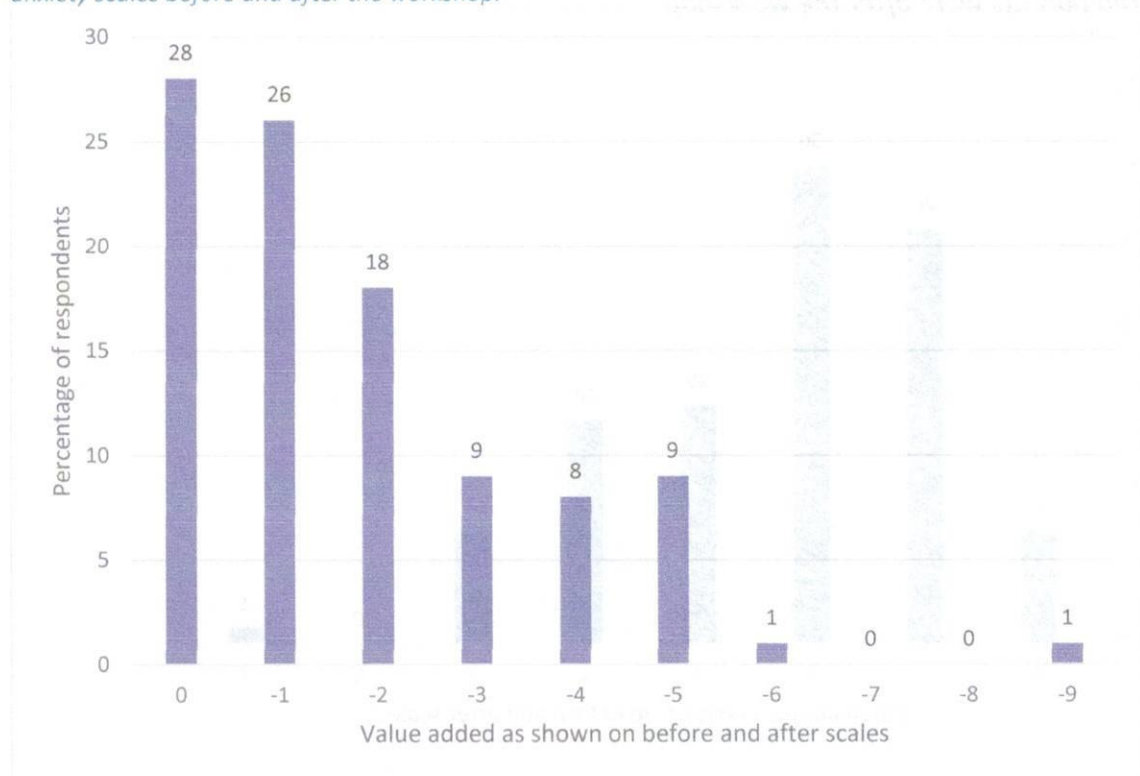


Graph 2 indicates that no parents felt less prepared through attending the workshop. 7% stated the workshop did not change how prepared they felt, but of these all were feeling very prepared already, so it possibly wasn't their first child attending secondary school. However, on a positive note they 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 score 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
<b>Our Operational priorities</b>	
Deliver monthly 'Managing Anxiety' workshops (6 online and 6 face to face)	We received funding from Sanctuary Housing from Feb 2022-Jan 2023 Our previous grant with them finished in Nov 2021- so we self funded 2 months while we discussed continuing the grant.  This has been achieved (plus got finance and have negotiate 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 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) 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 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
<b>Governance and Organisational Development</b>	
Embed our values in all that we do. If something we are considering doesn't fit with our values we won't 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 Discuss timeline at away day
<b>Publicity</b>	
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
<b>Fundraising</b>	
Prayer & Praise Celebration	Went very well- really encouraging
Deliver a range of fundraising events 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
<b>Empowering Partnerships</b>	
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 improve
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**.



### 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 in the 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

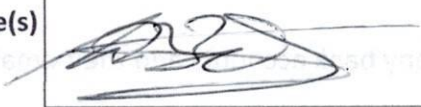

No funds are held by custodian trustees for Standing in the Gap.

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 financial year ending 30th September 2022 (Y5)

Receipts	Unrestricted	Restricted	total 2021/2022
<b>Voluntary receipts</b>			
Donations Individual:	4384.69	0	4384.69
Gift Aid recovered	915.55	0	915.55
<b>Grants received</b>			
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
<b>Grants Held</b>			
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
<b>Total brought over from Y4</b>	<b>4274.76</b>		
<b>Activities for Generating funds</b>			
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
<b>total income</b>	<b>6507.2</b>	<b>13082.65</b>	<b>19589.85</b>
<b>Total Held</b>			<b>23864.61</b>
<b>Payments</b>			
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
Miscellaneous	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
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total spend	5008.67	10987.71	15996.38
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Net income/spend in year			3593.47
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closing balance 30/9/22			15,648.50
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Accounts compiled and presented to Trustees on 1st Nov 2022

Signed:

Date:

29/10/2022

Michael Rafferty

Treasurer