

# DV CAREER & LEISURE SKILLS

## SKILLS & TRAINING:

### OUR SHED

Report to date for period January 2018 to  
December 2019

Business Plan January to December 2020

#### [Abstract](#)

The report details the activities and outcomes for Our Shed from September 2016 to December 2017 and provides details of the planned activities for the three years 2018, 2019, to be funded by the Big Local Grant, agreed and allocated to the Skills and Training Project in January 2015 by the Partnership Board of the Goldthorpe and Bolton Big Local. Details and Figures for Income Generating Courses outline the possible income to assist in funding the Community Workshops beyond the end of the Big Local funding and these figures are for 2020, when the Big Local Grant Funding finishes.

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## 1.

### Introduction

The Skills and Training Project emerged from a meeting with the Goldthorpe and Bolton on Dearne Partnership Board in 2015. The original Plan, written in response to community demand has provided the framework for subsequent developments and Phase One, the Community Workshop Our Shed was established in September 2016 when a permanent base for the project was rented at the Dearne Renaissance Centre (Appendix 7). Phase Two is on track and new courses and open days are ready to be implemented in Spring 2018, as soon as funding is released promotional material will be produced and registrations opened.

The Planning and development for Phase Three income generating courses is in progress.

## 2.

### Our Shed Community Workshops

An Open Day on 25th October 2016 was run to introduce the workshops to the community and gauge interest in different classes. Demonstrations of sewing, archaeology, and the model aero club were run throughout the day and a tour of the woodworking room.

Greatest interest was expressed for Sewing, IT and Woodworking, followed by archaeology and electronics.

In response to this interest the Pins and Needles Sewing Class started on 7th November with adults weekly in the afternoon and children after school every two weeks.

Woodworking Classes started on 14th November with Adults attending the afternoon classes and children with some adults in the evening.

An IT course began in mid November 2016 and ran until December.

Evening Classes in Electronics and Archaeology were run during January 2017 for 6 weeks.

Classes are promoted through the Our Shed Dearne Facebook Pages, the Goldthorpe & Bolton on Dearne Big Local website and Facebook, flyers, posters (displayed in local businesses and community hubs such as libraries) and by word of mouth and occasional newsletters. Newspaper advertising has not proved successful gaining zero response to a 1/4 page advert so is not regarded as a good use of funds.

The ethos of Our Shed is to provide free courses and workshops run for the benefit of the local community; as the purpose is not for profit and the tutor's fees are provided in the Skills and Training Project budget, the continuation of the classes is not number dependant.

The constraints that are normally imposed by adult education do not apply to this project and this has allowed the classes to grow slowly; they have developed a strong sense of loyalty among continuous attenders, who in their turn promote all the courses on offer and we have several floating attenders whose personal issues or

commitments make permanent attendance difficult. The ability to provide one to one tutor support as well as whole class-based exercises means that it is easy for anyone to re-join a class with the confidence that they will be fully supported.

Currently adult and children's sewing, woodworking and IT are running.

The practical classes are user driven, particularly the sewing and woodworking with many attending to work on specific projects with expert support. This creates a natural running time to the classes with adult sewing running continuously since it began and children's sewing, woodwork and IT running for shorter periods, generally, between 6 and 10 weeks. Attendance, interestingly, divides along gender lines; all of the first IT class and the majority of woodworkers were male (the female attenders continued coming for longer). The current woodworking class again has two females attending. The attendance at the current IT classes are all female. The IT classes in 2016 focussed on very basic confidence building exercises with a PC; the current group want support in using and getting the most out of a tablet. The children's sewing class has three or four female and one or two male pupils. The varying numbers are due to one girl who has family commitments and one boy who alternates between woodworking and sewing.

The sewing class encouraged by their achievements in making clothes agreed to do a fashion show for the Dearne Community Arts Festival and four women modelled two outfits each. The commentary was provided by a ten-year-old girl who attends the children's sewing classes. The event was a resounding success and we have been asked to do a show next year. There is considerable enthusiasm for this and outfits are already in planning. Given that some of the women who participated had never sewn anything and that they learned everything, including how to make their own pattern, this is an important measure of the value of these classes to the community. (Appendix 1 Case Studies)

Equally useful as a gauge is the degree to which those attending all our classes continue to promote them and recommend them to friends.

An archaeology community "Dig in the Garden" on 20th April took place in the Renaissance Centre garden with 8 children ranging from 5 to 12 years in age. They learned geophysical survey and recording with a resistivity meter, excavation of features, environmental sampling and accurate drawing of features. Indoor activities included identifying faunal remains and fine excavating of small finds from sand trays, recording their location and then identifying them using charts. All children were given a certificate to say they had attended. Two of the children had learning difficulties, one quite severe, and this achievement record was important for them. They stayed engaged and focussed throughout a long, tiring and demanding day and the archaeology tutors would both happily employ any of these children if they were old enough!

Video of the event was taken, and relevant permissions signed by parents to allow this to be used in promoting the skills project. A clip has been used in a video made for a Leeds City Museum Wellcome/Museum of London exhibition "Skeletons: Our Buried Bones".

From 26th June for 2 weeks a work experience placement was provided in Archaeology for a student from Dearne ALC.

Plans for the Model Aero Club are ongoing; discussions about access to land for flying are the priority. We have links with major model clubs at Barnsley and Pontefract and thus enabled the Model Planes to be displayed at the Arts Festival. In the meantime, we have run some model making sessions and an impromptu indoor flying session for electric models.

The free community workshops are successful and will continue whilst they can contribute to the wellbeing of users as effectively as they currently do. New courses are being planned and developed for 2018 and it is envisaged that some of these courses will also develop as part of Phase Two of the Skills and Training Project, eventually offering higher level training for work; initially offering a range of modules with confidence building and transferable skills at their core.

In July 2017, the Skills & Training project registered as a community interest company DV Career and Leisure Skills. (Appendix 2)

### **3.** **Staff Biographies**

Ray Stables

Born in the Dearne Valley, Ray worked in Electronic Engineering and Control Systems for over 30 years. He was a pioneer and a leader in Radio Control technology with an international reputation for problem solving and was fortunate in being able to pursue a career in something that was his hobby. The activities he and friends offered as part of the local Model Aero Club are still fondly remembered today and he is regularly approached by adults to reminisce about this and to ask if similar activities are available for themselves and their family.

He feels that he was fortunate to have this interest to inform his decision to work in the industry at a time when job choices were limited in an area where mining was seen as the only option. Rays knowledge and experience came from a passion for his subject and because his field was new he created his own pathway. He was sought after as a RC Engineer and worked at most of the major companies in the UK and on collaboration with companies in US, Germany and Japan. He advised the military on remote weapons technology and also worked on special effects for films including 'Thunderbird 6' and 'The Battle of Britain'.

Later in his career he gained a BSc. Hons at University of Sheffield with special commendation on the originality of his dissertation; he then took a PGCE in Design and Technology teaching, working at technical college until his retirement. Through engagement in the Skills and Training Project he would like to provide a children and young job seekers with a wider experience of what life has to offer in the form of practical workshops and day schools.

[www.apffa.freeuk.com](http://www.apffa.freeuk.com)

Janet Fletcher

Qualifying as an Archaeologist in 1985 Janet worked in the Manchester Museum of Science & Industry where she collaborated on a Guide to the Electricity Collection. She then specialised in Human Osteology and Palaeoanthropology through her MSc and Evolutionary Nutritional Physiology and Brain Development in her PhD. She lectured in Anatomy and Archaeology at University of Sheffield and in Archaeology and Evolutionary Anatomy at University of Leeds. She works closely with community engagement at Leeds Museums and Galleries and regularly contributes to exhibitions. Whilst running an archaeology project for severely learning-disabled adults with the Workers Educational Association she experienced the value of community archaeology in boosting confidence and enhancing life experience.

Janet works as a Consultant Osteoarchaeologist and is Director of the Chapel House Wood Ritual Landscape Study with an excavation in Wharfedale taking students from deprived backgrounds as well as University of Manchester undergraduate and postgraduate students. Work on her site has provided sampling for a major study of soil residue parasite loads in primary burials collaborating with researchers from Durham and Canada.

She collaborated with the Museum of London on a Facial Reconstruction for a display of hominid evolution and in the recent MOL/Wellcome Institute touring exhibition of skeletal material.

<https://independent.academia.edu/JanetFletcher>

Ray and Janet have run their own businesses and continue to maintain contacts in industry, commerce, culture and academia

Marria Naseer

Marria has a wide range of academic and practical skills. Her Psychology degree and her work in a multicultural environment brings a new dimension to the project in an area where the population is quite parochial in outlook. Her experience in Domestic Abuse support work gives her a pragmatic and sympathetic viewpoint and makes her very aware of the many problems that emerge from a community that has lost its economic and cultural focus.

Marria speaks 4 languages and as a translator is skilled at providing multilingual versions of complex information.

She has teaching and counselling qualifications and has wide experience of developing programmes and modules for theoretical and practical courses.

She has been working with Our Shed Community Workshops since 2016 providing sewing workshops and she is popular with children and adult learners, valued for her skill, a sense of humour that engages people, as well as her confidence in the ability of her students. Her focus and belief in her class made fashion designers and fashion models of them and culminated in a Fashion Show at the 2017 Dearne Community Arts Festival.

Danielle Haines

Danielle, the secretary for Our Shed, works as a retail manager and is a qualified NVQ level II Teaching Assistant. She has considerable experience of working with children, a skill that is invaluable to the project, particularly for the one-day workshops, enabling us to extend the events to a wider range of learning abilities and ages.

Danielle has lived in the Dearne Valley most of her life; has a great deal of local knowledge and a profound understanding of the changes and difficulties experienced by local people.

#### **4.** **Phase Two (2018) Goldthorpe & Bolton Big Local Grant Funded Activity**

##### **4.1** **Planned Courses.**

Film Studies. This was planned for September 2017 as part of the income generating stream of courses, but inception was delayed due to funding issues with the LTO when BCB initially refused to provide the next phase of our funding from July 2017. This project will not run as planned, i.e. taking fee paying students from the beginning. The early income bearing potential that was offered by this course and other associated skill sets has been demonstrated in the sheer volume of applicants (280 from first advert) for the training that is now offered independently by the individual who was to have worked as our Tutor. The funding when it was finally drawn down came too late for Our Shed to tap into this income stream.

The tutor has now agreed to provide some tuition for community workshops in Our Shed and to assist in developing fee paid courses that will be run jointly by him and a tutor from Rotherham College, but the early potential initial impact of this stream has been irrevocably lost to the project.

Photography The tutor who will be offering this course attends the sewing class and participated in the fashion show. She has strong links with her community and the local camera club who have members interested in the courses she will run. It is envisaged that the film studies and photography will provide some fee-paying courses and workshops together.

Performance Skills. This will cover activities that are aimed at a range of abilities. The focus is presentation of self and this will be linked with the Confidence building to assist job seekers.

Confidence Building. These courses will provide support for all ages, but it is envisaged that the highest take up will be from females. There has already been interest expressed through local contact and these courses will start in Spring 2018.

## DIY & Small Appliance Repairs

Both above subjects are a natural development in the practical skills courses that are a core part of Our Shed. Any of these courses are structured round the needs of the individual learners and provide a social network as well as developing skills and confidence. This is particularly good for male participants and especially older males whose social network can become restricted when they retire or if they lose their employment.

In addition to the above courses that will be in 6 or 10 week sessions there will be Day Workshops in:

Science  
Archaeology  
Music Recording Skills

Each will be a 6 hour session and will involve full participation in a range of relevant activities with the opportunity to gain a certificate.

Part of Phase Two involves providing career support and advice to schools and colleges through hands on workshops and talks. A series of science workshops will also be developed with local schools and offered to provide support for the Home Schooling Network. These will be delivered in association with Museums around Yorkshire and the North West. Two Workshops in this stream were successfully delivered in January and feedback was extremely positive (Appendix 3)

## **5.** **Phase Three (From July 2019)**

This will be the revenue generating stage of the project.

Discussions with employers and training providers have revealed skills gaps that can be filled by the Skills and Training centre. These courses will be funded by the employer or student and will be structured to provide high level skills.

Areas where Skills & Training has been specifically asked to provide support include:

Commercial dressmaking and design.

Archaeological skills passport and apprenticeship

Control Engineering

Relevant experienced and highly qualified tutor support is immediately available in these areas. The availability of these tutors allows the skills and training project to provide a degree of tailoring to suit the employers concerned and thus marks us as a unique training provider; this adds academic and financial value to our courses.

The academic and skills levels of the tutors involved with this project will enable us to offer courses for Continuing Professional Development to teaching staff in further and higher education and to staff in the engineering industry.

Plans to develop and expand some of the existing community workshop subjects into fee paid courses will be implemented in this phase. To keep overheads low the model for online courses is based on those provided by University of Minnesota Centre for Educational Innovation.

It is envisaged that revenue generated from this phase will introduce a level of financial sustainability to the Skills and Learning Project and continue to partially fund the free community workshops. The fees paid for the courses will also provide bursaries for local students. In kind donations in the form of preparation and teaching time given free will assist in providing match funding for further grant applications to sustain and develop the community workshops and community engagement.

## **5.1**

### **Income Generating Courses**

The preparation and initial teaching will be funded by the Goldthorpe and Bolton on Dearne Big Local Grant and is listed in the Grant Expenditure Budget Projection under Tutors Fees. This proportion of these projections are based on a specialist consultant fee equivalent to a professor's hourly rate of £45.00 per hour.

Cost projections for preparation and delivery of the online courses are included in Appendix 4.

## **5.2**

### **Background**

Interest in outsourcing the provision of specialist support skills training to DV Career and Leisure Skills has been expressed by several organisations in the public and private sector. The skills gaps identified are chronic and are evidenced even in graduate recruits. The Apprenticeship Levy has galvanised many employers into providing in-house apprenticeships and in turn this has the advantage that training can target the specific needs of the business. There are however areas where theory is a vital component, and this cannot always be delivered in-house.

The Government Green Paper 'Industrial Strategy: science and STEM skills' 3 – Closing the STEM Skills Gap, sections 44 to 50 highlights these issues and the problems in implementing change. A £300 million budget to develop research talent and £500 million investment in technical education (1)

As stated, experienced and highly qualified tutor support is immediately available to deliver relevant, tailored courses. This unique selling point, as well as enhancing their financial value, also means that courses offered by DV Career and Leisure Skills will not be duplicating more widely available course content. The quality of teaching will be a major asset in targeting employers and accessing government investment directly or indirectly through funded employers.

### **5.3**

#### **Preparation Time**

The average online course preparation time is based on current progress and on experience of preparation of similar class-based courses. The preparation time for new online courses tends to be longer than for that of in house courses and this has been considered. The average 100 hours is allowed for preparation (2)

Allocating an average preparation time has allowed a more effective budget projection. As noted in the Progress and Plan Report, contribution in kind has not been accounted for any phases of the project. It has been agreed by the Course Co-ordinators planning these courses that preparation time more than the estimated average will be donated free to the project up to a maximum of 10 hours per coordinator.

### **5.4**

#### **Course Value**

Initially, courses will offer certification but not accreditation. As the courses are developed in direct response to requirements discussed during negotiations with the relevant industry, accreditation is not regarded as necessary at this stage.

Accreditation may be sought when more general courses are made available under the credit transfer scheme.

### **5.5**

#### **Programme Structure**

Courses divide into streams.

##### **Stream 1**

Highly specialised content that will be targeted at training for specific subjects, where apprenticeship training needs to be supplemented with wider contextual knowledge. These have been under preparation for 6 months beginning with negotiation with apprenticing employers. The course content has been agreed and currently the specialised courses will offer Electrical and Electronic Engineering and Archaeological Science including Chronological Context, Theory, Methods and Practice.

##### **Stream 2**

More general courses will provide subjects that can contribute to building a C.V. and building a range of transferable skills. These will include Film and Photographic media, Language Translation Skills for Information Presentation, Psychology and Counselling Support Skills.

### Stream 3

#### In House Courses.

Training in Fashion Design and Development is a course being developed in response to the needs of small in-house design companies and it will include a basic practical component to satisfy the skills gap flagged recently by the larger companies. It requires intensive practical work and demands higher levels of contact hours with staff. It is therefore not feasible to offer this course as a distance learning module and it is being developed to run for 10 weeks comprising 5 hours contact time per week and assessed by practical workshops and submission of a performance piece.

Forensic Osteoarchaeology is a module available as addition to the online Archaeological Science course or as a stand-alone module open to all. The hands-on nature of this module means that whilst it can take place as a distance learning option there will have to be compulsory workshops organised in conjunction with Leeds Museums Discovery Centre and Biomedical Egyptology at University of Manchester. These classes will therefore involve high levels of tutor contact time in the form of video links to real time lectures with seminars and practical workshops.

### 5.6

#### Course Prices

Pricing is based on the level of training offered. There will be an option for the Distance Learning component to offer Hybrid courses where online learning can be supplemented with contact time in the form of attendance at workshops. For the Specialist content courses, the form of the course will be agreed in advance of student registration and any component workshop will be delivered in-house at DV CLS or at a location agreed by the apprenticing employers; each workshop will take place once during the duration of the course. For the more general courses, workshops will be offered twice a year and bookings can be made at the time of course registration or a minimum of 6 weeks prior to the workshop, whichever is soonest.

Running as a hybrid course will attract additional fees.

(Appendix 5)

### 6.

#### Budget Projection.

The Budget outline for the Goldthorpe and Bolton on Dearne Big Local Grant and the Business Plan that is submitted with this report is based on a recommended Government templates for grant-based and business budgeting, with relevant adaptation of expenditure headings adjusted to suit the requirements of the Skills & Training Project.

In Kind contributions have not been considered.

Spending to date has been low due to limitations imposed by various administrative issues. These have caused considerable difficulties for the Skills Project and consequently the planned spend initially envisaged in the original Big Local Plan has not been implemented. The Budget Projection accompanying this report provides a detailed breakdown of the full agreed allocated grant outstanding. Of the original allocation of £250,000 a total of £26,531.54 has been spent as follows:

Receipts submitted to Locally Trusted Organisations	
Voluntary Action Barnsley	£ 481.54
Barnsley Community Build	£ 1,050.00
Transfer into Our Shed Bank Account	£25,000.00

The Grant budget projection does not take account of the potential earnings from the fee-paying courses. A projected income and expenditure sheet for these Phases of the project is attached as Appendix 4.2 a & b Budget Projection for Fee Paid Courses and 4.3 Income & Expenditure for Phase 3 Course Streams and Community Workshops for 2020.

The grant allocation is aimed at community engagement through events and day workshops, expanding the community courses and developing and initially supporting the online fee-paying courses. Also, taster sessions in the subjects planned for the fee paid courses will provide additional cost-effective market research and help to set up the framework for a revenue stream. These sessions will also provide ongoing continuing professional development for staff and ensure their full engagement with the project.

Accordingly, the budget projection (Appendix 4.1) accounts for balance of the allocated Big Local Lottery Grant still available, £150,000; this is not the full amount agreed and allocated by the Partnership Board in 2015, what should be remaining at January 2018 is £223,468.46. This shortfall of £73,468.46 will impede the expansion of the community-based activities from 2020 when the project becomes predominantly dependent on the fee-paying courses and will lead to a reduction in these activities. (Appendix 8).

The Skills and Training Project has no tangible assets to realise so cannot seek capital funding and therefore it was understood and accepted that a high level of grant support was required (Appendix 6).

The projections for the Income Based courses (Appendix 4) are based on the following premises:

Students Enrolling for Courses:

Stream 1 6 per 10 week course  
Stream 2 3 per 6 week course  
Stream 3 6 per 10 week course  
6 per 6 week course

Full student numbers enrolled in each stream attending relevant workshops

These recruitment levels are based on experience of the lowest level of recruitment for courses in the specific subject areas and academic levels; these figures are based on surveys collated and published in the Online Journal of Distance Learning Administration.

Discussions with employers providing students for courses in Stream 1 and Stream 3 indicate that the average recruitment will be 6 to 10 students. As noted there is a maximum of 30 per course but initially recruitment for Streams 1 and 3 is unlikely to reach these numbers until the courses become established.

Stream 2 courses are aimed at a more general audience, with the hope that some may be bursaried local students and the assumption of very low initial recruitment is based on a mix of bursary and fee payed recruitment. It is possible that the Film & Photographic Media course may attract considerably larger numbers based on response to a similar course run by the coordinating tutor, however to provide a realistic view based on research, the same level of recruitment has been predicated for all Stream 3 courses.

Course timetables and fees are detailed in Appendix 5

## 7. SUMMARY

DV Career & Leisure Skills through Our Shed and the Skills and Training Project are on track with the outcomes laid out in the original plan formulated in 2015 (Appendix 6).

It is hoped that discussion with the LTO will resolve the issues previously experienced in the drawing down of funding now that the approval letter for the Goldthorpe & Bolton on Dearne Big Local Plan Review has been received.

Big Local Grant allocation, as intended from the beginning and as discussed in detail since then in written reports and at Partnership Board meetings, has always focussed on provision for excellence in community learning, providing fee free workshops at a high standard of tuition. The sudden reduction in the level of this grant has been a blow to the project and it is a testimony to the determination and commitment to the legacy of this project by the individuals involved that they have decided to continue.

The Skills & Training Project has made strong links with institutions and individuals outside the area who can assist in delivery and support of both free and fee paid advanced learning and who are advising on the structure this can take.

Basic courses are run very effectively by many organisations in the local area; Our Shed offers more through its core emphasis on practical skills, to give people confidence in their abilities and skills for lifestyle and for work.

The Skills and Training project takes this beyond the classroom to engage with the community, thus promoting the skills project and Big Local. Further afield we have raised awareness of the economic, academic and cultural potential of the Dearne Valley through links with universities, museums, science institutes and industry. Those engaged in running the project and providing professional support and advice have backgrounds in these areas; their experience and contacts are the major asset of the project.

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## References

1.

Freeman, L.A. (2015) Instructor Time Requirements to Develop and Teach Online Courses Online Jnl of Distance Learning Administration Vol XVIII (1) Spring 2015

<https://www.westga.edu/~distance/ojdla/spring181/freeman181.html>

2.

The Government Green Paper 'Industrial Strategy: science and STEM skills' 3 – Closing the STEM Skills Gap, sections 44 to 50

<https://publications.parliament.uk/pa/cm201617/cmselect/cmsctech/991/99106.htm>

## **Appendix 1 Case Studies**

Anna started sewing workshops in 2016. She had previously attended paid classes but had recently lost her job and was grateful for the free courses offered by Our Shed. She also confessed to a lack of confidence and due to the support of the Tutor and of the rest of the group including the exchange of skills, ideas and praise for finished projects, Anna regained her confidence. She has gone back into employment and she made the clothes she wore to interview and in her new job. She is working for a charitable group and continues to promote Our Shed through her activities.

Our first young modeller to sign up has only recently moved into the area and is still trying to integrate. This is made more difficult by his autism. He is fully engaged by the model flying and has also joined the woodworking and sewing, including a sewing bee for the Dearne Churches Together. These workshops are providing him with outlets for his intellectual energy, improving his behaviour and the opportunity to socialise. He has moved to the local school and is bringing a new friend to classes.

**Appendix 2 DV Career & Leisure Skills CIC: Certificate of Incorporation**



**CERTIFICATE OF INCORPORATION  
OF A  
COMMUNITY INTEREST COMPANY**

Company Number **10871932**

The Registrar of Companies for England and Wales, hereby certifies that

**DV CAREER AND LEISURE SKILLS C.I.C.**

is this day incorporated under the Companies Act 2006 as a private company, that the company is limited by guarantee, and the situation of its registered office is in England and Wales

Given at Companies House on **18th July 2017**



Companies House



### Appendix 3 Feedback Email

**From:** "Haigh, Natalie" <[natalie.haigh@leeds.gov.uk](mailto:natalie.haigh@leeds.gov.uk)>  
**Date:** 4 January 2018 15:15:24 GMT  
**To:** Janet Fletcher <[jfletcherleeds@talktalk.net](mailto:jfletcherleeds@talktalk.net)>  
**Subject:** FW: CSI Bones HE workshop

To Janet and Ray

THANK YOU!

Delightful feedback from Helen and Charlotte. I'll be pulling together an evaluation so will share more loveliness with you soon!

The email below says it all really, lifelong learning at its best. I learnt a huge amount and am excited for the next time we can do a CSI workshop!

Best wishes

Natalie

**Natalie Haigh**

Learning and Access Officer

Leeds City Museum, Cookridge St, LS2 8BH

0113 3787122

[leeds.gov.uk/citymuseum](http://leeds.gov.uk/citymuseum)

**From:** [stiltwalker78@gmail.com](mailto:stiltwalker78@gmail.com) [mailto:[stiltwalker78@gmail.com](mailto:stiltwalker78@gmail.com)]  
**Sent:** 03 January 2018 23:20  
**To:** Haigh, Natalie <[natalie.haigh@leeds.gov.uk](mailto:natalie.haigh@leeds.gov.uk)>  
**Subject:** RE: CSI Bones HE workshop

Hi Natalie

I wanted to say thanks again for today – I'm not sure my evaluation form really did today justice so if you would please take this email as further feedback. I always struggle with forms as I generally seem to need an 'other' box for everything.

Today was possibly one of the best home education workshops that we have attended in our year of home education, and there have been a lot! It was a perfect mix of accessible information together with a level of challenge to the children which is sometimes missing – all the children were asked to work a little and think a little and I'm sure gained a real insight into a new area for them – I know I did and I'm an almost 40 year old mum and lifelong student.

Charlotte loved the experience – she looked forward to it (thanks in big part to having the vocab to practice and play with prior to the workshop) and has enjoyed telling daddy about it at home. She was rather cross though that her battery ran out on the train home so she was unable to tell everyone else in the carriage (and the train was delayed for 25 minutes!!) She instead instructed me via sign to continue our game which was a reworking of the standard head, shoulders knees and toes which had become cranium, scapula,



patella, phalanges!! I'm sure it will become a classic 😊 Could you please also pass our thanks onto Janet, Ray and Sam – they were fantastic facilitators and both Charlotte and I learnt a lot.

We very much look forward to attending future home education workshops at the museum and hope to be seeing you soon.

Kind regards and many thanks

Helen

## Appendix 4 Budget Projections and Cash Flow

### 4.1 Grant Budget Projection

INCOME 2018 - 2020		EXPENDITURE PROJECTIONS	2018		2019		
			Jan-Jun	Jul-Dec	Jan-Jun	Jul-Dec	
BIG LOCAL GRANT ALLOCATION	150,000.00	Staff	17500	17500	17500	21875	
		Rent	2100	2100	4000	4000	
		Office	125	125	250	250	
		Insurance	675	0	1000	0	
		Telephone	250	250	350	350	
		Project Equipment:					
		Purchase	950	600	400	400	
		Maintenance	200	200	300	500	
		Hire	0	0	5700	5700	
		Event Costs:	0	800	3500	3500	
		Course Consumables	500	625	500	500	
		Promotion	600	600	600	600	
		Website	1000	0	200	0	
		Transport/Travel Costs	500	700	1500	1500	
		Educational costs	0	0	5000	5000	
		Contingency	600	1500	4000	4000	
		TOTAL	25000	25000	44800	48175	142975
		BALANCE	125000	100000	55200	7025	7,025.00

## Appendix 4 Budget Projections and Cash Flow

### 4.2a Paid courses Budget Projection- Income

Projected Income		Jul to Dec 2019	Jan to Jun 2020	Jul - Dec 2020	
STREAM					
1	Online Courses	£7,200.00	£7,200.00	£7,200.00	
	Workshop		£1,800.00		
STREAM					
2	Online Courses	£1,080.00	£2,160.00	£1,080.00	
	Workshops		£540.00		
STREAM					
3	Online Courses				
	In House				
	Courses	£2,400.00		£2,400.00	
	Workshops		£840.00		
	<b>1+2+3</b>	<b>£10,680.00</b>	<b>£12,540.00</b>	<b>£10,680.00</b>	
	<b>TOTAL INCOME</b>				<b>£33,900.00</b>

## Appendix 4 Budget Projections and Cash Flow

### 4.2b Paid courses Budget Projection- Delivery Costs

Projected Delivery Costs	Allocation/Hr		Jul to Dec 2019	Jan to Jun 2020	Jul - Dec 2020	
Tutors Fees		<b>STREAM 1</b>				
Preparation	£20.00		£1,200.00	£1,200.00	£1,200.00	
Contact	£40.00		£1,200.00	£1,200.00	£1,200.00	
Workshop	£40.00			£720.00		
W/shop Admin	£30.00			£180.00		
Assessment	£20.00		£540.00		£540.00	
		<b>TOTAL 1</b>	<b>£2,940.00</b>	<b>£3,300.00</b>	<b>£2,940.00</b>	
		<b>STREAM 2</b>				
Preparation	£20.00		£240.00	£480.00	£720.00	
Contact	£40.00		£240.00	£480.00	£720.00	
Workshop	£40.00			£480.00	£240.00	
W/shop Admin	£30.00			£90.00		
Assessment	£20.00		£90.00	£180.00	£90.00	
		<b>TOTAL 2</b>	<b>£570.00</b>	<b>£1,710.00</b>	<b>£1,770.00</b>	
		<b>STREAM 3</b>				
Preparation	£20.00		£240.00		£240.00	
Contact	£40.00		£240.00		£240.00	
Workshop	£40.00			£320.00		
W/shop Admin	£30.00			£120.00		
Assessment	£20.00		£180.00		£180.00	
		<b>TOTAL 3</b>	<b>£660.00</b>	<b>£440.00</b>	<b>£660.00</b>	
		<b>1+2+3</b>	<b>£4,170.00</b>	<b>£5,450.00</b>	<b>£5,370.00</b>	
<b>TOTAL FEES</b>						<b>£14,990.00</b>

## Appendix 4 Budget Projections and Cash Flow

### 4.3 Income & Expenditure Projection

JAN-DEC 2020

#### INCOME

Fee Paying	
Courses	£23,220.00
Grant	£7,025.00
<b>TOTAL INCOME</b>	<b>£30,245.00</b>

#### EXPENDITURE

Tutors Fees:	
Fee paying courses	£10,820.00
Free Community workshops	£3,840.00
Overheads:	
Rent	£5,000.00
Insurance	£1,000.00
Telephone	£300.00
Office	£100.00
Project Equipment:	
Purchase	£1,000.00
Maintenance	£100.00
Hire	£500.00
Consumables	£500.00
Website	£200.00
Promotion	£500.00
Transport/Travel	£750.00
Educational Costs	£2,500.00
Contingency	£2,500.00

**TOTAL EXPENDITURE**                      **£29,610.00**

**BALANCE**

**£635.00**

## Appendix 5 Course Timetables and Fees

STREAM	COURSE	COURSE CODE	COURSE (Workshop) FEE/STUDENT	AUTUMN 2019	SPRING 2020	SUMMER 2020	AUTUMN 2020
1	1.1	<b>E</b> Electronics	£400.00 (£100.00)	E	E	W E	E
Duration	1.2	<b>EE</b> Electrical Engineering	£400.00 (£100.00)	EE	EE	W EE	EE
10 weeks	1.3	<b>AC</b> Archaeological Chronology	£400.00	AC			AC
	1.4	<b>AMT</b> Archaeology Method & Theory	£400.00 (£100.00)		AMT	W AMT	
2	2.1	<b>FPM</b> Film & Photographic Media	£360.00 (£60.00)		FPM	W FPM	
Duration 6 weeks	2.2	<b>LT</b> Language Translation for Information Presentation	£360.00 (£60.00)		LT	W LT	
	2.3	<b>PCS</b> Psychology & Counselling Support Skills	£360.00 (£60.00)	PCS	W PCS		PCS
3 Duration 10 weeks	3.1	<b>FDD</b> Fashion Design & Development	£400.00				FDD
Duration 6 weeks	3.2	<b>FO</b> Forensic Osteoarchaeology	£400.00 (£70.00)	FO	W FO	W FO	

## Appendix 6 Introductory Plan for Skills & Training Project

<b>Questions to consider and look into</b>	<b>Possible Answers</b> (Complete as many as possible)
<b>What is the intended outcome of this idea?</b> (What it will look like and what it will achieve)	<ul style="list-style-type: none"> <li>• Initially the delivery of a wide range of skills including electronics, crafts, surveying, conservation of artefacts, research, environmental, ecology etc</li> <li>• Continuously To progress some of the learners to employment and starting businesses</li> <li>• In the long term to standardise delivery and apply for accreditation of courses through trade bodies and universities</li> <li>• Become a Centre of Excellence in Teaching and Learning</li> </ul>
<b>How to do it</b> (options to make it happen)	<ul style="list-style-type: none"> <li>• Identify and enlist local interest; target all ages via schools, colleges, local interest groups</li> <li>• Provide experts to deliver training, workshops and courses</li> <li>• Run taster sessions</li> <li>• Identify possible premises</li> </ul>
<b>Who needs to be involved?</b> (Who will lead on it, who will actually do it and who could help)	Competent individuals to deliver skills Buy in expertise as required ( initially) Lead by project proposers and others with relevant skills base and interest.
<b>Timeline</b> (Duration, when will/could it happen?, How long will it take to do?, How long will it last?)	A few small scale taster sessions can be organised and delivered immediately once the audience is identified 6- 12 - months Identification of permanent premises 12 months and ongoing -Expansion of skills delivery base Ongoing – developing links to universities, trade bodies. Continuing delivery of skills and training.
<b>Cost</b> (How much is needed in total to make it happen?)	£250,000 A breakdown of costs for individual components of the project are still in the preliminary stage and dependent on the levels of expertise in skills training that can be sourced locally and how much needs to be bought in initially
<b>What do we get for our money?</b>	The project will be fulfilling the Big Local priorities for increased skills and confidence at both individual and community level by improving opportunities and expanding knowledge. Bringing in learners from outside the area will increase awareness of the Dearne Valley and its benefits and interest businesses. The distribution of skills will improve the area practically and through the ambience generated from increased confidence

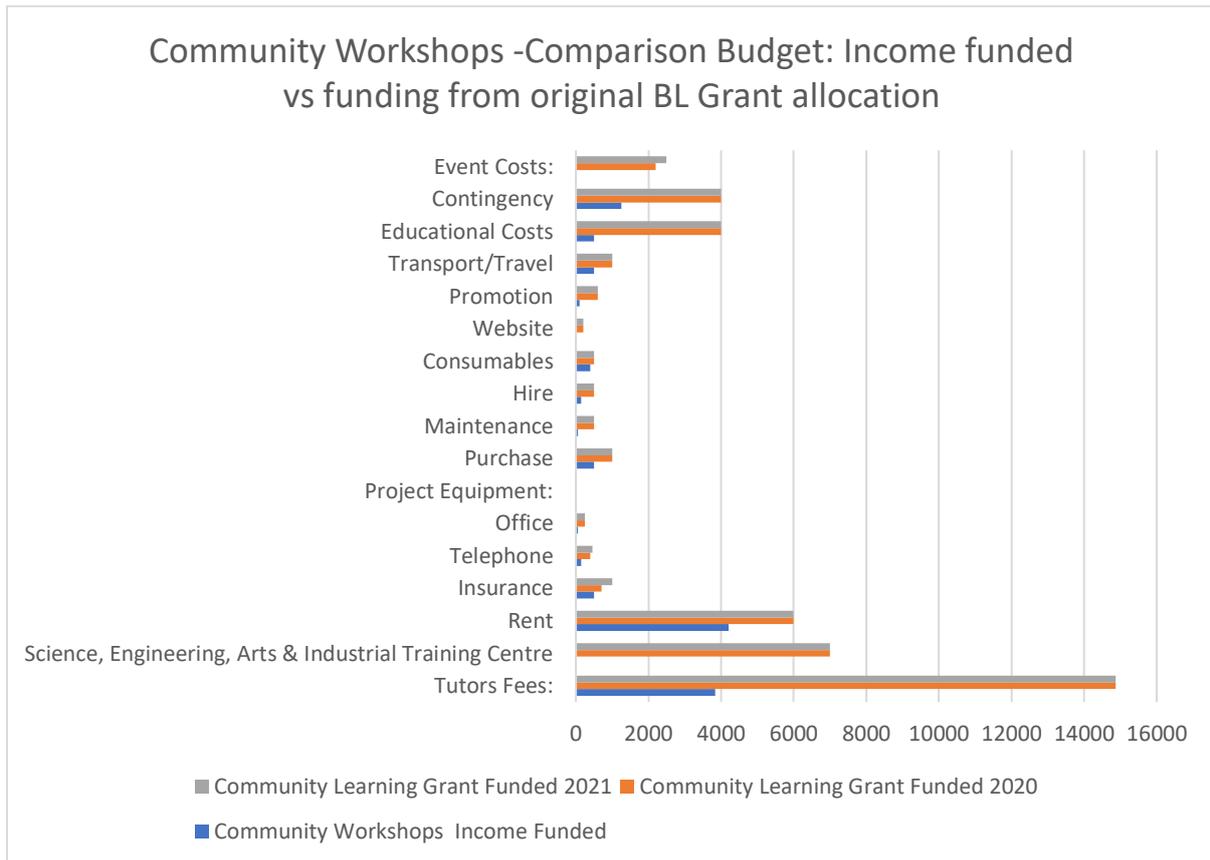
<p><b>Opportunity to make money</b> (Social Investment, Financial return, Who else could contribute [ Cash/ In Kind ], match funding)</p>	<p>Initially this will be very small scale from fees for services provided by trainees for example. In the long term the establishment of business based learning will generate income as will the opening of fee based training to students from outside the area</p>
<p><b>Milestones to success</b></p> <p>(What achievements will show us that we are heading the right direction? e.g. what we hope to achieve in first 6 months to a year, interested people contacted, action group formed, community know about it, other groups involved etc.)</p>	<p><b>First 6 months:</b></p> <ol style="list-style-type: none"> <li>1. Identify and enlist expertise and student base</li> <li>2. Deliver a series of workshops and short courses</li> <li>3. Identify permanent premises to enable the expansion of the courses</li> <li>4. Set up development committee</li> </ol> <p><b>First 12 months:</b></p> <ol style="list-style-type: none"> <li>A. Deliver longer training courses</li> <li>B. Start to establish small scale income generation</li> <li>C. Establish reputation for targeted well focussed skills learning that involves the cooperation of the learner in where they wish to go next</li> </ol> <p><b>Ongoing beyond 12months:</b></p> <ol style="list-style-type: none"> <li>I. Progress of some learners to advanced modules</li> <li>II. Train some learners from advanced modules for delivery of teaching in their subject area</li> <li>III. Start to expand learner Base</li> <li>IV. Establish accreditation</li> <li>V. Establish Centre for Excellence in Teaching and Learning</li> </ol>
<p><b>Publicity / Promotion</b></p> <p>(How will it be branded and how will you keep people informed e.g. Big Local Plaque)</p>	<p>Create a web presence with the Big Local Home page as soon as possible development of this would be ongoing and constantly updated as part of the skills training. Initially provide copy for local press. Produce flyers to interest relevant groups. Set up visits and meetings between BL Skills committee and sources for potential learners – schools, colleges etc</p> <p>Organise open days with the opportunity for activities and engagement</p> <p>Ongoing provide wider based copy and advertising in national and trade journals. Continue with open days. Brand all publicity with BL.</p> <p>Utilise the community cinema to promote the project (and all projects) Provide commercials for the BL projects in the form of short videos produced by trainees in media skills.</p>
<p><b>Could it link to or overlap with any ideas from other themes?</b></p>	<p><b>Specific Proposed Projects:</b> there would be potential for cooperation with the Community Building project and the Community Farm project. The Community Furniture Shop could be supplied with items refurbished by apprentices, including electrical and electronic goods. Involvement with other projects also has the potential to provide business training and experience for apprentices.</p> <p><b>General Themes for projects:</b> Community spirit would involve putting skills to use for the benefit of the community; <b>Leisure activities:</b> Not all learners would</p>

	<p>want to develop skills to earn a living, by making this available for all age groups the community and the project benefit from a wide knowledge base and those who want to develop hobbies or just learning for interest can do so; Environmental Improvement: The project will provide a wide range skills to contribute to this e.g. training in electrical repairs or furniture restoration recycles.</p> <p>Making Big Local Happen: The project engages a wide range of people from all age and skills groups .</p> <p>Expansion of the project within and beyond Bolton, Highgate and Goldthorpe will put the Big Local and Dearne Valley on the map</p>
<p><b>How will we know if it's working?</b> (How will we measure of success?)</p>	<p>Taking skills into the community by providing services, opening businesses to commercially realise these skills. Training learners to go on and deliver skills when qualified will perpetuate the project. Bringing interests from outside who engage with the community to improve it. Increasing employability e.g. problem solving, widening experiences to make people attractive to employers</p>
<p><b>How will it make life better for people living in the area?</b> (How many will benefit and how)</p>	<p>The project will engage everybody and provide the assurance that there is the means for anyone to increase knowledge and develop new or improve existing skills. This gives confidence to all concerned that all generations have access to a valuable resource.</p>
<p><b>How will/could it help to keep local people actively involved in Big Local (&amp; Community)</b></p>	<p>Community activities, constant recruitment, engaging with community through open days or galas. Running activities to involve everyone.</p>
<p><b>How does it support our Big Local Vision?</b></p>	<p>Provides opportunities for people with appropriate skills and no facilities to engage in them (retired trades people, hobbyists etc) to contribute knowledge and a skills base, provides contact between all generations. Reinforces a sense of the community heritage as well as providing a base for future development.</p>
<p><b>Which National Big Local Priorities does it support?</b></p>	<p>Communities will be better able to identify local needs and take action in response to them</p> <p>People will have increased skills and confidence so that they can continue to identify and respond to local needs in the future</p> <p>The community will make a difference to the needs it prioritises</p> <p>People will feel that their area is a better place to live.</p>

## Appendix 7 Premises Rent Agreement

<h1>AGREEMENT</h1>		
<h2>between Dearne Partnership Venture (DPV) and Our Shed (OS)</h2>		
<h3>for use of facilities at Dearne Renaissance Centre</h3>		
<b>Dearne Partnership Venture will be responsible for providing the following:</b>		
<ul style="list-style-type: none"><li>• utilities</li><li>• use of photocopier and shredder</li><li>• hire of rooms at reduced rates</li><li>• kitchen facilities</li><li>• keys for the building and office</li><li>• codes for door entry and alarm</li><li>• induction training</li></ul>		
<b>Our Shed will be responsible for paying the following:</b>		
<ul style="list-style-type: none"><li>• rent of £350 pcm in advance</li><li>• a returnable deposit of £700 against damages</li><li>• photocopier use on receipt of invoice</li><li>• room hire on receipt of invoice</li></ul>		
<b>Terms</b>		
<ul style="list-style-type: none"><li>• the premises are available for use any day between 8 a.m. and 9 p.m.</li><li>• any electrical equipment must conform with Electricity at Work regulations</li><li>• any accident or injury should be recorded and reported to the DPV contact</li><li>• alcohol is not allowed on the premises without advance permission of the DPV contact</li><li>• hazardous substances are not allowed on the premises</li><li>• at least one of the named OS contacts must be on the premises for the duration of any activity</li><li>• the premises and contents should be treated with appropriate care</li><li>• consideration should be shown towards other users of the premises</li><li>• health &amp; safety requirements should be adhered to</li></ul>		
<b>Termination</b>		
This agreement may be terminated by mutual agreement or by either party giving one calendar month's notice to the other party.		
<b>Contacts</b>	DPV: Malcolm Jevons	OS: Janet Fletcher, Ray Stables
	<u>Dearne Partnership Venture</u>	<u>Our Shed</u>
Signature	<u>M Jevons</u>	<u>J. Fletcher</u> <u>Ray Stables</u>
Name	<u>MALCOLM JEVONS</u>	<u>JANET FLETCHER</u> <u>RAY STABLES</u>
Position	<u>DIRECTOR</u>	<u>TREASURER</u> <u>CHAIR</u> <u>OURSHED</u>
Date	<u>24/5/16</u>	<u>24<sup>th</sup> May 2016</u>
The Renaissance Centre, Priory Rd, Bolton upon Dearne, Rotherham S63 8AE Phone: 01709 894927		

**Appendix 8. Income vs Grant based Budget Comparison Data Community Workshops**



The current grant for the Skills & Training Project is £150,000.

The chart shows the planned activity expenditure on Community Workshops from the Original Funding Allocation of £250,000 for 2020 and 2021 compared with the projected Income funded expenditure.

Dependence on Income funding two years earlier than planned will cause some of the Community workshops to be reduced from the levels offered in 2018.

This will also have an impact on reinvestment into the Income based courses.

# OUR SHED

Renaissance Centre  
Priory Road  
Bolton on Dearne

[oursheddearne@gmail.com](mailto:oursheddearne@gmail.com)

07486 015248

## **Roles & Responsibilities, Principles & Values, Membership and Code of Conduct**

Our Shed is a project aimed at involving the whole community. It is part of **The Skills and Training Project and** is based at the Dearne Renaissance Centre (nr.old Lacewood School) on Priory Road, Bolton on Dearne and offers learning for interest and for fun, the opportunity to develop or pursue useful skills and hobbies and to meet new people.

# Project Partnership Principles

Members of the partnership agree to:

1. **Demonstrate commitment to improving life for everyone in the area**
2. **Encourage others to be involved**
3. **Identify and use their skills and abilities to support the project**
4. **Attend and actively take part in meetings and events**
5. **Understand their role**
6. **Ensure delivery of our Our Shed project aims**
7. **Work effectively both as individuals and a team**
8. **Exercise effective control in the Our Shed environment**
9. **Behave with honesty, integrity and respect**
10. **Be open and accountable**

## Rules of Membership

The partnership should be representative of Our Shed Area. Membership is open to anyone living in the area and as far as possible efforts will be made to ensure that membership is inclusive and representative of all sectors of our community. The partnership will be resident led and will always have a majority of local residents. That said the intention is to work together with any individuals or partner groups and organisations that actively support our Vision for the area.

## Partnership Members

The Titled positions in the Partnership consist of:

**Chair**

**Secretary**

**Treasurer**

**In total there are**

- **3 resident spaces** – The intention is to include a range of individuals from Goldthorpe, Bolton and Highgate, with three spaces available to individuals living outside the area but willing to actively support Our Shed; all partnership members agree to represent and work in the interests of the whole Our Shed area. Where a resident is a member of a local group or organisation they must declare this and avoid any conflict of interests when decisions are being made.

- **Titled positions**– These positions should ideally be filled by residents but the chair can be an additional space to the resident spaces. The Chair will be nominated and agreed annually by the partnership as part of our annual partnership review. Where more than one individual is nominated to be chair the partnership will vote to decide.
- **Non-voting partner representatives** – These positions will provide support and professional advice as and when appropriate.

It is understood that from time to time different partners and agencies will need to be involved to help deliver our Our Shed Plan and we will invite others to attend meetings or join project groups or sub-groups as and when necessary. This will ensure we have the right level of representation, skills and expertise to deliver our project.

Once the initial partnership has been formed, anyone else who is interested in becoming a member of the partnership will need to complete the following application process.

- Applicants must attend and take part in at least 4 Our Shed meetings or events before they can apply for membership.
- Applicants must complete an application form to say why they want to be on the partnership and outline what skills and experience they can add to the partnership
- Current members of the partnership will decide who is accepted onto the partnership
- New members must agree to the Partnership Principles and Code of Conduct

Membership will be reviewed once a year as part of our annual partnership review. Any members who have missed 3 consecutive partnership meetings without sending their apologies will be deemed to have left the partnership and their space will be made available for others who are more committed to being involved.

A member can decide to leave the partnership at any time.

### **Decision Making**

The partnership will always seek to make decisions by consensus, with everyone agreeing to accept and support the decisions made. If a vote is needed to make a decision the chair will clearly outline the options and members of the partnership will vote on their preferred option. The majority vote will decide and all members of the partnership will accept and support the decision once made. In the event that there is no decisive vote the Chair will have the casting vote, as long as this does not present a direct conflict of interest, in which case the chair will abstain from the vote and the secretary will have the casting vote.

## **Declaration of interest and loyalty example**

Where a member has a clear private or personal interest in a matter under consideration, they must declare that interest and, if necessary, withdraw from the meeting. The interest need not be of a purely financial nature but could include membership of a club or organisation connected with the matter under discussion. Interests can be positive or negative especially where a competitive element is introduced. For example, a member may wish to support a particular course of action because it impacts more favourably on an organisation they are a member of, or impacts favourably on their friends/relatives. Our Shed partnerships need to work out when a member has to withdraw from the meeting because we recognise that most people in the partnership will know the people and organisations under discussion. If in doubt, an individual should avoid being in any position where suspicion could be raised for any appearance of improper conduct - if in doubt, the individual should declare the interest and seek guidance for future meetings.

Where an individual has declared an interest a statement should appear in the notes of the meeting.

For example:

XXX declared a financial/non-financial interest in the above item and withdrew from the meeting, taking no part in the discussion or decision.

or

XXX declared non-financial interest in the above item and remained in the room during its consideration, but took no part in the discussion or decision.

## **Guidance on confidential information example**

You should never disclose or use confidential information for the personal advantage of yourself or of anyone known to you, or to the disadvantage or discredit of the partnership. Members are expected to adhere to any Our Shed confidentiality agreement at all times and may be asked to adhere to a specific 'embargo'. (An embargo is a request not to share information until a certain point in time.) Wherever possible the timescale and the reasons for such an embargo will be defined at the time the embargo is put in place.

Examples of such instances where a confidentiality embargo may be used are:

- details of individuals or organisations, who have submitted funding applications
- details contained within individual applications prior to a decision being taken
- information not in the public domain
- draft plans or proposals not yet approved.

A short confidentiality embargo may be imposed after any partnership meeting to ensure time to allow information to be distributed within the area to specific organisations or individuals. Where an issue is known to be potentially sensitive or likely to be confidential members will be made aware of the details of any embargo in advance.

In the event of a confidentiality agreement being breached by an individual, group, or organisation, the partnership will take appropriate action

### **Our Shed Partnership Values**

1. We are committed to quality and excellence in everything that we do.
2. We will support residents and people locally in improving their own communities. We know that communities which face problems contain the people who will create the solutions.
3. We actively share knowledge and skills, encouraging learning and cooperation.
4. We collaborate with others to build the best possible solutions to the challenges we face together.
5. We are responsible, open and accountable. We will be honest and transparent in all our dealings.
6. We will collect, share and review evidence of our progress and be open to advice and criticism.
7. We believe in social responsibility. We want our work to have a positive impact on people locally, the area and the environment, now and for future generations.
8. We are committed to equality and diversity. We seek to overcome all forms of discrimination and prejudice so that everyone can engage with and benefit from Our Shed on an equal basis.
9. We will be innovative and embrace change, approaching problems proactively and creatively.
10. We are enthusiastic, energetic, positive and proud of Our Shed, and will bring these qualities to all our activities.

## Code of Conduct

As a member of the partnership I agree to abide by our area's Our Shed values.

Additionally, I agree that:

- Everything the partnership does will be able to stand the test of scrutiny by the public, charity regulators, community members, stakeholders, funders and the courts.
- Integrity, respect and honesty will be the hallmarks of all conduct when dealing with others.
- The partnership will strive to maintain an atmosphere of openness throughout the community to promote confidence of the public, stakeholders, Local Trust, the Big Lottery Fund, charity regulators and government.

In particular:

- I will not break the law or act in disregard of partnership policies.
- I will abide by our local Our Shed procedures.
- I will always strive to act in the best interests of Our Shed.
- I will declare any conflict of interest or of loyalty, or any circumstance that might be viewed by others as such, as soon as it arises.
- When I am speaking as a member of the partnership, my comments will reflect the work of the partnership even when these do not agree with my personal views.
- When speaking as a private individual I will strive to uphold the reputation of the partnership and those who work in it.
- I will strive to read all documents and attend all meetings, giving apologies ahead of time to the chair if unable to attend.
- I will engage in debate and voting in meetings according to procedure, maintaining a respectful attitude toward the opinions of others while making my voice heard.
- I will accept a majority committee vote on an issue as decisive and final.
- I will maintain confidentiality (where this has been agreed in the partnership's guidance on confidentiality) about what goes on in the meeting unless authorised by the chair or committee to speak of it.
- I understand that substantial breach of any part of this code may result in my removal as a member. All partnership members have the right to reply / a right of appeal. Should I resign as a member I will inform the chair in writing, stating my reasons for resigning.

Signed on behalf of the Our Shed partnership:

**The Companies Act 2006**  
**Community Interest Company Limited by Guarantee**  
**Memorandum of Association <sup>ii</sup>**  
**of**  
**DV Career and Leisure Skills C.I.C.**

Each subscriber to this Memorandum of Association wishes to form a company under the Companies Act 2006 and agrees to become a member of the Company.

Name of each subscriber<sup>iii</sup>

Authentication by each subscriber

MICHAEL RAYMOND STABLES	<del>MARS</del>
JANET FLETCHER	Janet Fletcher
MARRIA NASEER	MARRIA NASEER

Dated 10/07/2017

<sup>i</sup> On the different limited company forms available to CICs, see [Part 3] of the Regulator's information and guidance notes.

<sup>ii</sup> For companies incorporated after 1 October 2009 the memorandum of association will consist only of the names of the subscribers of the company. If you are an existing company incorporated prior to 1 October 2009 and wishing to become a community interest company, you will need to incorporate the relevant provisions of your current memorandum into the articles of the community interest company.

<sup>iii</sup> For illustration, space for one subscriber has been supplied here. There is no upper limit to the number of subscribers and further entries may be added as appropriate.

The Articles of Association for DV Career & Leisure Skills are the standard articles for

CIC Limited by Guarantee Schedule1 Small Membership V1.1 3/7/2012

And can be viewed at [www.gov.uk/government/publications/community-interest-companies--constitutions](http://www.gov.uk/government/publications/community-interest-companies--constitutions)

## **DV Career & Leisure Skills**

### **Children and Vulnerable Adult Protection Policy Guidelines**

The guidelines below for a Children and Vulnerable Adult Protection Policy are based on procedures recognised by NSPCC. Please note that this is a guidance document and has no legal standing of its own.

Children and Vulnerable Adult Protection Policy Guideline	Page
Contents Summary	
Policy Statement	2
Roles and Responsibilities	3
Admission Procedures	3
Code of Behaviour	4
Safe Recruitment Procedure	6
Enhanced DBS Disclosure	7
Child Abuse Guidelines & Sources of Further Information	8

**DV CLS incorporating Skills and Training Project and Our Shed  
Children and Vulnerable Adult Protection Policy Guidelines  
POLICY STATEMENT**

I / We recognise that we have an explicit duty to safeguard and protect children from abuse as defined in the Children Act 2004, the Education Act 2002 and the Safeguarding Vulnerable Groups Act 2006.

Everyone at our organisation shares an objective to help keep children, young people and vulnerable adults safe by:

Providing a safe environment to learn in

Identifying and responding to children, young people and vulnerable adults in need or support and / or protection

Supporting children and young people's development in ways which will foster a sense of self-esteem and independence

Fostering a learning environment in which every pupil feels valued and able to articulate their wishes and feelings in their preferred method of communication in an atmosphere of acceptance and trust.

I / We will endeavour to ensure that children and vulnerable adults are protected from harm while they visit or are attending classes on our property. We will do this by:

1. Making sure our staff are recruited with integrity
2. Providing appropriate training for staff in issues of child and vulnerable adult protection
3. Carrying out checks and monitoring of all staff (including teaching staff, administrators and ancillary staff) which may require them to undergo an Enhanced Criminal Records Bureau disclosure
4. To establish and maintain an ethos where children and young people feel secure and are encouraged to talk, and are listened to
5. Taking all reasonable steps to ensure the health, safety and welfare of any child or vulnerable adult in contact with us
6. Not physically, emotionally or sexually abusing any child or vulnerable adult in contact with us
7. Taking all reasonable steps to prevent any staff member, persons working for us or member of the public from putting any child or vulnerable adult in a situation in which there is an unreasonable risk to their health and safety
8. Taking all reasonable steps to prevent any staff member, persons working for us or member of the public from physically, emotionally or sexually abusing any child or vulnerable adult
9. Reporting to the Principal, Manager or other designated officer any evidence or reasonable suspicion that a child or vulnerable adult has been physically, emotionally or sexually abused in contact with us or anyone in our organisation
10. Referring to statutory authorities all incidents reported to the Principal, Manager or Designated Safety Officers
11. Implementing this policy in conjunction with our Health and Safety guidelines already in place

Everyone working or applying to work for this organisation is to be made aware of our policy for children's welfare. Furthermore, this document should be issued to all staff and other people who are likely to have contact with children as part of their work with us. Copies of the policy will be held by the Principal or Manager of the organisation.

**DV CLS incorporating Skills and Training Project and Our Shed  
Children and Vulnerable Adult Protection Policy Guidelines  
ROLES AND RESPONSIBILITIES FOR ALL STAFF**

These guidelines apply to the following:

A situation involving children and young people up to age 18, whether or not accompanied by adults. We also recognise that vulnerable people of any age will benefit from similar safeguards. Wherever guidelines refer to children, this broader meaning applies

All staff, contractors, freelance staff, volunteers and consultants working within our organisation or on our premises. In the case of contractors and consultants it is incumbent upon the Principal, Manager or other Designated Safety Officers to ensure that they are made aware of these guidelines

**GENERAL DUTIES FOR ALL STAFF**

In regard to the safety and welfare of children and similarly vulnerable people all staff are required to:

Agree to ongoing monitoring of their suitability for a position working with children and vulnerable adults which may include an Enhanced Criminal Records Bureau/ Disclosure and Barring Service Disclosure

Take all reasonable steps to protect children from hazards ☐ Strictly observe the code of behaviour in this document

Take prompt and appropriate action if an accident occurs

Take all reasonable steps to prevent abuse of children in contact with anyone within the organisation

Report any incident or suspicion of abuse promptly

**ROLES AND RESPONSIBILITIES FOR ALL STAFF**

Safety of participants and staff is of prime consideration at all times

All accidents involving anyone should be recorded in the organisation's accident book or other formal recording system immediately or as soon as practicably possible

Staff are responsible for familiarising themselves with building/facility safety issues, such as, fire procedures, location of emergency exits, location of emergency telephones and first aid equipment

Staff are responsible for reporting suspected cases of child abuse to the named responsible person and/or agencies

Appropriate staff should have access to any parent consent/emergency consent forms for all children taking part in any activities [this information should be confidential]

Staff should ensure that their activities start and end on time

Staff are expected to promote, demonstrate and incorporate the values of fair play, trust and ethics throughout their activities

Staff should ensure that they are adequately insured, to protect against claims of negligence, through their organisation or their own personal insurance if acting as a self employed agent

**ADMISSION PROCEDURES**

A register of names, addresses, next of kin and contact addresses and telephone numbers for emergencies will be kept.

Parents or carers, and where appropriate older children, will be given a copy of a written statement which specifies the action which will be taken in the event of a child becoming ill or being injured

and which indicates that any information which suggests that a child has been abused will be passed on to the Social Services Department and/or the police.

#### CODE OF BEHAVIOUR FOR ALL STAFF

People working at our organisation must always observe the following requirements where children, young people or similarly vulnerable people are concerned.

#### Do and Do Not: Working with Children

##### DO:

- Behave professionally
- Listen to children
- Treat everyone with respect
- Communicate at an appropriate level
- Be aware of policy and procedures
- Report any suspicions within our guidelines
- Be aware, approachable and understanding

##### DO NOT:

- Harm a child or frighten a child
- Touch inappropriately
- Use inappropriate language
- Threaten, shout or be aggressive
- Force a child to do something they do not want to do
- Mistreat, demean, ignore, or make fun of
- Show favouritism to any one individual or groups of individuals ☒
- Let a child expose him/herself to danger
- Make racist, sexist or any other remark which upset or humiliate
- Take photos of children without permission

#### Do and Do Not: Working with Vulnerable Adults

##### DO:

- Be respectful, responsible and professional
- Act in an appropriate manner
- Listen and communicate
- Use common sense; be caring, attentive and aware
- Be sympathetic to their needs
- Be aware of your responsibility
- Be aware of policy and procedures as outlined in this document

##### DO NOT: Treat vulnerable adults as children

- Engage in inappropriate behaviour
- Be aggressive or physically restrain
- Do anything of a personal nature they can do for themselves
- Place yourself in a vulnerable position

You have a strict duty never to subject any child to any form of harm or abuse. Failure to adhere to these procedures will be treated as gross misconduct.

## **DV CLS incorporating Skills and Training Project and Our Shed Children and Vulnerable Adult Protection Policy Guidelines**

**PHOTOGRAPHING CHILDREN** Photographs of children should only be used if written consent has been obtained from a parent, guardian or, if referring to school groups, relevant school authority. General group photographs may be used if no individual can be identified by reason of any attached data. Permission should be obtained firstly to take the photograph and secondly for permission from the parent if the photograph is to be reproduced.

**WHAT TO DO IF AN ACCIDENT HAPPENS** Depending on your judgment of the situation, go to the scene immediately if possible and/or summon First Aid assistance and/or contact the emergency services. With children it can be hard to assess whether they have been injured or the extent of the seriousness of an injury. If you have any doubt about this, you should err on the side of caution and contact the emergency services. Even if a child is accompanied and you think an accident is not being treated seriously enough, get medical assistance on your own initiative if necessary. All accidents should be reported in the Health and Safety manual.

**FIRST AID** Unless there is good reason, First Aid should not be administered without the permission of the child's parent or accompanying adult. A child cannot give consent. If the parent is not at the premises, obtain their phone number and try and make contact. However, if a child is alone and seriously injured or unconscious, the situation will need to be dealt with immediately. If at all possible, treatment should only be given by a trained First Aider.

Provided this does not in itself put the child at risk, always try to administer First Aid with another adult present. Always tell the child exactly what you are doing and why.

Unless it is irrelevant, ask the child if they use medication (e.g. for asthma, diabetes, and epilepsy) or have any allergies. Some children have allergic reactions to stings.

For minor injuries, you may not offer any medication, including antiseptics or pills of any kind. If you have any doubts about helping someone to use their own medication, phone National Health Service Direct on 111 or the emergency services.

Any treatment should be as little as necessary without threatening the child's wellbeing.

If a child comes to you for comfort because of a minor accident or fright, it is acceptable with the Code of Behaviour to hold their hand or put your arm around them. Just ensure:

- you know about any injury and do nothing to make it worse
- physical contact is what the child wants, and the kind of contact between you is appropriate to their age and stage of development
- you do your best to stay in sight of other adults

If a child needs a doctor or hospital, call the emergency services.

It is nearly always best to stay with them and wait for the ambulance. You should only take the risk of bringing in the child yourself if the emergency services ask you to do so because of exceptional circumstances

## **DV CLS incorporating Skills and Training Project and Our Shed Children and Vulnerable Adult Protection Policy Guidelines**

### SAFE RECRUITMENT PROCEDURE (if applicable)

Our organisation employs a safe recruitment and selection policy which complies with national and local guidance. All recruitment procedures involve the following processes.

All successful applicants including teachers, freelance teachers, contractors, volunteers, administrative and ancillary staff, should undertake an Enhanced CRB/ DBS check where this is relevant and applicable. Employment records, references and qualifications will be verified for staff positions and references will be taken up for volunteers. All appointments are subject to these checks being satisfactory.

The Person Specification will state the competencies and qualities required by the successful candidate and will state that the interview will explore issues relating to safeguarding and promoting the welfare of children. Additionally, for short-listed candidates, any relevant issues relating to the employment breaks or reference queries will be taken up at interview.

The information pack for candidates will include; the application form, job description, the Person Specification and the Children and Vulnerable Adults Protection Policy.

References will be sought before interviews take place. Open references and testimonials provided by applicants will not be accepted. No candidate will be appointed until a verified reference is received and scrutinized. For successful candidates, written references will be sought verbally verified.

All applicants will undergo a face to face interview where questions pertaining to child protection will be asked.

All candidates will be asked to bring identity proof with them (e.g., a current driving licence or passport, a full birth certificate, plus a document such as a utility bill showing the candidate's current name and address).

All candidates will be asked to bring documents confirming any educational and professional qualifications relevant to the post.

All appointed staff will undergo an induction process which includes information and written statements of; policies and procedures in relation to safeguarding and promoting welfare e.g. child protection, antibullying, anti racism, physical intervention / restraint, internet safety and professional conduct.

For volunteers, close attention will be taken to why the applicant would like to work with children and young people and follow up questions will be necessary prior to the appointment being made.

All new employees/volunteers will go through a probation and induction process, including relevant training. Ongoing training and supervision will ensure all employees/volunteers are adequately supported.

## **DV CLS incorporating Skills and Training Project and Our Shed Children and Vulnerable Adult Protection Policy Guidelines**

### The Role of the Principal or Designated Officer

The Child and Vulnerable Adult Protection Policy must include the name(s) of the Principal or Designated Officer(s), her/his role and responsibilities and how s/he can be contacted.

Our organisation will promote awareness of the policy through the Induction Process.

The Principal or Designated Officer(s) should ensure that they are knowledgeable about child protection and that they undertake any training considered necessary to keep updated on new developments.

The Principal or Designated Officer(s) is the link between the members of the public, and staff.

The Principal Designated Officer(s) will have the following functions. Namely to:

☐ Be an advisor to all organisation and freelance staff on best practice in regard to the child protection policy ☐ Agree incident reporting procedures ☐ Keep records of incidents and reports, together with any other relevant information ☐ Report incidents to the Statutory Authorities and ensure that appropriate information is available at the time of referral and that the referral is confirmed in writing, under confidential cover; ☐ Ensure that individual case records are maintained of any compliant, injury or action taken by the organisation

### ENHANCED DBS DISCLOSURE

All staff including teachers, freelance teachers, contractors, volunteers, administrative and ancillary staff should undertake an Enhanced DBS disclosure where this is deemed to be appropriate and relevant. It is strongly recommended that this is kept up-to-date. It is the Principal's responsibility to view the contents of the Enhanced DBS disclosure and make a decision about whether that staff member should be excluded from working with young people within their organisation.

CHILD ABUSE GUIDELINES - The NSPCC has a written document which outlines the requirements for professionals reporting child abuse in the United Kingdom.

To read this information, please follow the link below: <https://www.nspcc.org.uk/preventing-abuse/>

The Department of Health web-site [www.doh.gov.uk](http://www.doh.gov.uk) contains a practical guide to the law relating to child protection, particularly The Protection of Children Act 1999. The site also provides a publication entitled: "What to do if you're worried a child is being abused". This publication has been developed to assist practitioners to safeguard and promote the welfare of children. It sets out the process for safeguarding children. It is aimed at those who come into contact with children and families in their everyday work

**DV CLS incorporating Skills and Training Project and Our Shed  
Children and Vulnerable Adult Protection Policy Guidelines**

SOURCES OF FURTHER INFORMATION

Statutory Guidance on inter-agency working to safeguard and promote the welfare of children:  
In England this is Working together to safeguard children, and the local safeguarding children board's child protection procedures.

The NSPCC is a registered charity established to prevent cruelty to children. Help line for concerns about a child's welfare. 0808 800 5000 [24 hours], website  
<https://www.nspcc.org.uk/preventingabuse/child-protection-system/england/reporting-your-concerns/>.

Links to specific information about Children and Vulnerable Adult Policy can be found by visiting:  
<https://www.nspcc.org.uk/preventing-abuse/child-protection-system/england/legislation-policy-guidance/>