

peacemakers

ANNUAL
REPORT &
ACCOUNTS
2018





VISION

Our vision is of people working together to build peaceful communities, helping our society to be more peaceful and so creating a more peaceful world.

MISSION

Our contribution to a more peaceful world is to work with people in different types of communities to create peace through exploring, learning about and practising peace. We have a particular emphasis on working with children and young people, especially in school communities.

We support people within communities to build, strengthen and repair relationships at all levels.

We equip them to deal non-violently and creatively with the inevitable conflicts that arise for us all.

Our work centres on positive peace which is more than the absence of conflict; it is the presence of peaceful beliefs and behaviours, of justice and inclusion as well as non-violence.

VALUES

Our work is grounded in the Quaker practices (known as testimonies) of peace, simplicity, truth, integrity, equality and the environment.

We respect every individual and value everyone's contribution and actively reject discrimination of any kind.

We see education as a means of developing human potential, and healthy relationships as a foundation for learning.

We value quality in all our work and see learning as a lifelong experience. We are always seeking to improve our work, evaluation and innovation is therefore of central importance to us.

We value creativity in responding to the unique needs of each group.

OUR OFFER TO SCHOOLS

Peacemakers educates for peace. We provide interactive professional development, training and resources to support the curriculum and develop essential emotional, social and conflict resolution skills with children and adults.

We run Peacemaker courses, providing children with the social and emotional skills to build relationships and resolve conflicts peacefully.

We train Peer Mediators, helping pupils to resolve disputes between themselves.

We work with the whole school to develop skills to build, maintain and repair relationships. This combines all of the above with the development of a whole school ethos based on Restorative Approaches.

Our resource Learning for Peace supports Spiritual, Moral, Social, Cultural development. We train teachers to embed the resource in schools. Learning for Peace is available to purchase via our website.

We work with small groups of at-risk young people around conflict and peace, particularly around knife crime and youth violence.

Peacemakers is the working name of the West Midlands Quaker Peace Education Project (WMQPEP).

2018 DONORS

Baron Davenport's Charity

Bewley Charitable Trust

Jarman Charitable Trust

Love Brum Funding

Roughley Trust

Sewell Charitable Trust

South Birmingham Friends Institute Trust

The Cole Charitable Trust

The Grantham Yorke Trust

The Heart of England Community Foundation
Foundation Tampon Tax Foundation

The Henry James Sayer Charity

The Home Office Anti Knife Community Fund

The Joseph Hopkins and Henry James Sayer Charities

The Michael Marsh Charitable Trust

The Sir James Reckitt Charity

William A Cadbury Charitable Trust

W F Southall Trust

William P Bancroft Charitable Trust

MANAGEMENT COMMITTEE REPORT

The 30-year celebrations of the work of Peacemakers in 2017 were an affirmation of the excellent work that WMQPEP has done over many years, and which has continued with even greater energy in 2018. This project was founded by West Midlands Quakers as an expression of their abiding concern for peace.

In 2018 Peacemaker courses in schools continued to be a core activity, although this is becoming increasingly limited because of constrained school budgets. The book *Learning for Peace* has proved to be a very valuable resource for teachers, making Peacemakers more widely known and also leading to enquiries about training courses. We hope that further editions of this book may be available in the future, if funding can be secured.

Working in collaboration with the Peace Hub, Junior Peacemaker workshops, involving small groups of children from several schools, were held. They were very successful and have increased the profile of Peacemakers among schools in the Birmingham area.

The Peacemakers Restorative Approach Project and Peer Mediation courses continue to be in demand.

2018 has seen an expansion of the role of Peacemakers into projects in the community with some work funded by the Home Office as part of an anti-knife crime initiative. This is being run in partnership with Ray Douglas, a very experienced and skilled violence prevention facilitator.

There has also been a successful bid to run two Peacemakers' courses with Anawim, a women's organisation in Balsall Heath for vulnerable women; this work will commence in 2019.

These projects are significant for WMQPEP as they signal a move from work solely in schools to work with targeted groups within the community: women and young people all with great needs. As the work of Peacemakers expands into the community, we are very aware of the extra demands and pressure that this puts on the whole team.

The management committee recognises that for such a small team, the extent of the work undertaken by the WMQPEP staff and team of freelance trainers is outstanding. We are full of admiration for their hard work and are especially grateful for the strong, visionary leadership of Sara and the energy, innovation and commitment of her highly skilled team.

The work of the project depends financially upon the continued generosity and support of charitable trusts, Central England and Staffordshire Quaker Area Meetings and their local meetings, individual Friends and donors, for which we are extremely grateful. However, as the work of the project expands to respond to the needs of the community, considerably more funding is going to be needed to ensure the success of future projects.

Diana Lampen and Carole Pannell

COMMITTEE MEMBERS IN 2018

Allison Rogers • Anne Ullathorne • Berry Dicker • Carol Rank
Carole Pannell • Diana Lampen • Jo Hallett • Jill Evans • Jill Stow (Area Meeting Link Trustee)



SCHOOLS WE WORKED WITH IN 2018

All Saints Church of England Primary School
 Brownmead Primary Academy
 Coleshill Heath School
 Crestwood Park Primary School
 Dame Ellen Pinsent School
 Dorridge Primary School
 Erdington Hall Primary School
 George Dixon Primary School
 Greenfield Primary School

Hagley Primary School
 Holy Trinity Academy
 Kings Norton Primary School
 Nonsuch Primary School
 Oasis Academy Foundry
 Paganel Primary School
 Priory Primary School
 Quinton Church Primary School
 Raddlebarn Primary and Nursery School

St James Church of England Primary School
 St Paul's Church of England Primary School
 The Meadows Primary School
 The Oaks Primary School
 Washwood Heath Academy
 Welford Primary School
 West Heath Primary School
 Wilkinson Primary School
 Woodthorpe Junior and Infant School

2018 IN NUMBERS

76 **Staff Training**
adults

Peer Mediators
264 children

Learning for Peace
1,920 children **180** adults

Peacemakers
180 children

Events
64 children **48** adults

OUR STAFF TEAM

Sara Hagel **Director** • Anna Gregory **Restorative Coordinator**

Symran Palak **Marketing and Communications Intern** • Jackie Zammit **Peace Education Coordinator (Schools)**

Jaishree Patel, Mike Ogunnusi, Helen Carvalhido-Gilbert, Libbs Packer, Lynn Morris **Peace Education Trainers**

JUNIOR PEACEMAKERS

We always enjoy welcoming young people and teachers to the Peace Hub and Peacemakers office in Birmingham city centre. This year we have continued our Junior Peacemaker workshops offered in partnership with the Peace Hub, made possible through a generous donation from a supporter of this work.

Through the workshops we aim to support young people to:

- explore issues of peace in their communities and the wider world
- engage new schools in the work of Peacemakers
- introduce new audiences to the Peace Hub
- inspire young people to be ambassadors for peace in their schools.

Each workshop is facilitated over a day. Three primary schools joined us on each day, bringing four pupils and a member of staff.

CREATING A HEALTHY SCHOOL

We ran this workshop twice in the summer term and were delighted to be joined by Anne Dasgupta from Eco Birmingham who facilitated each day with us. We explored what affects our wellbeing in school and ways to create healthier school environments. Anne helped us to do some planting which brightened up the Peace Hub and was the highlight of the day for the children. Each school created a plan to continue the work with peers and staff. These included a 'Lean on me' campaign for one school and a 'Be in your friend's corner' campaign for another.





JUNIOR PEACEMAKERS *continued*

PEACE IN THE CITY



Over Christmas we ran a [#peaceinthecity](#) campaign. Children from four schools joined us to create a poster which was on the buses in Birmingham for 4 weeks (see page opposite).

THINKING ABOUT WWI

This workshop coincided with the Centenary of the end of WW1. Children had the opportunity to think about the decisions people made during the war, and to consider the decisions they themselves might have made under those circumstances.

We drew heavily on the excellent resources published by Quaker Peace and Social Witness; the Everyday Militarism poster and Conscience.

The children explored the choices made by a conscientious objector and a young man who signed up to the army at 15 years old. During these workshops we found that young people have different ideas about war and the effect of war on people's lives.

There was also a variety of experience in the room, including those who had family members in the military. Sensitivity was needed to manage discussions in a way that allowed all views to be heard. Framing the day in the idea of 'choices' and encouraging everyone to think critically, really helped with this.

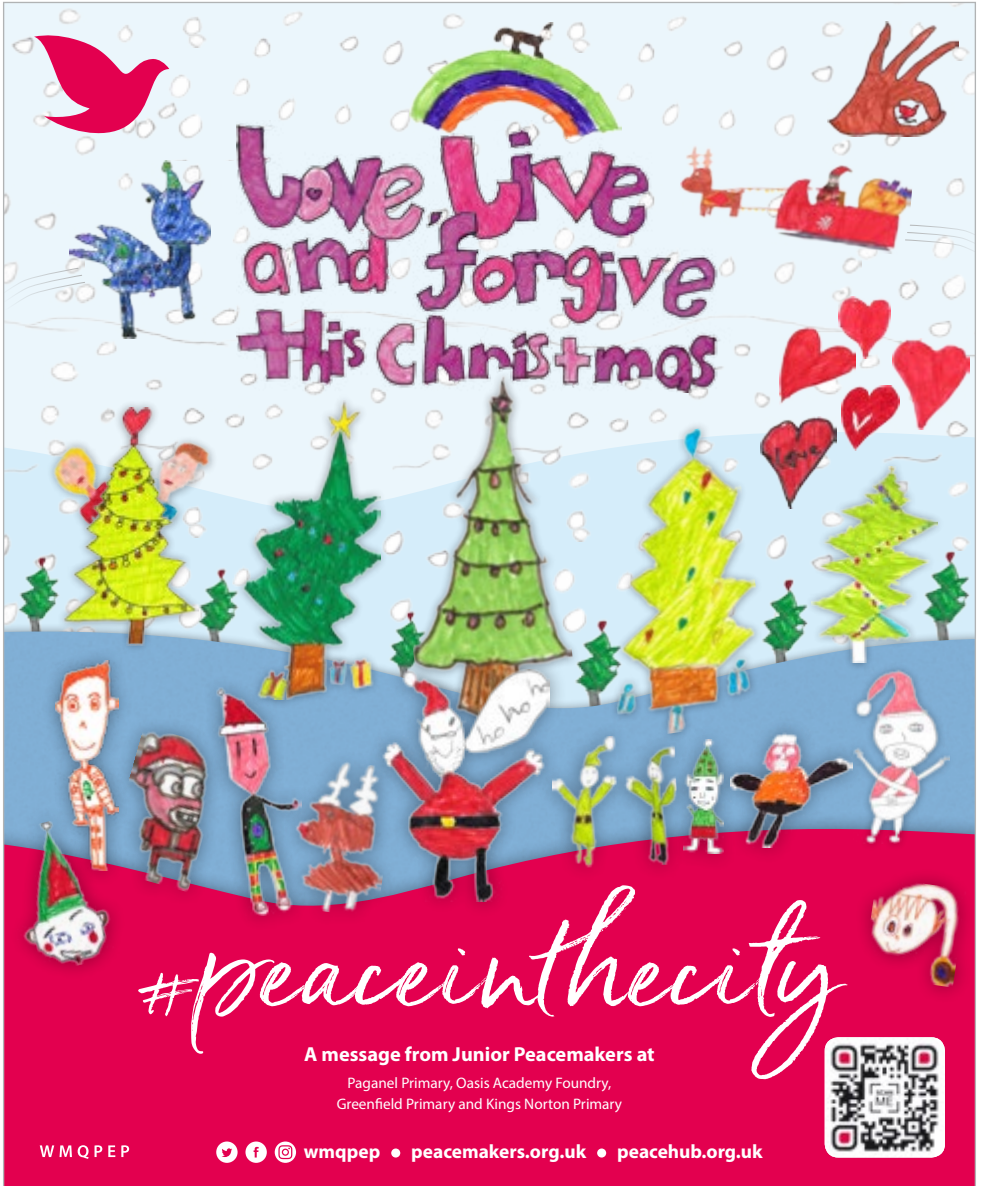
JUNIOR PEACEMAKERS AT MALVERN

We were delighted to be approached by Friends at Malvern to facilitate a Junior Peacemakers workshop based at the Meeting House. The day was organised by Friends who invited two schools in for the day. Together we explored 'How to make a difference' in our communities. The groups went back to school with action plans. One to develop a more peaceful playground and another to develop the school library as a place for reflection and inspiration.

We plan to continue creating new workshops for 2019 on the themes of Climate Justice, Refugees & Migration and Anti-Bullying. We are also continuing to look for opportunities to take our workshops into other venues in the West Midlands.

Thank you to the staff and children at the following primary schools: Brownmead, Coleshill Heath, Crestwood Park, Dorridge, Greenfield, Kings Norton, Nonsuch, Oasis Academy Foundry, Paganel, Priors, Quinton, St Paul's CE, Washwood Heath, Woodthorpe.

Jackie Zammit



Love, Live and forgive This Christmas

#peaceinthecity

A message from Junior Peacemakers at

Paganel Primary, Oasis Academy Foundry,
Greenfield Primary and Kings Norton Primary



WMQPEP

🌐 📱 📷 @wmqpep • peacemakers.org.uk • peacehub.org.uk

LEARNING FOR PEACE 2018

Our package of support accompanying our resource Learning for Peace has continued to be well received. Learning for Peace is a guide for primary schools that brings together education for peace with schools' obligations to help children develop spiritually, morally, socially and culturally [SMSC]. The resource shares the foundations of peace education alongside a curriculum for schools and a toolkit of activities. This year we worked with six schools. Four in Birmingham, one in Wolverhampton and one in Kingswinford, Dudley.

These schools have worked with us to embed the Learning for Peace curriculum into their school, with regular Peacemaker circles taking place in every year group. Part of the package includes planning time with key staff in school who have responsibility for SMSC and PSHE [Personal Social Health Education].

Some schools are also involved in the Unicef Rights Respecting Schools Award. This planning day helps to ensure that Learning for Peace is planned holistically alongside these other commitments.

Comments from teachers include:

"Very useful. Great resources and the focus for the circles really are the skills that children need in order to grow and develop in life."

"Well worth it – we need to make time for this type of work in schools if we want the best for our children. "

Thanks to the staff and children at Crestwood Park Primary, Oasis Academy Foundry, St Francis, St James, Welford and Wilkinson for their commitment to this work.

COLLEGE OF MEDIATORS TRAINING APPROVAL

In 2018 we were asked to represent the Peer Mediation Network [PMN] and put together an application to have our peer mediation training approved by the College of Mediators. The PMN brings together peer mediation trainers from around the country. We meet regularly to exchange good practice and share skills. PMN made a successful bid for funding to support the work needed to make the application. Jackie led on putting the bid together, liaising with six other organisations to see how far our training meets the PMN Best Practice Guidelines and College of Mediators Framework for Approval. The process has helped us reflect on our training, particularly for staff and is helping to shape resources and training in 2019.

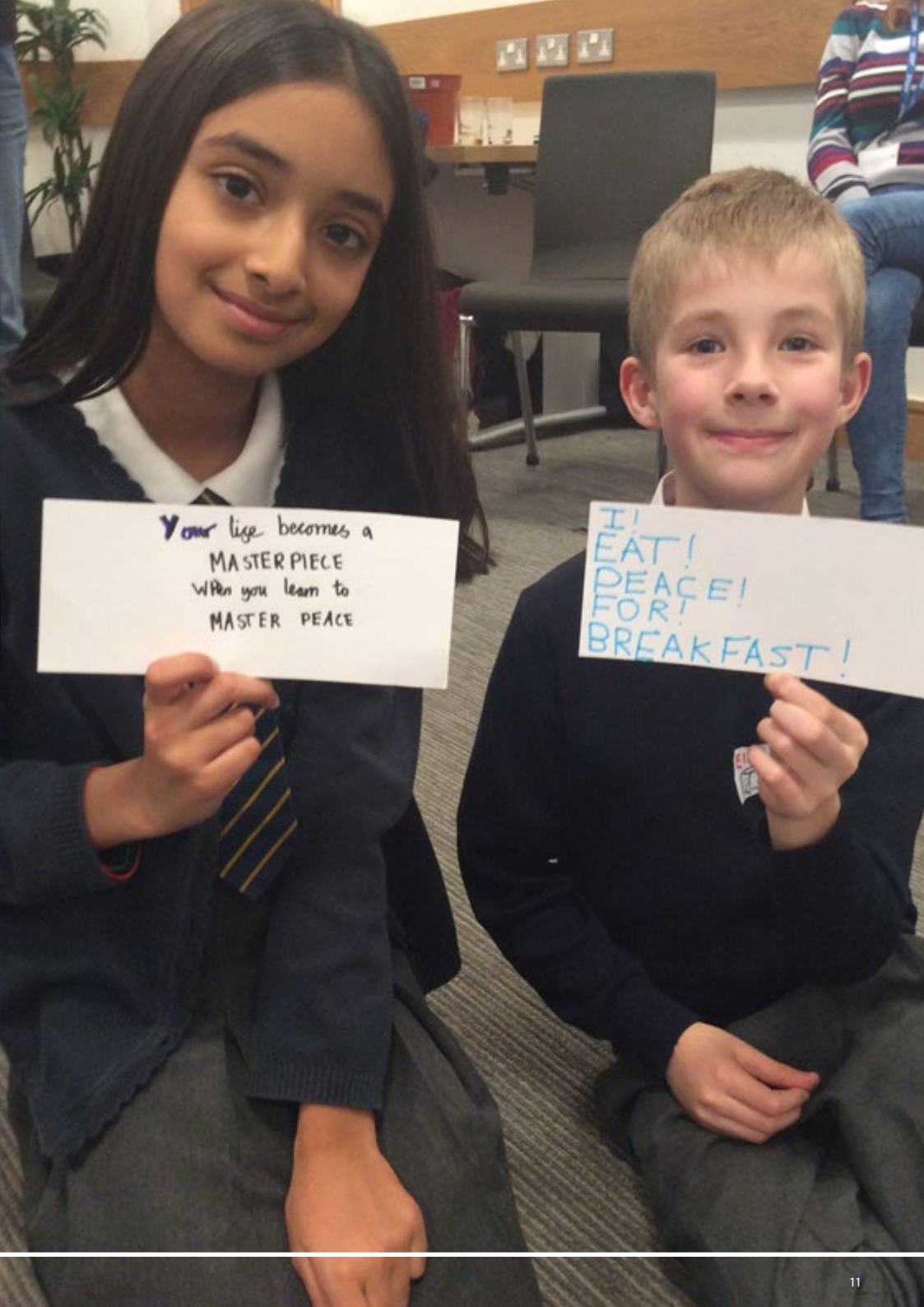
At the end of 2018 we were delighted to hear that our application for training approval had been

successful. In 2019 PMN will be working with the College of Mediators to develop a Junior Mediator membership scheme, and Peacemakers will be involved in helping to shape that. Schools we have spoken to so far are excited at the prospect of being involved in a national membership scheme.

Peer Mediation continues to be a popular strand of our work. In 2018 we worked with eleven schools, training 264 primary children to be mediators. Three of these schools had a ten week Peacemaker course prior to the training.

We would like to thank Ellis Brooks at Quaker Peace and Social Witness and Laura Mackey at the College of Mediators for leading on the training approval process.

Jackie Zammit



Your life becomes a
MASTERPIECE
When you learn to
MASTER PEACE

I!
EAT!
PEACE!
FOR!
BREAKFAST!

PEACEMAKERS' RESTORATIVE WORK IN SCHOOLS

As ever, the year at Peacemakers has been, to quote a colleague, 'rich and full' with many opportunities to broaden and deepen the restorative work.

I had the opportunity to accompany Sara Hagel to Turkey in January to present at a Peace Education Conference hosted by Kocaeli University. Sara and I learned from others in the field and ran our own sessions: 'What is the need for peace education?' and 'What are the characteristics of peace education among different countries?' Sara's fall and subsequent injury was the obvious downside to this trip. A three-hour coach trip back to Istanbul with an ever-swelling kneecap made for an anxious journey.

Later in the year, I had the opportunity to go to Montreal to attend a programme called 'Magnify' run by the research organisation Recrear. Magnify brought together an international group of practitioners to live, share, and work together while

exploring a common learning question utilising participatory research methodologies. This year's program question asked, "How do we develop skills and nurture relationships to transform the tensions that stand in the way of creating the futures we want?" I am grateful to Peacemakers for supporting me to attend this and I hope I have brought back lots of ideas and energy from the experience.

Aside from all the international travel, work continues apace in schools. George Dixon came to the end of their restorative journey this year and have some interesting evidence to share. Over the course of the project, there was a decrease in recorded playground incident and exclusion data. Whilst this information cannot be directly attributed to the Peacemakers project, it is of note:

	High Level Incidences average, per week	Low Level Incidences average, per week	Fixed Term Exclusions
Summer 2017 Start of project	30	>300	5
Spring 2018 Midway through project	8	200	22
Summer 2018 End of project	9	150	0

CHANGES TO THE WAY STAFF APPROACH CONFLICT...

"My initial response is now always to find out people's point of view and to drill down into the needs that have led to the behaviour. Sometimes I have such a strong sense of the underlying need, from listening to what has happened and thoughts and feelings, that I have guided people to better understand their own needs and to vocalise them."

"I will always listen first and ask, "what happened" rather than 'why did you do that?' I am more discursive and peaceful."

"I stop now and think. I realise we can't solve everything straight away. I have made time for listening and talking."



IMPACT ON STAFF...

“It has altered the way we deal with conflict in school. Children feel like they are being listened to. They are learning to solve their own problems too”

“Everyone is trying to talk in the same way and it’s nice to be singing from the same hymn sheet”

Making use of the excellent groundwork laid by Jackie and her Learning for Peace work in Paganell over the past two years, I was able to make good progress introducing a restorative approach to the school. Having solid circles and a mediation team up and running helped staff to see the ‘next step’ they could take in terms of a restorative way of working.

I developed a series of external restorative training packages this year that have gone well. I started by presenting to Head Teachers about Peacemakers at Consortium meetings. Interested Head Teachers were then invited to an early morning Heads Breakfast meeting so that they might find out more about a restorative approach. After the Breakfast meeting, I ran a training day’s ‘Introduction to Restorative Approaches.

My intention was for the Head to have knowledge to better support the staff who attended the training when back in school. Following on from the one day training, I ran a three day Restorative Justice Council recognised Restorative Practitioner training course at the Priory Rooms.

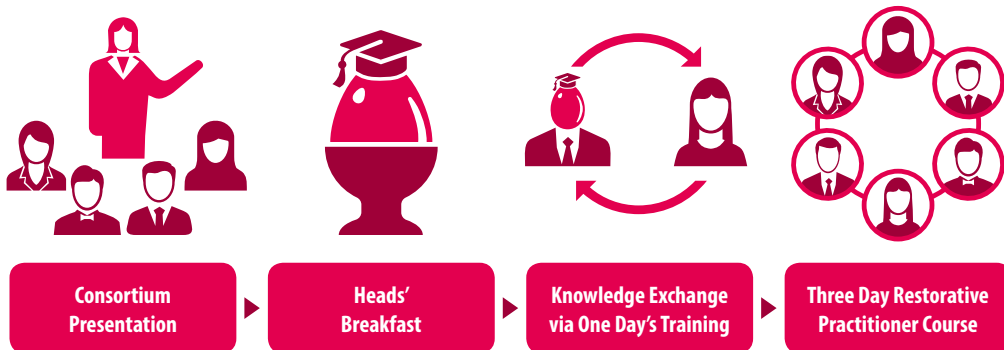
This was the first time I had run this course and it attracted people from outside of Primary Schools. Having people from Youth Work, Further Education, Peace Education and the NHS alongside school staff made for an extremely rich training experience.

I had the opportunity to present more of the Peacemakers Restorative Approach in the year including at a conference at Cambridge University. Here I was able to demonstrate the importance of circle work as a foundation for relationship development and repair.

Finally, we started work supporting The Meadows Primary School to become a restorative school.

This is a large three-form entry school with a Learning Resource Base for children with speech and language needs attached to the site. Working with this many people to create a cross-school restorative culture will be an exciting challenge, no doubt contributing to 2019 becoming ‘rich and full!’

Anna Gregory



Last year data showed there were 2,850 knife-related offences in the West Midlands force area – 19% higher than in the previous year. As I write, three young people (two aged 16 and one aged 17) have lost their lives to knives in the past ten days prompting West Midlands Police and Crime Commissioner David Jamieson to brand the situation a “national emergency”.

In 2018 Peacemakers was successful in getting a grant from the Home Office from its Anti-Knife Community fund for a new project we have called **Minus Violence Plus Peace**. This project is preventative in nature, aimed at young people at risk of becoming involved in life threatening behaviour including gangs, knives and serious youth violence.

For this project we are working in partnership with Ray Douglas of Minus Violence, a Birmingham based violence prevention programme developed in response to the rise in youth gang-related violence in the UK. Minus Violence Plus Peace is a pilot project to deliver a wrap-around programme to four schools in hot spot areas for knife crime in Birmingham. It is a unique project designed to reduce violence and equip young people to deal peacefully and creatively with the conflicts that arise for them.

The work started in the autumn of 2018 and will continue into 2019, so this is an interim report on this new project.

Minus Violence delivers strong assemblies to all year groups in the chosen schools on the reality of knife crime in the region and who it affects. Ray looks at what it means to carry a knife, at the cultural links, and crucially at the loss of potential when a young person dies or goes to prison for knife crime.

Together, Ray and Peacemakers deliver staff sessions which start by covering some of the content of the assemblies to make sure the realities are hitting home. We also introduce some concepts around peace keeping, peace making and peace building, with a particular emphasis on the need for peace building in schools.

Typically staff can identify a lot of peace keeping that they do, but often less peace building. Schools have been devising pillars of peace for their schools and looking critically at what they do and need to do to build peace in schools to counter rising violence.



Minus Violence also delivers parent sessions focusing on what the reality is, what the dangers are and how parents can try to safeguard young people against knives.

The slightly longer term strand of the work is facilitating 6 week courses with small groups of young people identified as being at risk of becoming involved in knife crime. They explore issues around violence and peace; mapping conflict and peace in their neighbourhoods, exploring conflict escalation and de-escalation, looking at issues around trust and friendship, and looking at where they find peace. The sessions encourage the young people to find their own voice around knives and knife crime as messages for peers or schools, or policy makers – reflecting their reality around knives. We hope to have a film of this work in 2019.

We are also experimenting with community sessions looking at peace keeping and peace building and community responses to rising violence.

FEEDBACK

In our 6 week course with vulnerable or at risk youth in schools, our facilitators are able to have a different role than school staff. The main aim is to build open non-judgmental dialogue with young people and this has led to a trust and openness which school leadership are struck by. One senior Leader said, "We have been very impressed by the effectiveness of the project..."

One activity includes exploring the 'conflict escalator', what escalates a conflict and what can de-escalate it? This resonates with young people. One group looked at it through the lens of behaviour, thoughts and feelings and what could be different.



ESCALATE

Feeling: I'm getting (more) embarrassed in front of other people, I'm annoyed, I'm getting angry, I'm running out of words to say or to shame the other person, I feel like it's going around in circles.

Thought: this lowers how I'm rated (popularity, name, status), revenge, go and find the person, it's harder to back down when other people get involved, I've got to do something, my friends will help.

Behaviour: rumours, jokes, saying something personal, going face to face, making accusations, other people getting involved and encouraging you to do something, overreacting, whole group year involved, gets physical when words run out.

DE-ESCALATE

Feeling: stay calm.

Thought: take it as a joke, think of consequences.

Behaviour: find the person and ask them what happened, go up to the person in a calm way, tell other people to go away and try and sort it out yourself, remove people who are your friend from the situation and tell them to calm down.

GOING UP THE CONFLICT ESCALATOR

The higher you go on the escalator, the harder it is to come down.

PUBLICATIONS

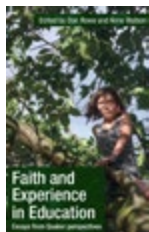
This year we were asked to contribute to three publications, profiling the work of Peacemakers to a wider audience.



Getting more out of Restorative Practices in Schools

**Margaret Thorsborne,
Nancy Riestenberg, Gillian
McCluskey**

Drawing from a range of perspectives and settings, this edited collection provides different ways that restorative practice can be implemented in schools. This guide addresses issues such as poverty, trauma, implicit bias and family engagement to offer strategies that can really benefit schools' and restorative practitioners' work with children. The book includes the chapter 'Restorative Practice as Peace Practice' Anna co-authored with Terence Bevington.



Faith and Experience in Education: Essays from Quaker Perspectives

**Don Rowe
and Anne Watson**

This book emerges from a deep concern about the direction of educational policy in the last decade and its effects on children, teachers and school leaders. It addresses contemporary educational issues from the perspectives of justice, peace, equality and truth, and is informed by Quaker approaches to these values. It presents a coherent approach to education, including subject teaching, that resonates with the authors' deep integrity in practice and in making sense of education. The book includes a chapter from Peacemakers.



How to be a Peaceful School: Practical Ideas, Stories and Inspiration

Anna Lubelska

This book edited by Anna Lubelska, founder of the Peaceful Schools Movement is an inspiring guide that provides primary, secondary and special schools with practical methods to improve pupil and teacher wellbeing, combat bullying, and promote peace both inside and outside the school gates.

It advocates a four step system for promoting positive peace in individuals, relationships, the school community and the world. It explores how to reduce stress, promote positive mental health, resolve conflict, nurture the potential of each individual, and encourage children to develop peacemaking skills and values.

Jackie contributed a chapter, Peaceful Relationships in Primary Schools, which advocates the use of circles across the school for building, maintaining and repairing relationships.



COMMUNICATIONS REPORT

This year we employed Sym as our Marketing and Communications Intern. With a new addition to the team we have been able to devote more time than ever on our social media accounts, increasing Peacemakers' profile to the public.



Sym is also involved in our Minus Violence Plus Peace project, managing the marketing and focusing specifically on The Peace Platform Event. Follow this project on our brand new social media account **minusviolencepluspeace** and all other social media accounts.

TREASURER'S REPORT

2018 was an exciting year for Peacemakers! The QPEP strategy for 2018-2020 lists our aims under three headings – Consolidation, Innovation and Reputation. The work has been developing in all these three areas, whilst we ensure that it remains within the framework of Quaker values.

Innovation The move to working more in the community has led us to new partnerships, in particular with "Minus Violence" and "Anawim", and to addressing new areas of need. Additional funding has been obtained from the Home Office for the anti-knife crime work, and from the Tampon Tax for work with groups of vulnerable women.

Consolidation Work in schools continues to thrive and is evolving, but schools are finding themselves ever more constrained by government funding cuts. Consequently, the income from schools is slightly down this year. It remains the mainstay of the project.

Reputation The Peacemakers website has been greatly improved and shows what excellent work we are doing. There have been adverts on buses, and an insert in The Friend.

Our overall income and expenditure figures for 2017 and 2018 are very similar. Around half of the Home Office grant will be used in 2019. The largest contribution under the income heading "Friends" came from Central England Area Meeting,

whose financial and moral support is very much appreciated and is vital to the continuation of Peacemakers. We also value our Quaker support base, the many Friends who see the work of QPEP as part of their commitment to the Quaker Peace Testimony.

We received grants from a range of Trusts, listed elsewhere in this report. Every one of these is appreciated and has contributed to part of the work of the project.

Cooperation with Quaker Peace Hub, based on the ground floor of 41 Bull Street, continues in the form of Junior Peacemakers workshops run on peace and justice issues highlighted by the Peace Hub. In 2018 the themes were Creating a Healthy School and WWI: Choices Then and Now.

The expenditure figures have been broken down into the Core Expenses, and Project Expenses. The former includes salaries for our Director and Administrator, at the very heart of our organisation, and the latter covers the salaries of two paid Peace Education Coordinators and the freelancers, who between them are delivering the work in schools, and in the community.

We are very proud of the work that is being done in the name of Central England Quakers, with huge thanks to all our supporters, individuals, meetings and Trusts.

Jo Hallett (WMQPEP Treasurer) 18th March 2019

ACCOUNTS 2018

	Total 2018 £	Total 2017 £
Income		
Friends (inc. CEAQM)	63,239	63,783
Trusts	27,105	53,000
Home Office (Knife Crime Community Fund Grant)	28,483	0
Schools	33,680	36,920
Interest	194	95
Learning for Peace	1,491	2,781
Total Income	154,192	156,579

Core Expenses

Salaries	44,776	45,956
Overheads	10,131	8,606
Total Core Expenses	54,907	54,562

Project Expenses

Salaries for Project Staff	74,184	72,614
Overheads	13,990	10,720
Training (inc. Conferences & Committees)	361	2,113
Children's Peace Summit	0	5,630
Total Project Expenses	88,534	91,077

Total Expenditure	143,441	145,639
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EXAMINER'S REPORT

Income	Total 2018 £	Total 2017 £
Surplus / Deficit for the Year	10,751	10,941
Funds at 1st January 2016	105,776	94,835
Total Funds at 31 December 2017	116,527	105,776

Balance Sheet at 31 December 2018

Bank Accounts

Current	57,665	31,913
Projects	12,819	12,109
Triodos	47,328	57,134
CAF	2,561	2,561
PayPal	97	0
Total	120,470	103,717

Debtors	5,248	2,328
	125,718	106,045
Less Creditors	-9,191	-269
Net Assets	116,527	105,776

Funds

General Fund	116,527	105,776
Total Funds	116,527	105,776

Includes £14,000 Home Office Funding for 2019

In connection with my examination, no matter has come to my attention:

(1) which gives me reasonable cause to believe that in any material respect the requirements:

- to keep accounting records in accordance with section 130 of the 2011 Act and
- to prepare accounts which accord with the accounting records and comply with the accounting requirements of the 2011 Act have not been met or

(2) to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

Alison Ironside
19 March 2019

QUOTES

“At first I was nervous because it would be a lot of pressure. As we done the training it’s made me feel confident and much more excited.”

“[I’ve learnt] how Circle Time helps to build cohesion, cooperation and unity within a team.”

“Now I know how to sort out problems without getting a teacher involved and how to do it myself. Also what empathy means and how to show it.”

“Very well paced, structured and gave a chance for everyone to share ideas.”

“I have learnt how to sort out conflict and I know that an argument doesn’t have to lead to fighting.”

“Training will help me be a mediator because it teaches me to be patient, assertive, and understanding etc.”



PEACEMAKERS

41 Bull Street, Birmingham B4 6AF

0121 236 4796 / www.peacemakers.org.uk / info@peacemakers.org.uk

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Peacemakers is the working name of the West Midlands Quaker Peace Education Project, a branch of Central England Area Quaker Meeting Charities.

Charity No. 224571