



**SPPA**  
Social Pedagogy  
Professional Association

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## 1. Executive summary

### 1.1 Organisational summary

The Social Pedagogy Professional Association (SPPA) is a membership organisation that enables social pedagogues, social pedagogy practitioners and those with a professional interest in social pedagogy to connect with each other and engage in a community of practice. SPPA is committed to developing social pedagogy in the UK by acting as its professional home, and as a centre of excellence for the theory and practice of social pedagogy.

The development of social pedagogy in the UK will increase social inclusion (in particular amongst disadvantaged or vulnerable individuals) and reduce levels of social inequality. We aim to improve the support for children, young people and adults, many of whom live in disadvantaged circumstances or are vulnerable. We will:

- Promote best practice on the theory and practice of social pedagogy.
- Work towards professionalising social pedagogy and equipping workers with training to provide better care for disadvantaged people across the lifespan by developing and implementing Diplomas in Social Pedagogy at entry and more advanced levels.
- Enable social pedagogues, social pedagogy practitioners and those with a professional interest in social pedagogy to share knowledge and experience, connect with each other and engage in a community of practice.

We will achieve our aims by recruiting professional members and supporting the development of continuing professional development opportunities, including new Level 3 and 5 Diplomas in Social Pedagogy. SPPA will organise a yearly programme of events, including an annual conference for all members, monthly webinars and regional learning days.

### 1.2 Market summary

Although well developed in continental Europe, the practice of social pedagogy is relatively under-developed in the UK. Since the 1990s, there has been growing interest in, research into and delivery of training courses in social pedagogy. By the end of 2016, over 2,000 people had received training into social pedagogy, in part due to The Fostering Network's 'Head, Hearts, Hands' (HHH) programme. The legacy of this programme, and the need to greater support the development of social pedagogy in the UK led to the establishment of the Social Pedagogy Professional Association (SPPA).

SPPA has two broad groups of beneficiaries:

- Members who include those working in the field of social pedagogy and related professions and practices, but lack an overarching body to represent them and support their development and that of the field.
- The general public, including children/young people, elderly people and those with disabilities, who face marginalisation and social exclusion.

Both of these groups can access SPPA and its services. As a membership organisation, the immediate benefits are to members – although anybody can attend SPPA events and purchase membership, ensuring the openness of the organisation's benefits.

### 1.3 Financial summary – what we have, main sources of income

At present, the Social Pedagogy Professional Association (SPPA) has no income. This is because it is supported by charitable funding as part of a wider Scaling up Social Pedagogy (SUSP) project taking place at University College London.

After we have successfully applied for charitable status through the Charity Commission, SPPA will start generating its own income. It will have two main streams of income generation, with additional income streams:

- Membership fees will account for the majority of SPPA's immediate income. SPPA offers individual and organisational memberships at varying costs. There is no expenditure directly attributed to offering our memberships.
- Events sales will account for another large percentage of SPPA's income. SPPA organises a comprehensive programme of events each year, including an annual conference and a number of regional learning days.

We also have other income streams; through consultancy services, the endorsement of learning programmes and once we have charitable status, we will be actively seeking grant funding to support research and development.

#### 1.4 What we need to make it happen

To achieve its aims and to be financially sustainable, the Social Pedagogy Professional Association needs to recruit 1,600 members by April 2019 or else secure funding from other sources. Work is actively underway to secure its financial viability.

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## 2. About your organisation

### 2.1 Vision, mission, values

Our vision:

A United Kingdom in which social pedagogy contributes to each person realising his or her potential.

Our mission:

To enable the adoption of social pedagogy across all care, health and education sectors, and to ensure a future where families and individuals, parents and carers, children and young people, adults and older people, professionals and volunteers are supported and enabled to continue a social pedagogic journey throughout their lives.

Our values:

Our core values underpin the work of the Social Pedagogy Professional Association: Authenticity, Collaboration, Community, Creativity, Empathy, Inclusivity, Integrity, Partnership and Professional. We have developed the Social Pedagogy Charter, to allow members to align their practice to our values.

### 2.2 History

The Social Pedagogy Professional Association (SPPA) has been developed by the Centre for the Understanding of Social Pedagogy (CUSP) based at the University College London, in consultation with the wider social pedagogy community.

SPPA was launched in February 2017 at an event at the British Academy. This was in response to increasing interest in social pedagogy in the UK. Since its launch, SPPA has actively recruited 130 members, and has welcomed over 140 people through the doors at its events, spread across 3 countries of the UK.

### 2.3 Where we are now

Since its launch in February 2017, the Social Pedagogy Professional Association (SPPA) has grown substantially. It now has an operational team of 3 people, and a Trustee board of 7 representatives from its membership.

We have recruited 137 individual members, 3 organisational members and have hosted events in 3 countries across the UK, including our annual conference which was attended by 80 members and non-members. Through our memberships and events, we've generated an income of £14,760, which as explained in section 1.3 is returned to the Scaling up Social Pedagogy project.

Our influence has grown within the wider regions of the UK, with small working groups supported by SPPA having encouraged a statement of support from the Scottish Social Services Council. This success has been emulated by SPPA's Marketing, Communications and Public Relations Trustee who has been able to arrange an appointment with England's Chief Social Worker for Adults in January 2018.

Despite these substantial victories to public policy, we are struggling to raise awareness of social pedagogy amongst 'newcomers'. Our growth has not been as expected, and we need to increase our recruitment substantially in order to achieve our target of 1,600 members by April 2019.

### 2.4 Legal status

The Social Pedagogy Professional Association is a Company Limited by Guarantee, registered company number 10771078. It will be applying for charitable status through the Charity Commission in 2018.

### 2.5 Our objects

The objects of the Social Pedagogy Professional Association (SPPA) are, for the public benefit:

1. To advance education and training in the theory and practice of social pedagogy.
2. To promote social inclusion and to relieve the needs of marginalised and vulnerable individuals.

In these objects, social pedagogy refers to a form of education that advances personal development, centred on the principle that each individual has inherent potential, is valuable to society and can make a meaningful and beneficial contribution to their community.

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## 3. What we do

### 3.1 Products and services

The Social Pedagogy Professional Association provides a variety of services, some are offered exclusively to members whilst some are available also to non-members. These will be outlined in relation to these two distinct categories.

To members, we exclusively offer:

- A discounted rate to attend our continuing professional development opportunities, including conferences and focused learning days.
- Access to a members' area, which includes an online forum, recent publications and recorded webinars.
- Opportunities to start and engage with 'Special Interest Groups', which receive support and development from the SPPA operational team.

To both members and non-members, we offer:

- A monthly programme of webinars.
- Continuing professional development opportunities, including conferences and focused learning days.
- Social pedagogy consultancy, and endorsement of learning programmes.

The income received for SPPA services is for memberships, event sales and our consultancy/endorsement.

We evaluate our offering yearly with the support of our membership at our Annual General Meeting. At this meeting, members vote on the future direction of SPPA, including on our service offering for the year ahead. This feedback is taken on board throughout the year by our Trustee board, which is elected to reflect our membership profile.

### 3.2 Product and service development

The Social Pedagogy Professional Association (SPPA) is still growing, and so is constantly developing new services. In 2018 we will be scaling-up our offer in two major ways:

#### a) Organisational Memberships

From the 1<sup>st</sup> January 2018 we will offer organisational memberships, for employers who wish to commit their organisation to a social pedagogic approach. We have designed the new membership type in consultation with such organisations, who will be offered flexible benefits through four packages:

- Standard Membership
- Bronze Membership
- Silver Membership
- Gold Membership

These new membership types come at a good time, as until now, organisations were expected to purchase individual group memberships. Many memberships will be expiring in spring 2018 to coincide with the launch of SPPA. This will give ample time for us to promote the new membership types before organisations attempt to renew.

#### b) Regional Development

Following the success of UCL-funded events in Scotland and Northern Ireland, SPPA is in the process of developing a programme of regional meetings for members. These meetings will help cement stronger links between all those involved with social pedagogy in each region, with a view of generating a stronger voice and identity for it locally.

The first of these events will take place in London in January 2018, with the second event in development for March 2018 in the North West of England. This will increase our reach, and allow

us to engage with more of our membership than is currently possible through our yearly conference and webinar programme.

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## **4. Our market**

### 4.1 Beneficiaries

The Social Pedagogy Professional Association (SPPA) has a number of beneficiaries. Despite being a membership organisation, its overall aim is to improve the support of children, young people and adults, many of whom live in disadvantaged circumstances or are vulnerable.

It focuses on the following sectors, whose service-users seek to benefit most from the success of SPPA:

- Early years
- Youth offending/justice
- Fostering
- Residential care
- Schools
- Family support
- Leaving care
- Youth services
- Advocacy
- Mental health and advocacy
- Elderly care
- Adult disability service

Beneficiaries from this section differ from SPPA's customers, as our customers will be members and although will benefit from the development of social pedagogy in the UK, will not actively have improved support to their care as a result of this.

### 4.2 Customers

SPPA's customers differ from its beneficiaries. Its customers are its members, event attendees and those that purchase consultancy or endorsement. Whilst they may come from the same sectors as above, they are not service users and so will not benefit from the development of social pedagogy in the same way.

Our customers are not geographically restricted, although there are definite areas of concentrated practice that we would benefit from targeting. Our customers are also our greatest asset in terms of promoting our services and activities. As a membership organisation, we need to instil enough confidence in our members, and provide a high-quality service that they promote us to friends and colleagues.

It was originally predicted that there were 2,400 customers for SPPA to recruit, judging by the total number of members that the SPDN has currently. A considerable percentage of SPPA members have come through SPDN but not all – suggesting that the predicted figure is in fact higher.

At the time of writing, we have recruited 131 members, a far lower figure than originally estimated at this stage. This is due to a lack of awareness as to the role of SPPA with many SPDN members unwilling to join when they feel they can gain the same support for free elsewhere. Further clarifying the differences between these two organisations is a key objective of our marketing strategy.

### 4.3 Donors and supporters

The SPPA is currently supported by the Scaling up Social Pedagogy project taking place between University College London, Jacaranda and ThemPra. This means it is currently funded until April 2019, at which point it will need to become financially independent.

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## 5. Market research and testing

### 5.1 Research

In order to secure charitable funding to establish the Social Pedagogy Professional Association (SPPA), extensive research was carried out to identify the need to create an organisation to hold standards of proficiency and best practice.

In 2015, it was reported that there are around 100,000 children in local authority care over any one year, and working with this group requires a high level of skill and theoretical knowledge. This is met with a skills drain, as skilled practitioners look outside the sphere of everyday practice with children to advance their careers.

Social pedagogy is a popular alternative to traditional methods of working with children, due to the success and resulting momentum of The Fostering Network's 'Head, Heart, Hands' programme. Exposure to social pedagogy would increase the levels of skills amongst those working with children. However, social pedagogy lacks a developed infrastructure, and once created - this would offer the potential to resolve major difficulties in the children's workforce with benefits for thousands of children, both in local authority care and beyond.

Feasibility studies carried out since 2005 have shown that time-limited projects stimulate enthusiasm but do little to sustain life-long learning amongst a wider workforce. This is why the SPPA wants to act as an overarching organisation, supporting the longevity of social pedagogic growth in the UK.

### 5.2 Testing

SPPA has developed in consultation with the wider social pedagogy community. In its early days, the organisation was managed by a 'Core Group' of volunteers, who represented local authorities, training providers, foster carers and universities. This was to ensure that all of SPPA's offerings to members were reflected of the customer need. The organisation is now managed by its trustees, who are elected by members to represent members.

SPPA's main customer offerings, our memberships and events, were initially developed alongside the Core Group and our trustees. They are evaluated on an annual basis and pitched to members at our Annual General Meeting, where they can vote and make suggestions as to how they can better suit their needs. Our other offerings, such as endorsements for learning programmes have been tested by customers, with free endorsement offered in exchange for feedback.

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## 6. How we reach our market

### 6.1 Marketing strategy

The Social Pedagogy Professional Association (SPPA) has a general marketing strategy, which is updated yearly in collaboration with its Trustee for Marketing, Communications and Public Relations. A copy of this strategy is available on request.

Our audiences are split into three categories:

- Newcomers
  - Those with no awareness and knowledge of social pedagogy.
- Acquaintances
  - Those with an awareness and knowledge of social pedagogy, who aren't sure what SPPA has to offer them.
- Friends
  - Those with an awareness and knowledge of social pedagogy, who support SPPA as a cause.

This marketing strategy has a variety of objectives:

- Recruitment of newcomers as members.
- Increase the profile of SPPA and social pedagogy in the UK to newcomers.
- Encourage acquaintances and members to attend events.
- Raise general awareness of the demand and practice of social pedagogy.

The majority of SPPA's marketing is done online. SPPA is active on the social media channels Facebook and Twitter, and we have a growing mailing list which we update bi-monthly through an e-newsletter.

We do also have physical marketing materials. We have flyers which promote our membership offers, and have banners that we use at events, conferences and at social pedagogy courses.

## 6.2 Marketing plan

Below is a summary of our marketing plan, highlighting our audiences and the ways in which we contact them.

<b>Audience</b>	<b>Channel</b>	<b>Messages</b>	<b>Frequency</b>
Newcomers	<ul style="list-style-type: none"> <li>• Email</li> <li>• Events</li> <li>• Social Media</li> <li>• Website</li> </ul>	<ul style="list-style-type: none"> <li>• The case for social pedagogy.</li> <li>• What is it?</li> <li>• What difference does it make?</li> <li>• Join our mailing list.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly on Social Media</li> <li>• Every 6 weeks via Email.</li> </ul>
Acquaintances	<ul style="list-style-type: none"> <li>• Email</li> <li>• Newsletters</li> <li>• Social Media</li> </ul>	<ul style="list-style-type: none"> <li>• Join as a member.</li> <li>• Come to our events.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly on Social Media</li> <li>• Monthly via Email.</li> </ul>
Friends	<ul style="list-style-type: none"> <li>• Email</li> <li>• Events</li> <li>• Newsletters</li> <li>• Social Media</li> </ul>	<ul style="list-style-type: none"> <li>• Come to our events.</li> <li>• What can/is SPPA do/doing for you?</li> <li>• How can you get involved further?</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly on Social Media.</li> <li>• Monthly via Email.</li> </ul>

A full marketing plan for the period from 5<sup>th</sup> March 2018 to 22<sup>nd</sup> June 2018 is attached in Appendix 1.

## 6.3 Our brand

The Social Pedagogy Professional Association’s brand is closely aligned to its core values. As a member organisation, we portray ourselves as inclusive and professional. Our brand must be inclusive in order to welcome members from a wide variety of fields – from health and social care, to academia and local authorities.

Our marketing draws heavily on the colours blue (signifying loyalty, sincerity and trust) and green (signifying growth, energy and ambition). Our marketing materials i.e. flyer and newsletters rely heavily on these colours but also utilise the other 6 colours in our logo. In doing so, we want to highlight the creative and fun nature of social pedagogy practice.

In every communication with members, whether directly over social media, or through other communications from SPPA i.e. our newsletter, email – we will maintain a professional, approachable and supportive tone.

We are the only membership organisation in the UK representing social pedagogues. To that extent, we have limited competition, and so attempt to establish ourselves as an authority through our branding.

SPPA has a series of branding guidelines, which how our logo, colours and fonts must be used. They also standardise the format for each of our communication types i.e. leaflets, reports, PowerPoints. These are saved in our shared drive and can be distributed on request.

#### 6.4 Key relationships

The Social Pedagogy Professional Association (SPPA) benefits from the mutual support of a number of organisations in its marketing.

##### Jacaranda

- Jacaranda is a recruitment agency and training provider for social pedagogy. It has a mailing list of 20,000 people. Jacaranda has previously offered to share SPPA materials through its newsletter and at events.

##### ThemPra

- ThemPra is a social enterprise and training provider for social pedagogy. It has a mailing list of 1,200 people and actively manages the ‘Social Pedagogy Development Network’ (SPDN), an organised movement for supporters of social pedagogy. ThemPra has previously offered to share SPPA materials through its newsletter and at the SPDN.

These relationships have been extremely beneficial in terms of marketing to ‘acquaintances’, who have an awareness and knowledge of social pedagogy. Despite this, we have had some difficulty in establishing our independence from the two organisations, particularly in the case of ThemPra’s SPDN, which also offers events and a free membership option.

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## 7. Market analysis

### 7.1 PESTLE analysis

Political	Economic	Social	Technological	Legal
• There is still limited mass support for social	• Our funding expires after April 2019.	• There is a concentration of social pedagogy	• With Zoom we are able to interact with members from	• Local authorities are steered by

<p>pedagogy as a practice.</p> <ul style="list-style-type: none"> <li>• The SSSC made a statement in support of social pedagogy in Scotland.</li> <li>• There are few mentions of social pedagogy in Ofsted reports.</li> <li>• The impact of Brexit might affect the free movement of social pedagogues from Europe.</li> <li>• We are planning to engage with politicians and policy-makers through our marketing strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• To be financially viable we need to successfully recruit more members.</li> <li>• Local authority budgets are stretched. Not a huge amount is invested into training or memberships.</li> <li>• There is more funding to be steered towards such things due to the Apprenticeship Levy.</li> </ul>	<p>practice in several areas.</p> <ul style="list-style-type: none"> <li>• As it is new to the field, there is no pre-existing drive to join a professional network for social pedagogy.</li> <li>• We are organising events in different regions of the UK to establish relevance and esteem locally</li> <li>• We are still struggling to differentiate ourselves from the SPDN.</li> </ul>	<p>all over the country.</p> <ul style="list-style-type: none"> <li>• We are still connected to UCL through the online store. When migrating we will need to encourage all members to renew.</li> <li>• Many of our members don't regularly access computers in their work.</li> </ul>	<p>Government policy.</p> <ul style="list-style-type: none"> <li>• We are establishing standards of education and training.</li> <li>• We are establishing standards of proficiency.</li> <li>• SPPA is not in a position to take official action on malpractice.</li> <li>• We are still not a registered charity. When we are, will we be VAT-exempt?</li> </ul>
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## 7.2 Competitor analysis

The Social Pedagogy Professional Association (SPPA) is the only professional home for social pedagogy in the UK. However, there is an international Social Pedagogy Association and, one potential competitor exists in ThemPra's 'Social Pedagogy Development Network' (SPDN), a movement for supporters of social pedagogy.

### 7.2.1 Who are our competitors?

#### Social Pedagogy Development Network (SPDN)

The SPDN is a grassroots movement, a place for practitioners, students, service managers and academics alike to find out how organisations up and down the UK (and beyond) have so far developed social pedagogy within their services, and to share ideas and connect with other professionals who have a similar passion for their practice.

#### Social Pedagogy Association

The Social Pedagogy Association is a community developed to advocate for and promote the understanding of social pedagogy in North America and throughout the world.

### 7.2.2 Table of competitors

Who?	What?	Target market	Strengths	Weaknesses
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Social Pedagogy Development Network	<ul style="list-style-type: none"> <li>• A UK-based organisation offering events and memberships.</li> </ul>	<ul style="list-style-type: none"> <li>• Those with an awareness and knowledge of social pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a similar events-based offering to SPPA.</li> <li>• Has already built a strong reputation.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited resource and strength.</li> <li>• Minimal funding or income.</li> </ul>
Social Pedagogy Association	<ul style="list-style-type: none"> <li>• An international organisation offering events and memberships.</li> </ul>	<ul style="list-style-type: none"> <li>• Those with an awareness and knowledge of social pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a similar offering to SPPA but on a larger, international scale.</li> </ul>	<ul style="list-style-type: none"> <li>• Has an international focus.</li> </ul>

### 7.2.3 SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• SPPA offers a more structured membership and benefits package.</li> <li>• SPPA curates a comprehensive programme of events, regionally and nationally.</li> <li>• SPPA offers legitimacy and a dedicated resource to support the growth of social pedagogy.</li> <li>• SPPA holds the professional standards of social pedagogy in the UK, enforcing malpractice and liaising directly with employers.</li> </ul>	<ul style="list-style-type: none"> <li>• SPPA could be seen as expensive compared to a free one-off event at SPDN.</li> <li>• SPPA is a new organisation, competing with a pre-existing movement and organisation.</li> <li>• SPPA struggles to access members of SPDN who are happy with the current offering.</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• SPPA should differentiate itself as purely an event host: <ul style="list-style-type: none"> <li>○ Campaigning on key issues.</li> <li>○ Representing members on policy matters.</li> <li>○ Encouraging working collaborations between members.</li> <li>○ Developing policy and practice.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• SPPA membership doesn't reach the anticipated level.</li> <li>• SPPA doesn't meet the needs of actual and potential members.</li> </ul>

### 7.2.4 Summary

Although the Social Pedagogy Professional Association (SPPA) has some competitors, in the Social Pedagogy Development Network (SPDN), and to a lesser extent the Social Pedagogy Association – we have been able to establish ourselves as the holder of National Occupational Standards in social pedagogy. Whilst there is some crossover in our event offering through the SPDN, we are unique in that we can offer endorsement of learning programmes and have achieved professional legitimacy through our membership. We will continue to promote our role as the 'professional home of social pedagogy' and as our offering stretches beyond annual events, we will distinguish ourselves from competitors. To achieve this aim, we are planning a submission to the Government's Civil Society Strategy, and launching a 'social pedagogy approaches to well-being' campaign to policy-makers.

Currently, our biggest obstacle is in engaging with members and establishing a clear need to join, and be represented by SPPA. We are enhancing our representation and profile around the UK by hosting regional meetings for members and newcomers to social pedagogy.

## 8. Operational plan

### 8.1 Targets and timescales

Targets	Milestones	Timescale
<ul style="list-style-type: none"> <li>Recruit 1600 members.</li> </ul>	<ul style="list-style-type: none"> <li>Reached 100 members on 14<sup>th</sup> September 2017.</li> </ul>	<ul style="list-style-type: none"> <li>By April 2019</li> </ul>
<ul style="list-style-type: none"> <li>Register for charitable status.</li> </ul>	<ul style="list-style-type: none"> <li>Drafted all policies.</li> <li>Drafted business plan.</li> <li>Had acceptance</li> </ul>	<ul style="list-style-type: none"> <li>By April 2019</li> </ul>
<ul style="list-style-type: none"> <li>Create Standards for Education and Training.</li> </ul>	Complete	
<ul style="list-style-type: none"> <li>Create Standards of Occupational Practice.</li> </ul>	Complete	
<ul style="list-style-type: none"> <li>Support the development of two Diplomas in Social Pedagogy</li> </ul>	Complete	

### 8.2 Work-plan for 2018

We have developed a work-plan for the year ahead. This was agreed by our Board of Trustees and is available to view in Appendix 2.

### 8.3 Resources

At present the Social Pedagogy Professional Association requires minimal resources to operate. Besides staff time and the premises and equipment we rent outlined below, the organisation has minimal physical resources. At an early stage in the project we produced marketing materials such as banners and bags, which we continue to use. Any additional prints of flyers are organised on an ad-hoc basis through University College London.

### 8.4 Partners and suppliers

The Social Pedagogy Professional Association is restricted by its attachment to University College London, and so can only use suppliers from their approved list. The following suppliers provide regular service to SPPA:

- Jacaranda – provides support with marketing and communications.
- ThemPra - provides support with marketing and communications.
- Silver District – provides web hosting services, and designs the SPPA website.
- University College London – provides premises, catering at functions, printing and purchasing.

### 8.5 Premises and equipment

#### 8.5.1 Premises

SPPA operates remotely, although at present works mostly out of the Thomas Coram Research Unit at the UCL Institute of Education. This is because of its link to the Scaling up Social Pedagogy (SUSP)

project. The unit acts as an incubator of knowledge and support for social pedagogy. SPPA also has a separate registered address as it cannot operate as an independent entity from within the UCL Institute of Education.

#### 8.5.2 Equipment

SPPA currently incurs no direct equipment costs, with all covered by the Scaling Up Social Pedagogy (SUSP) project at University College London. Most costs to SUSP are included in the cost of premises. Other than these, it pays a small fee of \$14.99 (approx. £11.19) for Zoom Video Conferencing software each month.

#### 8.6 Transport and logistics

SPPA sends all post and mail through the internal mail within UCL Institute of Education. If it necessary to send items larger than can be sent in the post, it commissions a UCL Institute of Education approved courier service.

#### 8.7 Payments

Our customers currently pay for memberships and events on the UCL Online Store. This is because we have yet to establish our own bank account, and are still reliant on the SUSP project account. The SPPA operational team is in discussion with the web designers to create a new system for accepting PayPal and WorldPay – this will allow us to operate our own payment system.

#### 8.8 Legal requirements

As a membership organisation, SPPA holds information on individual and organisational members. We will abide by the General Data Protection Regulation (GDPR) on introduction in May 2018. Our policies ensure our staff and trustees abide by law and we will ensure these are updated to reflect changes to law on a bi-annual basis.

#### 8.9 Insurance

SPPA is currently looking into the best possible option for trustee liability and indemnity insurance. Other insurance costs on equipment are covered by UCL.

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## 9. People, management and governance

### 9.1 Our team

The Social Pedagogy Professional Association consists of a small operational team of 3 people: a Chief Executive Officer, a Project Officer, and Marketing Support.

Chief Executive Officer – Prof. Claire Cameron

Professor Claire Cameron is Professor of Social Pedagogy at the Centre for Understanding Social Pedagogy (CUSP) within the Institute of Education at University College London. Claire began her career in residential care and, after qualifying as social worker in 1987, in social work until 1992. Since then she has been a researcher specialising in studies of the children’s workforce, early childhood care and education, looked after children and young people, care leavers.

Project Officer – Lewis Smith

Lewis Smith graduated with a degree in Sociology from the University of Liverpool in 2015. He went on to work on the University’s Graduate Trainee programme, gaining project management experience in a range of settings, from research funding, marketing communications and stakeholder engagement. He is a maternity cover placement for the previous Project Officer, who is due to return in summer 2018.

Marketing Support – Gulshanara Khatun

Gulshanara Khatun has been working within the professional services in higher education for 6 years with experiences in teaching administration, short courses and events. Since then she has been working with SUSP in the development of the Level 3 and Level 5 Diploma qualifications, and is the course administrator and provides marketing support for SPPA.

### 9.2 Our trustee board

At its Annual General Meeting on 5<sup>th</sup> October 2017, the Social Pedagogy Professional Association (SPPA) appointed a new Trustee board, made up of 7 Trustees from a range of backgrounds to fulfil needs identified in a skills audit. Full biographies of our Trustees are available on the SPPA website or on request.

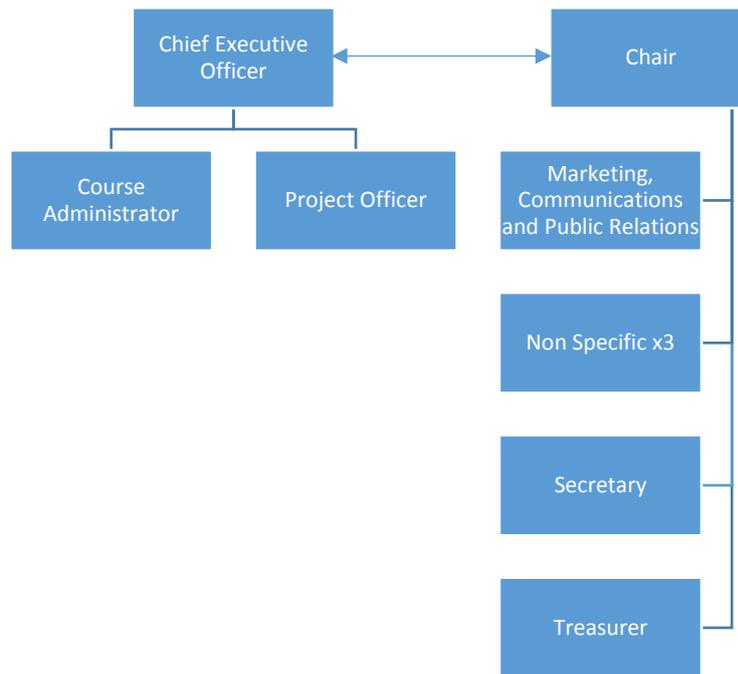
Our Trustee board is made up of:

- 1x Chair of Trustees
- 1x Marketing, Communications and Public Relations Trustee
- 3x Non-specific roles
- 1x Secretary
- 1x Treasurer

### 9.3 Proposed management structure

The Social Pedagogy Professional Association (SPPA) is led and governed by its Trustee board. It is responsible for making decisions on behalf of SPPA members. The Trustee board consists of managers from local authorities, foster carers and social pedagogues, ensuring it is representative of our potential membership. The Trustee board is serviced by and receives reports from the SPPA operational team.

The following organogram helps outline the structure of SPPA:



The Trustee board makes decisions that influence the direction of SPPA. Because of this the organogram illustrates a two-way link between the Project Manager and the Chair of the Trustee board.

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## 10. Our impact

### 10.1 Impact summary

As a UK membership organisation, the Social Pedagogy Professional Association is the professional home and centre for excellence for social pedagogy, its theory and practice. Our overall aim is to improve the support of children, young people and adults, many of whom live in disadvantaged circumstances or are vulnerable. In order to achieve this, SPPA will:

- Promote best practice on the theory and practice of social pedagogy
- Work towards professionalising social pedagogy and equipping workers with training to provide better care for disadvantaged people across the lifespan by developing and implementing Diplomas in Social Pedagogy at Level 3 and Level 5.
- Develop and provide continuous professional development opportunities for social pedagogues and anyone interested in social pedagogy, through events, learning days, webinars, an online community, and resources
- Enable social pedagogues, social pedagogy practitioners and those with a professional interest in social pedagogy to share knowledge and experience, connect with and support each other through various platforms including events, networking opportunities and an online forum
- Enable and support a range of projects and activities which directly engage with members of society in greatest need of care and support.

During 2018-19, SPPA will establish appropriate methods to measure the impact of its activities – quantitatively and qualitatively.

Quantitatively we will measure:

- Individual membership numbers.

- Organisational membership numbers.
- Special Interest Group membership.
- Social Media engagement.
- Attendance at individual, and all events.

Qualitatively we will measure:

- The success of our regional, and national events programme.
- Influence amongst policy makers and employers.
- Our levels of engagement with the wider public.

Our qualitative data analysis will be conducted mostly through questionnaires, on-line surveys and sometimes through feedback events and working groups.

## 11. Cost and income structure

### 11.1 Costs

Currently, the Social Pedagogy Professional Association (SPPA)'s costs are covered by the University College London (UCL)'s Scaling up Social Pedagogy (SUSP) project funding. This will end in April 2019, at which point the charity will self-sufficient. Because of this, we need to generate enough income to be financially viable by the time funding expires.

Most of the project costs are and will continue to be spent on staffing, events and rent paid to UCL. However, none of these will be incurred by the SPPA until after April 2019.

### 11.2 Income

The Social Pedagogy Professional Association's Year-to-date (YTD) income has been lower than expected, as for 2017/18 total income was £14,010. SPPA launched at its event on the 21<sup>st</sup> February 2017, so the timescale for income only accounts for between 21<sup>st</sup> February 2017 and 31<sup>st</sup> December 2017. At the time of writing, early-March 2018, YTD income for 2018/19 was £1,080. The following illustrates memberships and events breakdown:

- Memberships generated an income of £8,925 for the 2017 YTD.
- Events generated an income of £5,085 for the 2017 YTD.

Income estimates have been produced for the next 3 years of operation. This is reflected in our cash-flow budget from section 12.1 attached in Appendix 3.

We estimate an income of £38,448 in 2018.

### 11.3 Pricing

Our pricing structures have been designed to generate an income for the charity whilst we are supporting by project funding reducing costs. These costs were agreed with our Trustees and are evaluated annually. We offer reduced rates for those in financial hardship.

Full Memberships	Organisational Memberships	Events
<ul style="list-style-type: none"> <li>• Our Full Memberships are £70pp or £25pp for non-wage earners.</li> </ul>	<ul style="list-style-type: none"> <li>• We offer flexible packages for our organisational memberships. These offer varying benefits:</li> </ul>	<ul style="list-style-type: none"> <li>• Our event costs vary dependent on the type of event. We always offer reduced rates for</li> </ul>

	<ul style="list-style-type: none"> <li>○ Standard £300</li> <li>○ Bronze £500</li> <li>○ Silver £1000</li> <li>○ Gold £2000</li> </ul>	members and give early-bird discounts to those that book first.
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As stated, we review our pricing every year and take feedback from our Trustee board, which represents our membership.

## 12. Financial forecasts

### 12.1 Income forecast

Our income forecast for the next year has been developed alongside the University College London (UCL)'s Institute of Education Enterprise team. This accounts for estimated income until the end of the next financial year. This doesn't account for expenditure, as expenditure is covered by the Scaling Up Social Pedagogy (SUSP) project within UCL. This income forecast is attached in Appendix 3.

### 12.2 Expenditure

As stated in section 11.1, and 12.1 all costs to the Social Pedagogy Professional Association (SPPA) are covered by UCL project funding. When this funding ends in April 2019, the organisation will be self-sustainable. As no costs are directly attributed to the SPPA, they are not reflected in our budget.

## 13. Risk map

The below risk map uses the following matrix to assess likelihood and severity of a risk. The listed 'risk level' is the combined total of the likelihood and severity of a risk. The lower the number, the greater the risk. Although counter-intuitive, this is because the risk map links to our key criteria statement, which supports the Board of Trustees in decision making.

		Severity			
		Acceptable (Little to no effect on activity)	Tolerable (Effects are felt but not critical)	Undesirable (Serious impact to activity)	Intolerable (Effects are critical)
Likelihood	Improbable (Risk unlikely to occur)	Low 12	Medium 9	Medium 7	High 3
	Possible (Risk likely to occur)	Low 11	Medium 8	High 5	Extreme 2
	Probable (Risk will occur)	Medium 10	High 6	High 4	Extreme 1

Outlined in the below table are some of the key risks to the Social Pedagogy Professional Association (SPPA):

Risk	Risk Level	Impact	Mitigation tactics
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<ul style="list-style-type: none"> <li>• Failure to recruit enough members.</li> </ul>	5	<ul style="list-style-type: none"> <li>• This could limit the organisation's financial sustainability.</li> <li>• This could restrict our clout as the professional home of social pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced recruitment activity, including the production of a new membership offer.</li> <li>• Greater regional activity, to bring SPPA closer to its membership.</li> </ul>
<ul style="list-style-type: none"> <li>• Failure of broader Scaling up Social Pedagogy (SUSP) project.</li> </ul>	3	<ul style="list-style-type: none"> <li>• This could result in limited funding to the project.</li> <li>• This could result in loss of staff, premises and a significant reduction to activity.</li> <li>• This could frustrate those who have already committed to membership.</li> <li>• This could have financial repercussions to University College London (UCL).</li> </ul>	<ul style="list-style-type: none"> <li>• Produce more regular updates to the SUSP project funders.</li> <li>• Work more closely with the SUSP project partners to deliver objectives.</li> </ul>
<ul style="list-style-type: none"> <li>• Failure to gain charity status.</li> </ul>	7	<ul style="list-style-type: none"> <li>• This could result in a failure of a key objective.</li> <li>• This could lead to the failure of the SUSP project.</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive preparation, tied with consultation with the NCVO where available.</li> </ul>
<ul style="list-style-type: none"> <li>• Failure to establish itself from its competitors.</li> </ul>	7	<ul style="list-style-type: none"> <li>• This could result in low uptake of memberships.</li> <li>• This could result in low attendance at events.</li> </ul>	<ul style="list-style-type: none"> <li>• Further attempts to highlight the differences.</li> <li>• A move away from the same offering as competitors.</li> </ul>
<ul style="list-style-type: none"> <li>• Failure to stick within the outlined budget.</li> </ul>	9	<ul style="list-style-type: none"> <li>• This could limit the organisation's financial sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of other funding routes and opportunities.</li> <li>• Reduction of unnecessary spend.</li> </ul>
<ul style="list-style-type: none"> <li>• Failure to encourage renewal of memberships.</li> </ul>	6	<ul style="list-style-type: none"> <li>• This could limit the organisation's financial sustainability.</li> <li>• This would dent the membership numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-warning members of the need to renew.</li> <li>• Ensuring a quality offering to members to encourage renewal.</li> </ul>
<ul style="list-style-type: none"> <li>• Failure to implement a regional events programme.</li> </ul>	9	<ul style="list-style-type: none"> <li>• This could limit the organisation's</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of 'regional champions' to support future events regionally.</li> </ul>

		influence across the UK.	
<ul style="list-style-type: none"> <li>Failure to appoint a Trustee board.</li> </ul>	3	<ul style="list-style-type: none"> <li>This would damage the organisation's governing process.</li> <li>This could limit the organisation's activity and influence.</li> <li>This would hinder the progression and growth of the organisation.</li> </ul>	<ul style="list-style-type: none"> <li>Writing Trustee updates for each Newsletter, to ensure our membership is aware of the role and responsibilities of our Trustee board.</li> <li>Directly pursuing friends of the organisation to stand in elections.</li> </ul>
<ul style="list-style-type: none"> <li>Failure to create a new bank account and successfully manage its income.</li> </ul>	5	<ul style="list-style-type: none"> <li>This could limit the organisation's chances of independence from UCL.</li> <li>This could limit the organisation's financial sustainability.</li> <li>This would hinder the progression and growth of the organisation.</li> </ul>	<ul style="list-style-type: none"> <li>Liaison with funders to guarantee money going into the new account.</li> </ul>

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## 14. Contact details

You can get in touch with SPPA in a variety of ways:

Contact the SPPA operational team:

**Lewis Smith**

Project Officer

[lewis.smith@ucl.ac.uk](mailto:lewis.smith@ucl.ac.uk)

020 7612 6954

**Gulshanara Khatun**

Marketing Support

[g.khatun@ucl.ac.uk](mailto:g.khatun@ucl.ac.uk)

020 7612 6070

OR

You can write to SPPA at:

Social Pedagogy Professional Association  
c/o Thomas Coram Research Unit (TCRU)  
UCL Institute of Education  
27-28 Woburn Square  
London WC1H 0AA

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## 15. Appendices

### 15.1 Appendix 1 – SPPA Marketing Strategy



## SPPA Marketing Strategy 2018

### 1. Introduction

This paper covers the second draft of a SPPA Marketing Plan. The purpose of SPPA Marketing is to:

- Raise awareness of social pedagogy and the Social Pedagogy Professional Association
- Recruit members and encourage attendance at SPPA hosted events
- Increase enrolment onto the L3 and L5 qualifications

This policy is reviewed on a monthly basis and currently operates for a period of 16 weeks. A fortnightly plan for the each consecutive 16 month period will be drafted in Week 12 of each period.

### 2. Audiences

Table 1 sets out the different audiences that SPPA will be reaching – segmented into:

- Friends – those in, or those who will join SPPA because they are committed to social pedagogy as a “cause” (likely to be SPDN activists or similar...)
- Acquaintances – those who know about social pedagogy but will also want to know about membership benefits such as discounts to events, training etc.
- Newcomers - those who don’t know about social pedagogy at all. The message to them is about social pedagogy, not SPPA, at this stage.

SPPA’s marketing strategy needs to reach to all three audiences simultaneously, with different messages and frequencies, in order to build founding membership from the friends and acquaintances, and bring newcomers into the acquaintances segment.

### 3. Activity

Table 2 sets out a proposed plan for marketing activity. This is supplemented every two months with an “e-newsletter”, a monthly SPPA update and occasional specific bulletins (e.g. about events and membership offers) which goes to the SPPA mailing list and can be used by the SPDN team and others to draw copy for their emails. By planning ahead it should be possible to:

- Commission material for newsletters from a wider group of contributors

- Link publicity to events
- Link to other people's newsletters – e.g. the CELCIS magazine "Reach" has asked for a contribution connected to the FLD in Scotland.

#### **4. Objectives**

This year we want to focus on the following objectives:

- Continuing to gather momentum in children and young people's workforces
- Raising awareness in new sectors
- 'Making the case' with employers, politicians and OFSTED chiefs
- Identifying high-profile Patrons.

At our 26<sup>th</sup> October, Trustees meeting, it was agreed that 'Making the Case' was a top priority. To this extent we need to great target newcomers and lobby those in positions of authority.

**SPPA Marketing Plan w/c 5<sup>th</sup> March to w/c 18<sup>th</sup> June 2018**

**Table 1: Audience Segmentation**

<b>Audiences</b>	<b>Action Required</b>	<b>Messages</b>	<b>Channel/Frequency</b>	<b>Notes</b>
<b>Friends – defined as those likely to support SPPA as a “cause”</b>				
SPPA Members 138	Tell people about SPPA. Test out ideas/ consultations e.g. on interview.	Send pdfs of fliers etc.	Email every 2 weeks.	
SPPA Pending Members 19	Completion of membership order.	Are you having problems with payment?		
SPPA Event-Only Members 79	Join & Pay	What's stopping you joining?	Email every month.	
SPPA Mailing List 361	Update on SPPA progress and events.		Email every month.	
SPDN activists 200	More information about SPPA – come to the website?	The case for SPPA and SPDN.	SPDN Network Email (quarterly)	
SPDN mailing list 1200	More information about SPPA – come to the website?	The case for SPPA and SPDN.	SPDN Network Email (quarterly)	
<b>Acquaintances – defined as those supportive but want to know what SPPA will do for them.</b>				
Jacaranda mailing list 20,000	Come to specific events/lectures etc.	SPPA is active.	Email/ Social Media When we've got something to say – minimum quarterly.	
Other mailing lists - CELCIS; TFN; Coram BAAF; ADCS; SCYJ; NASS ICHA; Friends of TCRU	Come to specific events/lectures etc.	SPPA is active.	Email/ Social Media When we've got something to say – minimum quarterly.	

Audiences	Action Required	Messages	Channel/Frequency	Notes
International links				
<b>Press &amp; Public Affairs – communicate as acquaintances unless special request</b>				<b>These need to be prioritized!</b>
Lemn Sissay Becky Francis Educational Press Children and Young People Now The Conversation Scotland - policy contacts; Lord Listowel, Baroness Armstrong, Baroness Walmsley & APPG; MPs OFSTED Educational charities Ann Coffey MP Sharon Hodgson MP Edward Timpson MP Alex Cole-Hamilton MP Bill Esterson MP	Come to specific events/lectures etc. Offer support and research information.	SPPA is active. SPPA is the professional home and centre of excellence for social pedagogy, its theory and practice.	Email/ Social Media When we've got something to say – minimum quarterly.	Use the website 'They Work For You' to identify MPs and policy- makers that have an interest in social pedagogy.
<b>Newcomers</b>				<b>These need to be prioritized!</b>
<ul style="list-style-type: none"> <li>- Early years</li> <li>- Youth offending/ youth justice</li> <li>- Fostering</li> <li>- Residential care</li> <li>- Schools</li> <li>- Family support</li> <li>- Leaving care</li> <li>- Youth services</li> </ul>	Come to our website, or to our events and find out more about social pedagogy!	The case for social pedagogy.  What is it?  What difference does it make?  Case studies including:	<b>Social Media</b> <ul style="list-style-type: none"> <li>- Interesting content to catch              their attention.</li> </ul> <b>Events</b> <ul style="list-style-type: none"> <li>- Come to our events on SP.</li> <li>- We can contact them to              deliver sessions.</li> </ul> <b>Resources</b>	We should be targeting employers, in these fields, going direct to organisations and trying to raise awareness of social pedagogy.

Audiences	Action Required	Messages	Channel/Frequency	Notes
<ul style="list-style-type: none"> <li>- Advocacy</li> <li>- Mental health and advocacy</li> <li>- Elderly care</li> <li>- Adult disability services</li> </ul>		<ul style="list-style-type: none"> <li>• Head</li> <li>• Heart</li> <li>• Hands</li> </ul>	<ul style="list-style-type: none"> <li>- Case studies, Ofsted reports and ThemPra 'introductory' content.</li> </ul>	

**Table 2: Fortnightly Plan**

Audience/ Date	Mar 5 / Mar 12	Mar 19 / Mar 26	Apr 2 / Apr 9	Apr 16 / Apr 23	Apr 30 / May 7	May 14 / May 21 Draft New Plan	May 28 / Jun 4	Jun 11 / Jun 18
<b>Events</b>	<ul style="list-style-type: none"> <li>• SPPA Webinar</li> </ul>	<ul style="list-style-type: none"> <li>• SUSP Qualification Open Session</li> </ul>		<ul style="list-style-type: none"> <li>• SPPA Preston Meeting</li> <li>• SPPA Salford Meeting</li> </ul>			<ul style="list-style-type: none"> <li>• Return trips to Scotland / N.I.</li> </ul>	
<b>Friends</b>	<ul style="list-style-type: none"> <li>• Invitation to upcoming events.</li> </ul>	<ul style="list-style-type: none"> <li>• Invitation to regional meetings.</li> <li>• Invitation to submit for Civil Society Strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• Invitation to regional meetings.</li> <li>• Conference Workshops.</li> </ul>	<ul style="list-style-type: none"> <li>• Conference Workshops.</li> </ul>	<ul style="list-style-type: none"> <li>• Conference Booking.</li> </ul>	<ul style="list-style-type: none"> <li>• Invitation to regional meetings.</li> </ul>		

<b>Audience/ Date</b>	<b>Mar 5 / Mar 12</b>	<b>Mar 19 / Mar 26</b>	<b>Apr 2 / Apr 9</b>	<b>Apr 16 / Apr 23</b>	<b>Apr 30 / May 7</b>	<b>May 14 / May 21 Draft New Plan</b>	<b>May 28 / Jun 4</b>	<b>Jun 11 / Jun 18</b>
SPPA Members	<ul style="list-style-type: none"> <li>• Invitation to upcoming events.</li> <li>• Renewal Notice.</li> </ul>	<ul style="list-style-type: none"> <li>• Invitation to submit for Civil Society Strategy.</li> <li>• Renewal Notice.</li> </ul>	<ul style="list-style-type: none"> <li>• SIGs update.</li> <li>• Conference Workshops.</li> <li>• Renewal Notice.</li> </ul>	<ul style="list-style-type: none"> <li>• Invitation to regional meetings.</li> <li>• Conference Workshops.</li> <li>• Renewal Notice.</li> </ul>	<ul style="list-style-type: none"> <li>• Conference Booking.</li> <li>• Renewal Notice</li> </ul>	<ul style="list-style-type: none"> <li>• Promotion of SIGs.</li> <li>• Invitation to regional meetings.</li> <li>• Renewal Notice.</li> </ul>	<ul style="list-style-type: none"> <li>• Renewal Notice.</li> </ul>	<ul style="list-style-type: none"> <li>• Renewal Notice.</li> </ul>
SPPA Pending Members	<ul style="list-style-type: none"> <li>• Troubleshoot</li> </ul>	<ul style="list-style-type: none"> <li>• Troubleshoot</li> </ul>	<ul style="list-style-type: none"> <li>• Troubleshoot</li> </ul>	<ul style="list-style-type: none"> <li>• Troubleshoot</li> </ul>	<ul style="list-style-type: none"> <li>• Troubleshoot</li> </ul>	<ul style="list-style-type: none"> <li>• Troubleshoot</li> </ul>	<ul style="list-style-type: none"> <li>• Troubleshoot</li> </ul>	<ul style="list-style-type: none"> <li>• Troubleshoot</li> </ul>
SPPA Event-Only Members	<ul style="list-style-type: none"> <li>• Join &amp; Pay</li> <li>• Invitation to upcoming events.</li> </ul>	<ul style="list-style-type: none"> <li>• Invitation to regional meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Invitation to regional meetings.</li> <li>• Conference Workshops.</li> <li>• Join &amp; Pay</li> </ul>	<ul style="list-style-type: none"> <li>• Conference Workshops.</li> </ul>	<ul style="list-style-type: none"> <li>• Join &amp; Pay</li> <li>• Conference Booking.</li> </ul>	<ul style="list-style-type: none"> <li>• Invitation to regional meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Join &amp; Pay</li> </ul>	
SPPA Mailing List	<ul style="list-style-type: none"> <li>• Invitation to upcoming events.</li> </ul>	<ul style="list-style-type: none"> <li>• SPPA monthly update</li> </ul>	<ul style="list-style-type: none"> <li>• Invitation to regional meetings.</li> <li>• Conference Workshops.</li> </ul>	<ul style="list-style-type: none"> <li>• SPPA monthly update</li> </ul>	<ul style="list-style-type: none"> <li>• Newsletter</li> </ul>	<ul style="list-style-type: none"> <li>• SPPA monthly update</li> </ul>		
<b>Acquaintances</b>	<ul style="list-style-type: none"> <li>• Invitation to upcoming events.</li> </ul>	<ul style="list-style-type: none"> <li>• Invitation to regional meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Invitation to regional meetings.</li> <li>• Conference Workshops.</li> </ul>	<ul style="list-style-type: none"> <li>• SPPA monthly update</li> </ul>	<ul style="list-style-type: none"> <li>• Conference Booking.</li> </ul>	<ul style="list-style-type: none"> <li>• SPPA monthly update</li> </ul>		



<b>Audience/ Date</b>	<b>Mar 5 / Mar 12</b>	<b>Mar 19 / Mar 26</b>	<b>Apr 2 / Apr 9</b>	<b>Apr 16 / Apr 23</b>	<b>Apr 30 / May 7</b>	<b>May 14 / May 21 Draft New Plan</b>	<b>May 28 / Jun 4</b>	<b>Jun 11 / Jun 18</b>
<b>Opinion Formers</b>	<ul style="list-style-type: none"> <li>• Curation of new list of 'opinion formers'.</li> </ul>		<ul style="list-style-type: none"> <li>• Curation of new list of 'opinion formers'.</li> </ul>		<ul style="list-style-type: none"> <li>• Curation of new list of 'opinion formers'.</li> </ul>		<ul style="list-style-type: none"> <li>• Curation of new list of 'opinion formers'.</li> </ul>	
<b>Sector Groups</b>	<ul style="list-style-type: none"> <li>• 'This is what we do' email: signpost to website and social media.</li> <li>• Invitation to upcoming events.</li> </ul>		<ul style="list-style-type: none"> <li>• 'This is what we do' email: signpost to website and social media.</li> <li>• Invitation to regional meetings.</li> <li>• Invitation to submit for Civil Society Strategy.</li> </ul>		<ul style="list-style-type: none"> <li>• 'This is what we do' email: signpost to website and social media.</li> <li>• Invitation to regional meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Invitation to regional meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• 'This is what we do' email: signpost to website and social media.</li> </ul>	

## 15.2 Appendix 2 – SPPA work-plan for 2018



### SPPA Workplan for 2018

The following activity lines correspond to SPPA’s objectives for 2018 and are linked to our business plan and relevant strategies:

1. Completing our application for charitable status through the Charity Commission.

Outstanding Action	Deadline
Open SPPA Bank Account	8 <sup>th</sup> March 2018
Submit paperwork to BWB	March 2018
Await response from The Charity Commission (average response time is 45 days)	April/May 2018

2. Promoting SPPA in the nations of the UK, and wider regions of England including the North West, North East, Yorkshire, East Anglia, South West, and London.
  - a. In each, SPPA is looking for a single (or multiple) ‘regional champion(s)’ who can initiate a working group to develop a local programme of events, and help define the levels of support for social pedagogy in each region (i.e. friends, acquaintances and newcomers). SPPA will offer logistical support to make events happen and will ask each working group to report to trustees annually and promote their activities on the SPPA website/social media feeds.
  - b. Our intention for this activity is to establish stronger links between all those involved with social pedagogy in each region, with a view to generating a stronger voice and identity for it locally. It will also help to: grow a sense of belonging to SPPA; develop a regional identity for social pedagogy; create an environment that attracts new members; demonstrate collaboration with SPDN.
  - c. SPPA hosted a ‘London Social’ on the 30<sup>th</sup> January 2018 and is in discussion with the membership-led North West Working Group to plan an event in Preston/Salford for around Easter 2018.
  - d. SPPA is hosting a third meeting of the Scottish social pedagogy group on 2<sup>nd</sup> February 2018 at CELCIS, Glasgow. A third meeting of the Northern Ireland social pedagogy group is also planned for the New Year, although a date has not been set.

Outstanding Action	Deadline
Northern Ireland Event	Est May/June 2018
North-West Event	18 <sup>th</sup> April / 24 <sup>th</sup> May 2018
Liaise with members to foster networks in their area	Ongoing

SPPA Conference in Edinburgh	28 <sup>th</sup> September 2018
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3. Launching our new membership types and recruiting new members. We will have a particular focus on promoting our organisational memberships and recruiting organisational members.

Outstanding Action	Deadline
Launch of membership payment of SPPA website	April 2018
Promote new individual and organisational memberships	Ongoing
Encourage renewal of founding memberships	Ongoing

4. Supporting the recruitment of learners to the Crossfields Institute Level 5 Diploma in Social Pedagogy.

Outstanding Action	Deadline
Host an introductory event for the L5 qualification	23 <sup>rd</sup> March 2018
Continue to update and follow actions in Qualifications Marketing Strategy	Ongoing

5. Promoting members' Special Interest Groups (SIGs) on 'Learning', 'Creativity', 'Older People', and 'Young People, Participation and Association'. For each, SPPA will offer logistical support to help events happen and will ask each SIG to report to trustees annually and promote their activities on the SPPA website/social media feeds.

Outstanding Action	Deadline
Liaise with SIG Leaders to organise dates for meetings	Ongoing
Establish terms of reference and actions for each SIG	Ongoing
#3 Meeting of Learning SIG	24 <sup>th</sup> April 2018

6. Hosting our AGM and annual conference at Surgeon's Hall, Edinburgh in September 2018.

Outstanding Action	Deadline
Call-for-workshops	Ongoing
Conference programme to be developed by Scottish members	1 <sup>st</sup> June 2018
Support Edinburgh Council in planning reception	Ongoing
Robyn Kemp to liaise with Lyn Romeo – potential keynote?	Ongoing

7. Working to organise Parliamentary receptions at Edinburgh in September 2018 and at Westminster in November 2018.

Outstanding Action	Deadline
Scottish Parliamentary reception to be planned by Scottish members	Ongoing
MH Campaign Strategy Meeting	15 <sup>th</sup> March 2018
Claire Cameron meeting with local MP to discuss	12 <sup>th</sup> April 2018
Helen Jones is meeting with Ann Coffey MP and Lord Listowel to discuss children's workforce and social pedagogy	Est March 2018

8. Launch of Quality Assurance (i.e. self-assessment forms) and other tools on the SPPA website.

Outstanding Action	Deadline
Launch of QA forms	Complete
Summary of progress for learning endorsement organisations	Complete

9. Continue with the release of bi-monthly newsletters and to sustain a growing mailing list for them. This will be complimented by our monthly updates, which are posted on the SPPA website on the final working Friday of the month.

Outstanding Action	Deadline
Monthly update	Final Friday of the month.
Bi-monthly newsletter	Final working day of the month.

10. Continue to run our monthly programme of webinars and sustain a growing audience for them. We currently have 3 webinars in the diary:
- On 23<sup>rd</sup> January 2018, Robyn Kemp joins Ian Caswell from the International Journal of Social Pedagogy to find out how SPPA members can contribute practice pieces to the journal.
  - On 21<sup>st</sup> February 2018, Lowis Charfe and Ali Gardner from University of Central Lancashire look at the links between social pedagogy and social work practice.
  - On 14<sup>th</sup> March 2018, three Level 3 learners from Surrey County Council will be talking about their experience of the qualification, highlighting what they've enjoyed and how it has impacted their practice.

Outstanding Action	Deadline
Promote and run current programme of webinars	Ongoing
Plan April to July Webinar	Ongoing

11. To continue our monthly trustees meetings.

Outstanding Action	Deadline
Continue to run monthly Trustees meeting	Ongoing

12. To increase SPPA's representation at events and conferences:

- a. European Social Work Research Association (ESWRA) conference in Edinburgh on 18-20<sup>th</sup> April 2018. Abstract accepted: Trauma, everyday life and social pedagogy
- b. National Children and Adult Services Conference (NCASC) in Manchester on 14<sup>th</sup>-16<sup>th</sup> November 2018. Abstract deadline is 1<sup>st</sup> April 2018.

Outstanding Action	Deadline
Helen Jones to draft summary of session, and Robyn Kemp to identify ways of making it engaging and interactive	Complete
To identify other conferences to attend	Ongoing

13. Supporting member-led and other new initiatives:

- a. Prof. Pat Petrie, Rob Hunter (LAT), Thure Johansen (Treehouse Associates) and Karen Chouhan (WEA) are developing a programme for engaging with older people in Leicester and the East Midlands. This will consist of a series of one day events to promote the benefits of social pedagogy when working with older people.

Outstanding Action	Deadline
Discussions with regional members to identify learning programmes for their area	Ongoing

15.3 Appendix 3 – SPPA Income Forecast



**2017-2019 Income Account**

	Year 1 (1 Feb 2017 - 31 Jan 2018)				2017/18	Year 2 (1 Feb 2018 - 31 Jan 2019)					2018/19
	Q1	Q2	Q3	Q4	Year 1	Q1	Q1	Q2	Q3	Q4	Year 2
	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED
<b>Income: SPPA Memberships</b>											
SPPA Founding Membership	1,400	1,680	1,400	770	5,250	0	0	0	0	0	0
w/ Concession Discount	325	50	175	25	575	0	0	0	0	0	0
w/ Group Discount	1,680	560	560	0	2,800	0	0	0	0	0	0
Renewals	0	0	0	0	0	140	3,065	2,061	1,922	986	8,033
SPPA Full Memberships	0	0	0	0	0	140	2,100	2,100	2,100	2,100	8,400
w/ Concession Discount	0	0	0	0	0	0	175	175	175	175	700
w/ Group Discount	0	0	0	0	0	0	560	560	560	560	2,240
Standard Organisational Membership	0	0	0	300	300	300	300	300	300	300	1,200
Bronze Organisational Membership	0	0	0	0	0	500	500	1,000	1,000	1,000	3,500
Silver Organisational Membership	0	0	0	0	0	0	0	1,000	1,000	0	2,000
Gold Organisational Membership	0	0	0	0	0	0	0	2,000	2,000	0	4,000
<b>TOTAL</b>	<b>3,405</b>	<b>2,290</b>	<b>2,135</b>	<b>1,095</b>	<b>8,925</b>	<b>1,080</b>	<b>6,700</b>	<b>9,196</b>	<b>9,057</b>	<b>5,121</b>	<b>30,073</b>
<b>Income: SPPA Event Attendance</b>											
SPPA Member Early Bird	0	1,200	300	420	1,920	0	1,500	600	0	0	2,100
Non-Member Early Bird	0	780	520	520	1,820	0	1,950	650	0	0	2,600
SPPA Member Standard	0	0	720	0	720	0	0	0	600	600	1,200
Non-Member Standard	0	0	450	0	450	0	0	0	750	750	1,500
SPPA Member Concessions	0	0	75	0	75	0	0	0	75	0	75
Non-Member Concessions	0	0	100	0	100	0	0	0	100	0	100
<b>TOTAL</b>	<b>0</b>	<b>1,980</b>	<b>2,165</b>	<b>940</b>	<b>5,085</b>	<b>0</b>	<b>3,450</b>	<b>1,250</b>	<b>1,525</b>	<b>1,350</b>	<b>7,575</b>
<b>Income: SPPA Endorsement</b>											
Learning Programme Endorsement	0	0	0	0	0	0	200	200	200	200	800
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>200</b>	<b>200</b>	<b>200</b>	<b>200</b>	<b>800</b>
<b>GRAND TOTAL</b>	<b>3,405</b>	<b>4,270</b>	<b>4,300</b>	<b>2,035</b>	<b>14,010</b>	<b>1,080</b>	<b>10,350</b>	<b>10,646</b>	<b>10,782</b>	<b>6,671</b>	<b>38,448</b>

Value = GBP

**SPPA Financial Year**

Q1	1st February to 30th April
Q2	1st May to 31st July
Q3	1st August to 31st October
Q4	1st November to 31st January



**SPPA**  
Social Pedagogy  
Professional Association

## **Complaints Policy 2017-2018**

## **A. Introduction**

The Social Pedagogy Professional Association (SPPA) is committed to upholding high-standards of service when working with our members. We have developed a Complaints policy to outline our approach to receiving and responding to complaints.

## **B. The scope of this policy**

On any occasion in which SPPA does not meet the expectations of our members, we aim to deal with complaints and provide satisfactory resolutions quickly, fairly, and effectively. We aim to make sure that:

- Making a complaint is as easy as possible
- We deal with complaints promptly, respectfully and if possible, with confidentiality
- We learn from our complaints and treat them as an opportunity to improve our services

We review our complaints procedure every two years.

## **C. Contents**

1. What is a Complaint?
2. How to complain to SPPA?
3. Pledge
4. Procedure
5. Confidentiality
6. Review
7. Declaration

### **1. What is a Complaint?**

A complaint is any expression of dissatisfaction, whether justified or not; with services provided by the Social Pedagogy Professional Association (SPPA), any member of SPPA staff, a SPPA trustee; or any dissatisfaction that relates to SPPA and requires a formal response.

### **2. How to complain to SPPA?**

If you wish to complain to SPPA, you can do so by email or post. If you are disabled, and need a reasonable adjustment to ensure you can register your complaint, you can contact us alternatively by telephone, and a member of staff will help you write out your complaint.

### **3. Pledge**

We treat all complaints as an opportunity to improve. We acknowledge that we may sometimes make mistakes, and in every case, we will do everything in our control to satisfy the complainant.

### **4. Procedure**

We have a three-stage complaints procedure, outlined below.

Stage 1: This is where we anticipate most complaints will be resolved.

1.1. Download a complaints form from our website, and return to [sppa@ucl.ac.uk](mailto:sppa@ucl.ac.uk).

- 1.2. We will confirm receipt of each complaint within 5 working days. After we've received a complaint, a member of the SPPA team will contact the complainant over the phone, to discuss and identify an informal resolution to the complaint.
- 1.3. Complainants will receive a written response or explanation within 10 working days.
- 1.4. The written response will outline what steps SPPA will take to address the complaint. It will also notify the complainant that they have 28 days in which to ask for the complaint to be reviewed if they remain dissatisfied with the response they have received.

Stage 2: Any advanced complaints will come forward to this stage.

- 2.1. If complainants are dissatisfied with the Stage 1 response to their complaint then they will be advised to contact the SPPA CEO, stating the reason they are dissatisfied with the outcome and to ask for the complaint to be given more consideration.
- 2.2. We will confirm receipt of each complaint within 10 working days. After we've received a complaint, the SPPA CEO will contact the complainant over the phone, to discuss and identify an informal resolution to the complaint.
- 2.3. Complainants will receive a written response or explanation within 20 working days.
- 2.4. The written response will outline what steps SPPA will take to address the complaint. It will also notify the complainant that they have 28 days in which to ask for the complaint to be review if they remain dissatisfied with the response they have received.

Stage 3: The most advanced complaints will come forward to this stage.

- 3.1. If complainants are dissatisfied with the Stage 2 response to their complaint then they will be advised to contact the Chair of SPPA's Trustee board, stating the reason they are dissatisfied with the outcome and to ask for the complaint to be given more consideration.
- 3.2. Each stage 2 complaint will be delegated to a member of the SPPA trustee board, who will respond within 20 working days of receipt confirmation, with a full written response detailing how SPPA has addressed the complaint, and its position on the complaint going forward.

For more serious complaints, or in the unlikely event a complainant is still dissatisfied after all stages of our complaints procedure, they will be advised to contact the Charity Commission's guidance for complaints.

## **5. Confidentiality**

All complaints received will be managed with confidentiality, and in accordance with the requirements of the Data Protection Act 1998, SPPA's Data Protection Policy, and subject to the need to disclose information as required by statutory authorities, and/or as a result of legal obligations placed on the Charity.

## **6. Review**

This policy will be reviewed at intervals of 2 years to ensure it remains up to date and compliant with the law. The first review date will be September 2018.

## **7. Declaration**

I confirm I have read and understood SPPA's Data Protection Policy and will act in accordance with it.

I am connected with this organisation in my capacity as a

- Member of staff
- Volunteer
- Trustee/ management committee member

Signature:

Print name:

Date:

Please return this form to the Secretary.



**SPPA**  
Social Pedagogy  
Professional Association

## **Conflict of Interest Policy 2017-2018**

## **A. Purpose**

This Policy sets out the requirements of Social Pedagogy Professional Association ('SPPA') with regard to the obligations under both the Companies Act 2006 and the provisions of the Charity Commission guidelines.

This policy applies to trustees and directors and all staff and volunteers.

## **B. Why we have a policy**

Trustees have a legal obligation to act in the best interests of SPPA, and in accordance with the charity's governing document and Articles of Association, and to avoid situations where there may be a potential conflict of interest. Staff and volunteers have similar obligations.

Conflicts of interests may arise where an individual's personal or family interests and/or loyalties conflict with those of SPPA. Such conflicts may create problems;

they can:

- inhibit free discussion
- result in decisions or actions that are not in the interests of SPPA
- risk the impression that [the charity] has acted improperly.

The aim of this policy is to protect both the organisation and the individuals involved from any appearance of impropriety.

## **C. Contents**

1. The declaration of interests
2. Data protection
3. Conflict of Interest Identification
4. Decisions taken where a trustee or member has interest
5. Managing contracts
6. Review
7. Declaration

### **1. The declaration of interests**

Accordingly, all trustees, staff and volunteers will declare their interests, and any gifts or hospitality offered and received in connection with their role in SPPA. A Declaration of Interests form is provided for this purpose, listing the types of interest to be declared.

To be effective, the declaration of interests needs to be updated at least annually, and when any material changes occur. Trustees will be required to declare any interests at the beginning of all meetings, where there have been any material changes to the original Declaration of Interest form.

This register of interests shall be used to record all gifts of a value and hospitality received by the trustees, volunteers and staff. Interests and gifts will be recorded on the charity's register of interests, which will be maintained by the charity secretary. The register will be accessible by Trustees, noting any statutory requirements applicable.

## **2. Data protection**

The information provided will be processed in accordance with data protection principles as set out in the Data Protection Act 1998. Data will be processed only to ensure that trustees and all staff and volunteers act in the best interests of SPPA. The information provided will not be used for any other purpose.

## **3. Conflict of Interest Identification**

Individuals who believe they have a perceived or real conflict of interest should:

- declare the interest at the earliest opportunity
- withdraw from discussions and decisions relating to the conflict.

The charity secretary will take special care to ensure that minutes or other documents relating to the item presenting a conflict are appropriately redacted for the person facing the conflict. A balance needs to be made to ensure that the person still receives sufficient information about the activities of the charity generally without disclosing such sensitive information that could place the individual in an untenable position.

Individuals will declare their interest at the earliest opportunity and withdraw from any subsequent discussion, unless expressly invited to remain in order to provide information. In this case they may not participate in, or influence, the decision or have any vote on the matter. They will not be counted in the quorum for that part of the meeting and must withdraw from the meeting during any vote on the conflicted item.

There are situations where individuals may participate in discussions from which they could indirectly benefit, for example where the benefits are universal to all users, or where their individual benefit is minimal. This action will be agreed by the Chair and minuted accordingly.

If an individual fails to declare an interest that is known or becomes known to the charity secretary and/or the Chair of the board, a Trustee or Member, the charity secretary or chair will declare that interest.

## **4. Decisions taken where a trustee or member of staff has an interest**

In the event of the board having to decide upon a question in which a trustee or member of staff or volunteer has an interest, all decisions will be made by vote, with a simple majority required. A quorum must be present for the discussion and decision; interested parties will not be counted when deciding whether the meeting is quorate. Interested board members may not vote on matters affecting their own interests.

All decisions under a conflict of interest will be recorded by the charity secretary and reported in the minutes of the meeting. The report will record:

- the nature and extent of the conflict
- an outline of the discussion
- the actions taken to manage the conflict.

Where a Trustee benefits from the decision, this will be reported in the annual report and accounts in accordance with the current Charities SORP.

All payments or benefits in kind to trustees will be reported in the charity's accounts and annual report, with amounts for each trustee listed for the year in question.

Where a member of SPPA's staff are connected to a party involved in the supply of a service or product to the charity, this information will be fully disclosed in the annual report and accounts.

The Charities SORP 2005 requires the full disclosure of all 'related party' transactions with any third party that may inhibit the charity being able to pursue its separate interests. The Charity Commission strongly recommends that all trustee payments should be disclosed in an appropriate manner (CC11 Trustee payments and expenses) and SPAA will make such disclosure in their annual report and accounts.

Independent external moderation will be used where conflicts cannot be resolved through the usual procedures.

## **5. Managing contracts**

If Trustees, staff or volunteers have a conflict of interest, they must not be involved in managing or monitoring a contract in which they have that interest. Monitoring arrangements for such contracts will include provisions for an independent challenge of bills and invoices, and termination of the contract if the relationship is unsatisfactory or deemed to be compromised

## **6. Review**

This policy will be reviewed at intervals of 2 years to ensure it remains up to date and compliant with the law. The first review date will be September 2018.

## **7. Declaration**

I confirm I have read and understood SPPA's Data Protection Policy and will act in accordance with it.

I am connected with this organisation in my capacity as a

- Member of staff
- Volunteer
- Trustee/ management committee member

Signature:

Print name:

Date:

Please return this form to the Secretary.



### Trustee declaration of interests form (England & Wales)

I ..... as employee/trustee\* [\*delete as appropriate] of Social Pedagogy Professional Association ('SPPA') have set out below my interests in accordance with the organisation's conflicts of interest policy.

Category	Please give details of the interest and whether it applies to yourself or, where appropriate, a member of your immediate family, connected persons or some other close personal connection
Current employment and any previous employment in which you continue to have a financial interest.	
Appointments (voluntary or otherwise) e.g. trusteeships, directorships, local authority membership, tribunals etc.	
Membership of any professional bodies, special interest groups or mutual support organisations.	
Investments in unlisted companies, partnerships and other forms of business,	

major shareholdings (more than 5% of issued capital) and beneficial interests.	
Gifts or hospitality offered to you by external bodies and whether this was declined or accepted in the last twelve months.	
Do you use, or care for a user of the organisation's services?	
Any contractual relationship with the charity or its subsidiary.	
Any other conflicts that are not covered by the above	

To the best of my knowledge, the above information is complete and correct. I undertake to update as necessary the information provided, and to review the accuracy of the information on an annual basis. I give my consent for it to be used for the purposes described in the conflicts of interest policy and for no other purpose.

Signed:

Position:

Date:



**SPPPA**  
Social Pedagogy  
Professional Association

**Data Protection Policy 2017-2018**  
**(incl. Key Procedures)**

## **A. The scope of this policy**

SPPA needs to keep certain information on its Members, employees, volunteers, service users and trustees to carry out its day to day operations, to meet its objectives and to comply with legal obligations.

The organisation is committed to ensuring any personal data will be dealt with in line with the Data Protection Act 1998. To comply with the law, personal information will be collected and used fairly, stored safely and not disclosed to any other person unlawfully.

The aim of this policy is to ensure that everyone handling personal data is fully aware of the requirements and acts in accordance with data protection procedures. This document also highlights key data protection procedures within the organisation.

This policy covers all employed staff, trustees, volunteers, Members & users of its services.

## **B. Contents**

1. Definitions
2. Type of information processed
3. Notification
4. Responsibilities
5. Policy Implementation
6. Training
7. Gathering and checking information
8. Data Security
9. Subject Access Requests
10. Review
11. Declaration

### **1. Definitions**

In line with the Data Protection Act 1998 principles, SPPA will ensure that personal data will:

- Be obtained fairly and lawfully and shall not be processed unless certain conditions are met
- Be obtained for a specific and lawful purpose
- Be adequate, relevant but not excessive
- Be accurate and kept up to date
- Not be held longer than necessary
- Be processed in accordance with the rights of data subjects
- Be subject to appropriate security measures
- Not to be transferred outside the European Economic Area (EEA)

The definition of 'Processing' is obtaining, using, holding, amending, disclosing, destroying and deleting personal data. This includes some paper based personal data as well as that kept on computer.

The Personal Data Guardianship Code suggests five key principles of good data governance on which best practice is based. The organisation will seek to abide by this code in relation to all the personal data it processes, i.e.

- **Accountability:** those handling personal data follow publicised data principles to help gain public trust and safeguard personal data.
- **Visibility:** Data subjects should have access to the information about themselves that an organisation holds. This includes the right to have incorrect personal data corrected and to know who has had access to this data.
- **Consent:** The collection and use of personal data must be fair and lawful and in accordance with the DPA's eight data protection principles. Personal data should only be used for the purposes agreed by the data subject. If personal data is to be shared with a third party or used for another purpose, the data subject's consent should be explicitly obtained.
- **Access:** Everyone should have the right to know the roles and groups of people within an organisation who have access to their personal data and who has used this data.
- **Stewardship:** Those collecting personal data have a duty of care to protect this data throughout the data life span.

## 2. Type of information processed

SPPA processes the following personal information:

- Name & Date of Birth
- Addresses – both personal & professional
- Email and Phone Numbers
- Members and event attendees bank details (for 12 months or longer where repeat subscription or donation)

Personal information is kept in the following forms:

- Electronic – email, database, spreadsheet, letter
- Received post – letters, administration, newsletters
- Payroll, bank account

Groups of people within the organisation who will process personal information are:

- Employees
- Trustees
- Volunteers

## 3. Notification

The needs we have for processing personal data are recorded on the public register maintained by the Information Commissioner. We notify and renew our notification on an annual basis as the law requires.

If there are any interim changes, these will be notified to the Information Commissioner within 28 days.

The name of the Data Controller within our organisation as specified in our notification to the Information Commissioner is Carla Aylmore.

#### **4. Responsibilities**

Under the Data Protection Guardianship Code, overall responsibility for personal data in a not for profit organisation rests with the governing body. In the case of SPPA this is the Board of Trustees.

The governing body delegates tasks to the Data Controller. The Data Controller is responsible for:

- understanding and communicating obligations under the Act
- identifying potential problem areas or risks
- producing clear and effective procedures
- notifying and annually renewing notification to the Information Commissioner, plus notifying of any relevant interim changes

All employed staff, trustees and volunteers who process personal information must ensure they not only understand but also act in line with this policy and the data protection principles.

Breach of this policy will result in suspension pending further investigation and may lead to dismissal for employed staff, trustees and volunteers.

#### **5. Policy Implementation**

To meet our responsibilities staff, volunteers and trustees will:

- Ensure any personal data is collected in a fair and lawful way;
- Explain why it is needed at the start;
- Ensure that only the minimum amount of information needed is collected and used;
- Ensure the information used is up to date and accurate;
- Review the length of time information is held;
- Ensure it is kept safely;
- Ensure the rights people have in relation to their personal data can be exercised

We will ensure that:

- Everyone managing and handling personal information is trained to do so.
- Anyone wanting to make enquiries about handling personal information, whether a member of staff, volunteer or service user, knows what to do;
- Any disclosure of personal data will be in line with our procedures.
- Queries about handling personal information will be dealt with swiftly and politely.

## **6. Training**

Training and awareness raising about the Data Protection Act and how it is followed in this organisation will take the following forms:

On induction:

- All staff, volunteers and Trustees will receive copies of this policy and other relevant guidelines relating to the Act
- Will be required to sign to acknowledge their receipt & understanding of the policy
- Where appropriate, will be provided with security information (passwords, keys etc) and be required to acknowledge the importance of retaining privacy and security for files, documents, computer systems etc

General training/ awareness raising:

- All staff, volunteers and Trustees will receive bi-annual reminders and/or updates relating to the policy

## **7. Gathering and checking information**

Before personal information is collected, we will consider:

- Purpose of data collection
- Details necessary to fulfil purpose
- Length of time information will be retained
- Format of collection and retention
- Protection method for data

We will inform people whose information is gathered about the following:

- Why information is being gathered
- What information will be used for
- Who will have access to information (including Third Parties)
- Length of time information will be retained
- How information will be retained and methods of protection to be used

We will take the following measures to ensure that personal information kept is accurate:

- Sending a request to individuals, asking them to check and confirm initial data is correct
- Forwarding an annual request, for as long as the data is held, asking individuals to confirm data held is accurate
- Where no response is received to the data check request, an individuals' data will be removed after 12 months

Personal sensitive information will not be used apart from the exact purpose for which permission was given.

## **8. Data Security**

The organisation will take steps to ensure that personal data is kept secure at all times against unauthorised or unlawful loss or disclosure. The following measures will be taken:

- Minimising the number of individuals with access to personal data
- Using password protection and encryption when forwarding, receiving or retaining data on computer systems
- Using lockable cupboards/drawers to store paper versions of data collected
- Restricting access to files containing personal data (both paper and electronic)
- Not allowing data to be taken off site (whether as hard copy or electronic versions)
- Backing up to secure servers off site any data collected and retained
- Using password protection when sending data electronically

Any unauthorised disclosure of personal data to a third party by an employee may result in disciplinary procedures.

Any unauthorised disclosure of personal data to a third party by a volunteer or trustee may result in their removal from the organisation with immediate effect.

## **9. Subject Access Requests**

Anyone whose personal information we process has the right to know:

- What information we hold and process on them
- How to gain access to this information
- How to keep it up to date
- What we are doing to comply with the Act.

They also have the right to prevent processing of their personal data in some circumstances and the right to correct, rectify, block or erase information regarded as wrong.

Individuals have a right under the Act to access certain personal data being kept about them on computer and certain files. Any person wishing to exercise this right should apply in writing to Lewis Smith, SPPA Project Officer.

We will make a charge of £10 on each occasion access is requested.

The following information will be required before access is granted:

- Completion of Data Access Form
- Provision of ID

We may also require proof of identity before access is granted. The following forms of ID will be required:

- Identification – passport, photo driving licence, country ID etc
- Proof of Address – Bank statement, insurance documents, amenity bill (not mobile phone); must be no older than 6 months

Queries about handling personal information will be dealt with swiftly and politely.

We will aim to comply with requests for access to personal information as soon as possible, but will ensure it is provided within the 40 days required by the Act from receiving the written request and relevant fee.

#### **10. Review**

This policy will be reviewed at intervals of 2 years to ensure it remains up to date and compliant with the law. It will be reviewed in May 2018 to update on introduction of the EU's General Data Protection Regulation (GDPR).

#### **11. Declaration**

I confirm I have read and understood SPPA's Data Protection Policy and will act in accordance with it.

I am connected with this organisation in my capacity as a

- Member of staff
- Volunteer
- Trustee/ management committee member

Signature:

Print name:

Date:

Please return this form to the Secretary.



**SPPA**  
Social Pedagogy  
Professional Association

## **Disclosures Policy 2017-2018**

## A. Introduction

The Social Pedagogy Professional Association (SPPA) is committed to transparency and openness with our members about our activities and decisions. This information, hereby referred to as material information will be provided to members in a timely, consistent and appropriate manner.

## B. The scope of this policy

As a UK membership organisation, all decisions made by SPPA must act in the interests of members. In order to ensure such decisions are being made in the interests of members, and to allow members to challenge decisions which are not in their interest - it is necessary for SPPA to publish material information that impacts on its members. This policy applies to all paid employees, and Trustees of SPPA.

## C. Contents

1. What is material information?
2. Pledge
3. Means of disclosure
4. Confidentiality
5. Review
6. Declaration

### 1. **What is material information?**

The material information that must be disclosed in a timely, consistent and appropriate manner is considered disclosable if:

- Such information impacts on the future direction of the organisation.
- Such information that makes any significant alteration the SPPA charter.
- Such information that impacts on our members, and their commitment to SPPA.

### 2. **Pledge**

As a membership organisation, the Social Pedagogy Professional Association (SPPA) is committed to transparency and openness with its members. Any information that impacts on the future direction of the organisation or has a significant effect on our members will be made available by SPPA in a timely and appropriate manner.

### 3. **Means of disclosure**

SPPA will disclose information with members through a variety of mediums.

#### A. Monthly Updates

SPPA will publish a monthly update on its website on the final Friday of the month. This will contain an update on activity for the month previous and will give members the opportunity to feedback and suggest activities for the organisation to focus on.

#### B. Newsletters

SPPA will publish and send to members a newsletter bi-monthly. This will contain an update on SPPA activities, information about memberships, events and will include updates from around the social pedagogic community.

#### C. Annual General Meeting

The Annual General Meeting will take place once-a-year, prior to the SPPA annual conference. The Chair of Trustees will update members on SPPA's activities for the year previous and members will be given the opportunity to submit and vote on motions that affect the organisation going forward.

#### D. Email bulletins

Email bulletins will be distributed periodically, as and when updates are available. Email bulletins will be sent for upcoming events, any changes to membership or to mark significant moments in SPPA's development.

#### E. Social Media

SPPA will engage with its membership via social media, posting daily updates from its Twitter account, and weekly updates from its Facebook page. SPPA has an open presence on social media, allowing members to comment on posts and message us directly.

#### F. Authorized Spokespersons

The Chief Executive Officer, Project Officer and the Chair of the Trustee board are authorized spokespersons for SPPA. These spokespersons may, from time to time, designate others to speak on behalf of the organisation or to respond to specific inquiries from media and the community.

#### G. External Speeches and Presentations

Any external speech or presentation about SPPA at conferences or other public venues at which members, the wider social pedagogy community or media may be present must be given consent by an authorized spokesperson before acceptance.

#### H. SPPA's response to rumours.

Generally, SPPA's policy is to neither confirm nor deny rumours when asked to comment. The organisation's authorized spokespersons will respond by stating that it is SPPA's policy not to comment on rumours. However, when authorized by the Trustee board, authorized spokespersons may respond to certain rumours that are deemed harmful to SPPA's interest if not rebutted.

### **4. Confidentiality**

All disclosures will be managed in accordance with the requirements of the Data Protection Act 1998, SPPA's Data Protection Policy, and subject to the need to disclose information as required by statutory authorities, and/or as a result of legal obligations placed on the Charity.

### **5. Review**

This policy will be reviewed at intervals of 2 years to ensure it remains up to date and compliant with the law. The first review date will be September 2018.

### **6. Declaration**

I confirm I have read and understood SPPA's Data Protection Policy and will act in accordance with it.

I am connected with this organisation in my capacity as a

- Member of staff
- Volunteer
- Trustee/ management committee member

Signature:

Print name:

Date:

Please return this form to the Secretary.



**SPPA**  
Social Pedagogy  
Professional Association

## **Financial Policy & Procedures 2017-2018**

# Financial Policy and Procedures

## Financial Policy

1. The Board of Trustees is responsible for:

- Safeguarding the assets of the charity
- Preventing fraud
- Avoiding mistakes
- Keeping financial records in accordance with the governing document and relevant legislation (e.g. Charities Acts, Companies Acts etc).
- Preparing Annual Accounts in accordance with the governing document and relevant legislation

2. To enable the Board of Trustees to carry out these responsibilities, the Financial Procedures detailed below must be followed at all times by all Board of Directors members, staff and volunteers.

3. A copy of this policy and procedures will be given to all Board of Trustees members on their election/appointment to the Board, and to all relevant staff and volunteers.

4. The policy and procedures will be reviewed annually by the Board of Trustees and revised as necessary.

## Financial Procedures

### 1. Organisational Information

a) Our Financial Year runs from 1 April to 31 March each year.

b) SPPA will appoint bankers which reflect the socially responsible attitude of the organisation.

c) SPPA will appoint auditors/independent reviewers which reflect the socially responsible attitude of the organisation.

### 2. Bank Accounts

- a) All bank accounts must be in the name of the organisation.
- b) No account may ever be opened in the name of an individual or individuals.
- c) New accounts may only be opened by a decision of the Board of Trustees, which must be minuted.
- d) Changes to the bank mandate may only be made by a decision of the Board of Trustees, which must be minuted.
- e) Two people are always to be involved in counting cash receipts.
- f) All cheques must be signed by two signatories.
- g) The signatories are responsible for examining the cheque for accuracy and completeness.
- h) Signatories to bank transfers and/or cheques must not be related (eg family members, in a relationship etc) in order to avoid conflicts of interest.
- i) All Internet Bank Transfers must be authorised by two signatories.
- j) The Treasurer is responsible for ensuring accuracy and completeness prior to transmission.
- k) The signatories are responsible for examining the payment documentation (purchase invoice etc) prior to signing the cheque or authorising an Internet Transfer.
- l) Blank cheques must **never** be signed.

**3. Signatories to the accounts:**

i) Name: .....

Role/Job Title: .....

ii) Name: .....

Role/Job Title: .....

iii) Name: .....

Role/Job Title: .....

**4. Annual Budget**

- a) An annual budget, setting out the organisation's financial plan for the year, will be prepared so that the Board of Trustees can approve it before the start of each financial year.
- b) The draft budget will be prepared by the following personnel:

- Chair
- Treasurer

## **5. Financial Reports**

- a) A financial report will be prepared for every Board of Trustees meeting.
- b) The financial report will consist of:
  - Profit & Loss
  - Balance Sheet
- c) Each Financial Report will be circulated to all Board of Trustees members and discussed at the following committee meeting.
- d) The reports will be prepared by the Treasurer

## **6. Accounting and other financial records**

The organisation maintains a computerised accounting system which records:

- Cheques and cash received and banked
- Cheque payments, Internet Banking Transfers and other amounts paid from the bank accounts

- a) Every transaction will be entered into the appropriate system and will include:

- The date of the transaction
- The name of the person money was received from or paid to and the full amount
- A brief description of why the money was received or paid
- An analysis of each amount under its relevant budget heading, where applicable

- b) All documents relating to receipts and payments will be filed in the month they are input into the system

- c) A regular backup copy will be taken, saved to a secure file/external server and a copy transferred electronically to the Project Coordinator.

## **7. Authorisation and Payment**

- a) All purchase orders must be recorded in the Purchase Order book and allocated the next sequential Purchase Order Number.
- b) The Purchase Order Number must be given to the Supplier and quoted on their invoice.
- c) The Chairman (or Treasurer in their absence) must approve the purchase of any item over £100.
- d) No Board of Trustees or staff member may authorise payment to themselves, their partner or relatives.

- e) Invoices (or other receipts) should be matched and checked against the Purchase Order book before payment is authorised.
- f) All goods received must be signed for, if unchecked they must be checked for completeness before payment.
- g) Before cheque or Internet payment is made, it must be authorised in writing.
- h) When the cheque is signed, the two signatories should also sign the Cheque Requisition Form.
- i) For Internet Bank Transfer the two signatories must sign the Authorisation form.
- j) Once payment has been made the invoice (or other receipt) should be marked "Paid", together with the cheque number and date.
- k) All payments must be entered in the computerised accounting system only after being authorised.

## **8. Payroll**

- a) All employees (including sessional and part time employees) must be asked to complete the relevant PAYE form/s before they receive any payment.
- b) All staff changes and changes to terms and conditions of employment must be authorised and minuted by the Board of Trustees.
- c) Payroll and all calculations will be made by the last day of each month.

## **9. Insurance**

- a) Appropriate Insurance policies will be maintained to cover:
  - Employer's Liability
  - Public Liability
  - Contents (when appropriate)
  - Trustee Liability
- b) An inventory of all physical assets of the organisation will be kept and regularly updated.
- c) A copy will be kept off the premises at the address of the Treasurer.

## **10. Review**

This policy will be reviewed at intervals of 2 years to ensure it remains up to date and compliant with the law. The first review date will be September 2018.

## **11. Declaration**

I confirm I have read and understood SPPA's Data Protection Policy and will act in accordance with it.

I am connected with this organisation in my capacity as a

- Member of staff
- Volunteer

Trustee/ management committee member

Signature:

Print name:

Date:

Please return this form to the Secretary.



**SPPA**  
Social Pedagogy  
Professional Association

## **CC8 Financial Checklist 2017-2018**

## **CC8 Internal Financial Controls for Charities Checklist**

### **A. Self-assessment checklist**

- i) The questions in this checklist are designed to help SPPA charity trustees and their advisors evaluate the charity's performance against the legal requirements and good practice recommendations set out in our guidance on internal financial controls for charities. Trustees will review the charity's performance at least once a year.
- ii) Each of the questions on the checklist links to a paragraph of the guidance, where further details can be found. Not all the controls listed will be appropriate for SPPA, for example, where a section of the checklist deals with an area of activity that the charity does not undertake then that section of the checklist will not apply. The Trustees will make a decision each year as to the appropriateness of the controls required to be put in place.
- iii) SPPA will always comply with legal requirements and these requirements are identified in the checklist. A 'yes' answer for good practice recommendations does not mean there is no scope for further improvement. A 'no' answer does not always indicate a problem.
- iv) SPPA may not put in place a particular control because the risk involved is small and the potential loss is acceptable, given the cost that would be involved in putting in place stronger internal controls. The Trustees will review this each year and agree those controls required by SPPA.
- v) The responses to the checklist will be based on the trustees' knowledge of what actually happens in the charity and not what is expected to happen.

## B. Key issues, monitoring arrangements and risk of fraud

<b>B1 Financial controls throughout the charity</b>	<b>Yes</b>	<b>No</b>
Is there segregation of duties to provide automatic 'double check'?		
Do the trustees carry out an annual review of the internal financial controls?		
<b>B2 Monitoring activities</b>	<b>Yes</b>	<b>No</b>
Are annual budgets of income and expenditure prepared, and approved by the trustees?		
Is performance measured against budgets at regular intervals and explanations sought for variances?		
<b>B3 Internal audit and audit committee</b>	<b>Yes</b>	<b>No</b>
Have the trustees considered the need to appoint an internal auditor or set up an audit committee?		
<b>B4 Information and communication</b>	<b>Yes</b>	<b>No</b>
Are the trustees provided with regular information about the financial performance of the charity?		
Do the trustees discuss the financial performance of the charity at each of their meetings?		
Are terms of reference in place for any finance sub-committee, or similar sub-group of the trustee board?		
Does any finance sub-committee report to the full board of trustees for final decision making?		
<b>B5 Trustees' responsibilities</b>	<b>Yes</b>	<b>No</b>
Are sufficient accounting records kept of all transactions? <input type="checkbox"/>		
Have the trustees considered the need for a reserves policy and put in place a reserves policy if one is needed? <input type="checkbox"/>		
Do the accounts comply with legal requirements? <input type="checkbox"/>		
Are the accounts formally approved by trustees at an annual meeting?		
Have the trustees appointed an auditor or independent examiner? <input type="checkbox"/>		
Are newly appointed trustees given a copy of the latest accounts?		
Do the trustees file the annual report and accounts and annual return on time? <input type="checkbox"/>		
<b>B6 and B7 Managing the risks of financial crime and abuse</b>	<b>Yes</b>	<b>No</b>
Are trustees and staff made aware of why the charity is at risk from financial crime and abuse and of typical examples of potential fraudulent activities?		

Does the charity have an anti bribery policy, policies on the acceptance of hospitality, the acceptance of donations and a register of interests in place?		
Does the charity have policies and controls over access to and storage of electronic information?		
Does the charity have computer programmes to protect its data and systems from external interference?		
Does the charity have procedures for reporting suspicions internally, and to the Charity Commission and the police?		

## C Income

<b>C1 Income received in the post</b>	<b>Yes</b>	<b>No</b>
Is incoming post opened in the presence of two unrelated people?		
Are all incoming cheques and cash recorded immediately?		
Does the charity keep unopened mail secure?		
<b>C2 Income from public collections and fundraising events</b>	<b>Yes</b>	<b>No</b>
If the charity undertakes public collections or fundraising events:		
Are public collections undertaken within legal requirements? <input type="checkbox"/>		
Are collection boxes numbered and their allocation and return recorded?		
Are all collection boxes sealed?		
Are all collection boxes regularly opened and counted by the charity and a record kept of their locations and history of takings?		
Are collections counted in the presence of the collector and a receipt given to them?		
Are two unrelated people involved in counting and recording the income?		
Is cash banked as soon as possible and without deduction of expenses?		
Are records maintained for each fundraising event?		
For ticket incomes are: <ul style="list-style-type: none"> <li>• Tickets pre-numbered?</li> <li>• Records kept of all persons issued with tickets to sell, and which ticket numbers they have been allocated?</li> <li>• Records kept of which tickets sold?</li> <li>• Reconciliations made of money received against tickets sold?</li> </ul>		
Has the charity complied with Part II of the Charities Act 1992 where professional fund-raisers are engaged? <input type="checkbox"/>		
<b>C3 Gift Aid donations</b>	<b>Yes</b>	<b>No</b>
Does the charity maximise the lawful take-up by its donors of Gift Aid?		

Are regular checks made to ensure all eligible tax repayments are obtained?		
Does the charity keep the records required by HMRC for Gift Aid claims?		
<b>C4 Legacies</b>	<b>Yes</b>	<b>No</b>
Does the charity identify and monitor the receipt of large legacies and ensure that they are correctly included in the accounts?		
<b>C5 Tainted charity donations and substantial donors</b>	<b>Yes</b>	<b>No</b>
Has the charity kept the necessary records to identify transactions with 'substantial donors' for donations received up to April 2011? <input type="checkbox"/>		
From April 2011, have the trustees put in place procedures to identify 'tainted charity donations'?		
<b>C6 Trading income</b>	<b>Yes</b>	<b>No</b>
If the charity undertakes trading activities (either trading in furtherance of its objects or non-charitable trading):		
If the level of non-charitable trading is significant is it carried out in a trading subsidiary?		
Does the charity have a pricing policy for the goods and services supplied?		
Does the charity have invoicing procedures for goods and services supplied?		
Does the charity review outstanding debts and collection procedures?		
Are there procedures to reconcile amounts invoiced and cash received to outstanding invoices?		
<b>C7 Banking and custody procedures</b>	<b>Yes</b>	<b>No</b>
Are incoming receipts banked promptly?		
Is insurance held to cover the contents of the safe or cash box and cash in transit?		
Are funds banked without deduction of expenses?		
<b>C8 Checks on income records</b>	<b>Yes</b>	<b>No</b>
Are regular checks made to ensure income records agree with the bank paying-in books and statements?		
Are checks made by someone other than the person who made the entry in the accounting records?		

## D Purchases and payments

<b>D1 Controls and authorisation of expenditure on goods and services</b>	<b>Yes</b>	<b>No</b>
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Is there a written policy on the authorisation of expenditure?		
Are invoices received checked against orders confirming pricing and the receipt of the goods or services ordered?		
<b>D2 Controls and authorisation of expenditure on grants</b>	<b>Yes</b>	<b>No</b>
If the charity makes grants, does it have a grant-making policy?		
Does the charity make and monitor grants in accordance with the grant-making policy?		
<b>D3 Payment by cheque</b>	<b>Yes</b>	<b>No</b>
Does the charity follow any stipulation in the governing document about who can sign cheques?		
Does the bank mandate require at least two signatories?		
Is there a practice of not signing of blank cheques?		
Are cheque books etc kept in a secure place with access only by nominated persons?		
Are any monetary limits placed on an individual's signing recorded in writing?		
Is all cheque expenditure recorded in the cash book and noted with the relevant cheque number, nature of payment and payee?		
Are cheques signed only with documentary evidence of the nature of the payment, eg invoice?		
<b>D4 Payments by debit/credit/charge card</b>	<b>Yes</b>	<b>No</b>
Does the charity have a policy for the use of payment cards, including the criteria for their issue, spending limits and security?		
Does the charity communicate the policy for the use of cards to all trustees and staff using them?		
Are cards cancelled when the holder ceases to work for the charity?		
Is all card expenditure supported by vouchers and invoices and recorded in the accounting records each time the card is used?		
Are card statements sent to the charity finance team and checked to supporting records and invoices?		
Is the cardholder's use of the card independently reviewed periodically to confirm its use is consistent with the policy?		
<b>D5 Payments by direct debits, standing orders and BACS direct credit</b>	<b>Yes</b>	<b>No</b>
Are only named individuals authorised to set up direct debits, standing orders and direct credits?		
Does the charity use a dual authorisation system for BACS payments?		

Does the charity monitor the arrangements to ensure that automatic payment arrangements are cancelled when the goods and services are no longer being supplied to the charity?		
<b>D6 Payment in cash</b>	<b>Yes</b>	<b>No</b>
Is every effort made to minimise cash payments?		
Are all payments by cash made from a cash float and not from incoming cash?		
Is supporting documentation authorised by someone other than the person maintaining the petty cash or the person making the claim?		
Are details of all payments entered in a petty cash book?		
Are regular independent checks made of the petty cash float and records?		
<b>D7 Wages and salaries</b>	<b>Yes</b>	<b>No</b>
Are statutory deductions (tax and NIC) made from employees' wages and salaries and regularly forwarded to HMRC?		
Does the charity comply with minimum wage legislation?		
Are any other deductions from salaries made only where they are required or authorised?		
Are the end-of-year returns (P60 and P11Ds) completed and filed with HMRC by the deadline?		
If the charity employs staff are the required pension arrangements in place?		
Do all employees have contracts of employment?		
Are personnel records kept and held separately from wages records?		
Are salary levels properly authorised and recorded?		
Is there a system of authorisation for recording and notifying starters and leavers, changes of hours and other payroll changes?		
Are payments made by BACS?		
<b>D8 The payment of expenses and reimbursements</b>	<b>Yes</b>	<b>No</b>
Does the charity have a written policy to cover the payment and reimbursement of expenses?		
Is the policy communicated to all trustees, staff and volunteers?		
Are expenses reimbursed only where the individual incurred the expense in the course of carrying out the charity's business?		

Does the expense claim include a self-declaration that the claim is accurate and incurred on the business of the charity?		
Are reimbursements made by BACS transfer or cheque?		
If the charity pays mileage rates for travel are the rates in accordance with HMRC approved rates?		
<b>D9 Loans</b>		
Are the terms of the loan documented?		
Does the charity have a repayment plan in place to repay the principal and any interest due?		
<b>D10 Checks on expenditure records</b>	<b>Yes</b>	<b>No</b>
Are regular checks made to ensure expenditure records are accurate and agree with the bank statements?		
Are regular checks made to ensure no discrepancies between the payments made and the original invoice or payment records?		
Are checks made by someone other than the person who made the entry in the accounting records?		

## E Assets and investments

<b>E1 Controls over fixed assets</b>	<b>Yes</b>	<b>No</b>
Is a comprehensive fixed asset list held and updated regularly?		
Are assets checked regularly to ensure they are still in good repair and are of use to the charity?		
Has insurance cover been considered?		
Is the use of fixed assets reviewed annually (to ensure put to best use and serving the charity's interests)?		
<b>E2 Investments</b>	<b>Yes</b>	<b>No</b>
Does the charity have an investment policy?		
Does this policy include the need to consider diversification of investments, including bank accounts?		
Is the performance of investments regularly reviewed?		
Is professional advice taken, where appropriate, on the selection or disposal of investments?		
Does the charity inspect investment properties to ensure tenant covenants are adhered to?		
Are there controls to ensure that all investment income due is received?		

<b>E3 Money held as a current asset</b>	<b>Yes</b>	<b>No</b>
Are secure records held of all bank and building society accounts?		
Are bank statements regularly received and regular bank reconciliations carried out?		
Are instructions to open or close accounts properly authorised and reported to trustees?		
Are checks made to ensure that there are no dormant accounts?		
Are the accounts monitored to ensure there is no third party use?		
Do the trustees regularly review the costs, benefits and risks of their current and deposit accounts?		
<b>E4 Electronic banking</b>	<b>Yes</b>	<b>No</b>
If the charity uses electronic banking to make payments does the system used require authorisation of transactions by two individuals?		
Are PCs kept secure with up-to-date anti-virus and spyware software and a personal firewall?		
Are trustees and staff made aware of the need to ensure that the charity's security details (including the password and PIN) are not compromised?		
Is the PIN and password regularly changed, for example to mitigate the risks of compromising security when individuals leave the charity?		
Does the charity maintain a list of persons (trustees and staff) who are approved to have access to the PIN and password?		
Does the charity keep an audit trail of electronic banking transactions?		
Have those using online banking facilities been trained in their use?		
<b>E5 Non-traditional banking</b>	<b>Yes</b>	<b>No</b>
If the charity uses non-traditional banking methods:		
Are policies set and approved by trustees defining the circumstances when non-traditional banking methods may be used?		
Is the use of such methods limited to essential transfers where traditional banking methods cannot be used?		
Does the charity keep an audit trail of non-traditional banking transactions?		
Does the charity ensure that the controls that are in place for its traditional bank transactions also operate with non-traditional banking transactions?		
<b>E6 Restricted funds and endowment funds</b>	<b>Yes</b>	<b>No</b>

Are procedures in place to ensure that any restrictions put on the use of funds, by the donor or through an appeal, are observed?		
Does the charity ensure that the conditions attached to permanent endowments are observed?		



**SPPA**  
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Professional Association

## **Quality Management Policy 2017**

## A. The scope of this policy

The aim of the SPPA Quality Management (QM) Policy is to demonstrate our commitment to uphold high standards in the way SPPA works and the way it communicates with members, stakeholders, staff and the wider public.

## B. Contents

1. What is quality management?
2. Policy
3. Responsibilities
4. Location of QM tools
5. Review
6. Declaration

### 1. What is quality management?

‘Quality Management’ is what SPPA and its members and wider stakeholders enjoy if quality control has been effectively applied in the work of the organisation.

‘Quality control’ is the knowledge that SPPA activities have been through a process of scrutiny which demonstrates that they consistently uphold the relevant standards ([SPPA Charter](#), [SOPs](#), [SETs](#)). These are the operational techniques, procedures and objectives that are used to fulfil the requirements of quality. The overall aim is to deliver the best service possible and to ensure continuous improvement.

### 2. Policy

SPPA members join a unique community that is committed to continuous learning and improvement about and through social pedagogy and the individuals, groups and communities they work with.

The [SPPA Charter of values and principles](#) informs all the work and ways of working. The Charter and this policy form a Code of Ethics for SPPA Trustees, employees and members.

There are three elements of Quality Management for SPPA. These concern : i) upholding distinctive and high standards of social pedagogy especially through endorsed qualifications; ii) the ethical conduct of SPPA officers, Trustees and members; iii) accountability of SPPA member activity.

#### i) High standards through social pedagogy qualifications

We are committed to working with relevant sector bodies (e.g., Crossfields Institute, universities, training providers) to continuously improve and update our systems for evaluating the specification for social pedagogy qualifications. SPPA will endorse social pedagogy qualifications where education providers meet the standards (SETs and SOPs) set through consultation with sector bodies. SPPA reserves the right to periodically review these standards against developments in the field of social pedagogy in the UK.

#### ii) Conduct of SPPA employees, Trustees and members

SPPA is committed to the highest standards of ethical practice in relation to SPPA employees, Trustees and members. This includes timely and accurate information, and respect for privacy and diversity. The SPPA team will endeavour to use open and transparent consultative processes. The

SPPA Charter sets out the values and principles by which SPPA Trustees, employees and members will abide.

iii) Accountability of SPPA member activity

SPPA is above all a membership organisation. It is expected that all membership applications are submitted to SPPA in good faith. SPPA encourages members to contribute to SPPA activities and to help nurture its growth and realise its potential. It is expected that members will avoid acting in any way that risks SPPA's reputation as a UK lead social pedagogy professional association. SPPA reserves the right to suspend or eject members who fail to adhere to the policy.

### **3. Responsibilities**

The Trustees are responsible for the reputation and conduct of SPPA. The CEO is responsible for the day to day operation of SPPA.

i) Social pedagogy qualifications

SPPA Members are those holding a social pedagogy qualification (e.g., Crossfields Diploma in Social Pedagogy, BA Social Pedagogy or close equivalent (e.g., BA Residential Child Care at Robert Gordon University)).

Applicants for SPPA membership with a 'close equivalent' qualification are required to complete a self-evaluation form to identify how their qualification is equivalent to a social pedagogy qualification.

Holders of a SPPA endorsed qualification will have demonstrated that their practice meets SPPA Social Pedagogy Standards of Occupational Proficiency.

Education providers who wish their learning programmes to be endorsed by SPPA must complete a self-evaluation form to show how the programmes meet the SETs.

SPPA officers are responsible for checking that applicants meet the criteria for membership.

ii) Conduct of SPPA employees, Trustees and members

SPPA Trustees are responsible to the Charities Commission and to the membership for their conduct.

SPPA employees are responsible to the CEO and the Trustees and the membership for their conduct.

Members are responsible for their own professional conduct in line with the SPPA Charter.

All those connected with SPPA, whether employee, Trustee or member, are expected to uphold the values of respecting privacy and diversity of colleagues and those they work with. Confidentiality may have to be broken in exceptional circumstances (e.g., a child or vulnerable adult is in immediate danger).

Concerns about practice that clearly contravene the SPPA Charter should be reported to the SPPA CEO and/or the Chair of Trustees via email or telephone (if urgent). The Trustees have the right to ask for more information and, if necessary ultimately expel a SPPA member if they are found to be bringing SPPA into disrepute.

Once SPPA is a charity, it will seek cover for professional indemnity, management and trustee liability and public liability.

iii) Accountability of SPPA member activity

All SPPA members are encouraged to contribute to the effectiveness of SPPA through their participation in sub-committees and SIGs, by standing as Trustees, and by contributing ideas and material to the SPPA website, and by supporting members' events.

SPPA has a number of subcommittees and Special Interest Groups. Joining a subcommittee or SIG bestows a responsibility to uphold high ethical standards of communication and consideration for the group, and to progress business in a timely way. Annual plans for each subcommittee and interest group are scrutinised by SPPA Trustees to ensure they are compatible with SPPA objectives. Concerns about subcommittee or SIG activity may be reported at any time to SPPA CEO, officers or Trustees. The Trustees have the right to investigate any concerns and if necessary to discipline or expel a SPPA member if they are found to be bringing SPPA into disrepute.

#### 4. Location of QM tools

This Policy is to be lodged on the [SPPA website](#) and copies can be requested from the SPPA Project Officer.

[Standards of Occupational Proficiency](#)

[Standards of Education and Training](#) (SETs)

[Self-evaluation forms for learning programmes](#)

#### 5. Review

This policy will be reviewed at intervals of 2 years to ensure it remains up to date and compliant with the law. The first review date will be September 2018.

#### 6. Declaration

I confirm I have read and understood SPPA's Data Protection Policy and will act in accordance with it.

I am connected with this organisation in my capacity as a

- Member of staff
- Volunteer
- Trustee/ management committee member

Signature:

Print name:

Date:

Please return this form to the Secretary.



**SPPA**  
Social Pedagogy  
Professional Association

## **Safeguarding Policy 2017-2018**

A. The scope of this policy

- i) The purpose of this document is to set out the SPPA Safeguarding Policy to be used in conjunction with Members/Organisation's own Safeguarding Policies
- ii) To fulfil SPPA's commitment to safeguard and promote the welfare of children and vulnerable adults, all organisations that provide services for, or work with, children and vulnerable adults and wish to be corporate members, or are employers of members must have:
  - Clear priorities for safeguarding and promoting the welfare of children and vulnerable adults, explicitly stated in strategic policy documents
  - A clear commitment by senior management to the importance of safeguarding and promoting welfare
  - A clear line of accountability and defined roles and responsibilities within the organisation for safeguarding and promoting the welfare of children and vulnerable adults.
  - Recruitment and human resources management procedures that take account of the need to safeguard and promote the welfare of children, vulnerable adults and young people, including arrangements for appropriate checks on new staff and volunteers. eg DBS (Disclosure and Barring Service), Registration via LSCB and the use of the Vetting and Barring Scheme (VBS) (when operational)
  - Safe working practice guidance which staff/volunteers have read and understood
  - Procedures for dealing with allegations of abuse against members of staff and volunteers, including a Named Senior Officer to whom allegations and concerns are reported
  - Arrangements to ensure that all staff undertake appropriate training to equip them to carry out their responsibilities effectively, and keep this up-to-date by refresher training at regular intervals; and that all staff, including temporary staff and volunteers who work with children and vulnerable adults, are made aware of the establishment's arrangements for safeguarding and promoting the welfare of children and vulnerable adults and their responsibilities for that
  - Policies for safeguarding and promoting the welfare of children and vulnerable adults including a child protection policy, and procedures that comply with LLC Safeguarding Children and vulnerable adults policies and procedures for safeguarding.
  - Arrangements to work effectively with other organisations to safeguard and promote the welfare of children and vulnerable adults, including arrangements for sharing information.

- A culture of listening to, and engaging in dialogue, with children and vulnerable adults-seeking children's views in ways that are appropriate to their age and understanding, and taking account of those views in individual decisions and in the establishment or development of services
- Appropriate whistle-blowing procedures, and a culture that enables issues about safeguarding and promoting the welfare of children and vulnerable adults to be addressed.
- Safeguarding of on-line, social media and generic ICT activities by and for learners and staff and stakeholders.

## **B. Contents**

1. Introduction
2. Safeguarding children and vulnerable adults Policy
3. What to do if children and vulnerable adults talk about abuse or neglect
4. Consulting about a concern
5. Making a referral
6. Allegations against adults who work with children and vulnerable adults.
7. Confidentiality

### **1. Introduction**

1.1 The purpose of this document is to set out the SPPA Safeguarding Policy to be used in conjunction with other relevant policies.

This document is the Safeguarding Children and Vulnerable Adults Policy for SPPA which will be followed by all members of the organisation and followed and promoted by those in the position of leadership within the organisation. It is intended to be used IN CONJUNCTION WITH Members' organisational policies and procedures.

1.2 Individual agencies are responsible for ensuring that their employees are competent and confident in carrying out their responsibilities for safeguarding and promoting children's welfare and vulnerable adults.

1.3 We know that being a young person can make them vulnerable to abuse by adults and other young people. The purpose of this policy is to make sure that the actions of any adult in the context of the work carried out by the organisation are transparent and safeguard and promote the welfare of all young people and vulnerable adults.

1.4 The organisation is not responsible for the day to day actions carried out by it's Members in the course of their employment or volunteering. However, should SPPA be made aware of any

investigation or concern regarding a Member, SPPA shall have the right to consider the individuals continued membership of the organisation.

1.4 This document is written in accordance with Working Together to Safeguard Children (2013).

1.5 Principles upon which the Safeguarding Children and Vulnerable Adults Policy is based:

- The welfare of a child, young person and vulnerable adults will always be paramount
- The welfare of families will be promoted
- The rights, wishes and feelings of children, young people and vulnerable adults and their families will be respected and listened to Keeping safe from harm requires people who work with children and vulnerable adults to share information.

See the Information Sharing: Practitioners Guide published by the DfES.

- Those people in positions of responsibility within the organisation will work in accordance with the interests of children, vulnerable adults and young people and follow the policy outlined below.

## **2. Safeguarding Children and Vulnerable Adults Policy**

### **2.1 Immediate Action to ensure Safety**

Immediate action may be necessary at any stage in involvement with children and vulnerable adults and families.

**IN ALL CASES IT IS VITAL TO TAKE WHATEVER ACTION IS NEEDED TO SAFEGUARD THE CHILD OR CHILDREN AND/OR VULNERABLE ADULTS CONCERNED:**

- If emergency medical attention is required this can be secured by calling an ambulance (dial 999) or taking a child to the nearest Accident and Emergency Department.
- If a child is in immediate danger the police should be contacted (dial 999) as they alone have the power to remove a child immediately if protection is necessary, via their powers to use Police Protection.

### **2.2 Recognition of Abuse or Neglect**

Abuse and neglect are forms of maltreatment of a child and/or vulnerable adults. Somebody may abuse or Neglect a child and/or vulnerable adult by inflicting harm, or by failing to act to prevent harm. Children and vulnerable adults may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

### **2.3 Physical Abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

### **2.4 Emotional Abuse**

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children and vulnerable adults that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children and vulnerable adults frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of Emotional Abuse is involved in all types of ill treatment of a child and/or vulnerable adult though it may occur alone.

## 2.5 Sexual Abuse

Sexual abuse involves forcing or enticing a child, young person and/or vulnerable adult to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children and vulnerable adults in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children and vulnerable adults to behave in sexually inappropriate ways.

## 2.6 Neglect

Neglect is the failure to meet a child's and/or vulnerable adult basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment

It may also include Neglect of, or unresponsiveness to, a child's and/or vulnerable adult basic emotional needs.

2.7 Individuals within the organisation need to be alert to the potential abuse of children and vulnerable adults both within their families and also from other sources including abuse by members of that organisation.

2.8 The organisation should know how to recognise and act upon indicators of abuse or potential abuse involving children and vulnerable adults and where there are concerns about a child's welfare. There is an expected responsibility for all members of the organisation to respond to any suspected or actual abuse of a child or vulnerable adult in accordance with these procedures.

2.9 It is good practice to be as open and honest as possible with parents/carers about any concerns. However, you **MUST NOT** discuss your concerns with parents/carers in the following circumstances:

- where Sexual Abuse or sexual exploitation is suspected
- where organised or multiple abuse is suspected
- where there are concerns a child may be at risk of Female Genital Mutilation
- where fabricated or induced illness (previously known as Munchausen Syndrome by proxy) is suspected
- where contacting parents/carers would place a child, yourself or others at immediate risk

2.10 These decisions should not be taken in isolation. Trustees should be consulted with regard to any suspected issue.

### **3. What to do if Children and Vulnerable Adults talk about abuse or neglect**

3.1 It is recognised that a child and/or vulnerable adult may seek individuals out to share information about abuse or Neglect, or talk spontaneously individually or in groups when staff or Trustees are present. In these situations, staff and Trustees WILL:

- Listen carefully to the child and/or vulnerable adult, without directly questioning
- Give the child and/or vulnerable adult time and attention.
- Allow the child and/or vulnerable adult to give a spontaneous account; not stop a child who is freely recalling significant events.
- Make an accurate record of the information given, taking care to record the timing, setting and people present, the child's and/or vulnerable adult's presentation as well as what was said. Do not throw this away as it may later be needed as evidence.
- Use the child's and/or vulnerable adult's own words where possible.
- Explain that they cannot offer false confidentiality.
- Reassure the child and/or vulnerable adult that:
  - o they have done the right thing in telling;
  - o they have not done anything wrong;
- Tell the child and/or vulnerable adult what will happen next and explain that they will need to get help to keep him/her safe.
- NOT ask the child and/or vulnerable adult to repeat his or her account of events to anyone

### **4. Consulting about concerns**

4.2 If concerned about a child and/or vulnerable adult Trustees, staff and volunteers must share their concerns. Initially individuals should talk to one of the people designated as responsible for child and/or vulnerable adult protection within the organisation.

4.4 If one of those people is implicated in the concerns you should discuss your concerns directly with SPPA's appointed Safeguarding Trustee.

4.5 Individuals should consult with their local Social Care Duty & Investigation Team in the area where the child and/or vulnerable adult resides, in the following circumstances:

- when you remain unsure after internal consultation as to whether child and/or vulnerable adult protection concerns exist
- when there is disagreement as to whether child and/or vulnerable adult protection concerns exist
- when you are unable to consult promptly or at all with your designated internal contact for child and/or vulnerable adult protection
- when the concerns relate to any member of the organising committee

SPPA will support Members who have concerns about their internal safeguarding policy and procedures by signposting to organisations who are able to support/advise further.

4.6 Consultation is not the same as making a referral but should enable a decision to be made as to whether a referral to Social Care or the Police should progress.

## **5. Making a Referral**

5.1 A referral involves giving Social Care or the Police information about concerns relating to an individual or family in order that enquiries can be undertaken by the appropriate agency followed by any necessary action.

5.2 It is concerned to be a rare possibility that SPPA will have direct involvement in referrals. However, as the organisation grows, it is possible that its actions and projects may involve direct work with young people and/or vulnerable adults. Therefore, it is considered important that this policy include relevant information.

- If concern is about harm or risk of harm from a family member or someone known to the children and/or vulnerable adults, individuals should make a telephone referral to the Social Care Duty & Investigation Team in the area where the child and/or vulnerable adult resides
- If concern is about harm or risk of harm from someone not known to the child and/or vulnerable adult family, individuals should make a telephone referral directly to the Police.
- If concern is about harm or risk of harm from an adult in a position of trust see Section 6: Allegations Against Adults Who Work With Children.
- If concern is that a child and/or vulnerable adult or their family need additional help or support, you should contact the appropriate Locality Team

### **5.5 Information required when making a referral**

Individuals should be prepared to give as much of the following information as possible (in emergency situations all of this information may not be available). Unavailability of some information should not stop individuals making a referral.

- Own name, telephone number, position and request the same of the person to whom speaking.
- Full name and address, telephone number of family, date of birth of child and/or vulnerable adult and siblings.
- Gender, ethnicity, first language, any special needs.
- Names, dates of birth and relationship of household members and any significant others.

- The names of professionals known to be involved with the child/family and/or vulnerable adult e.g.: GP, Health Visitor, School.
- The nature of the concern; and foundation for the concern.
- An opinion on whether the child may need urgent action to make them safe.
- What appears to be the needs of the child and/or vulnerable adult and their family.
- Whether the consent of a parent with Parental Responsibility has been given to the referral being made.

#### 5.6 Action to be taken following referral

- SPPA will ensure that accurate records are kept of the organisation's involvement in any referral or other issue involving young people or vulnerable adults.

### **6. Allegations against Adults who work with Children and/or vulnerable adults.**

6.1 If SPPA receive information which suggests an adult who works with children and vulnerable adults (in a paid or unpaid capacity) has:

- behaved in a way that has harmed or may have harmed a child and/or vulnerable adult.
- possibly committed a criminal offence against, or related to, a child and/or vulnerable adult.
- behaved towards a child/children and/or vulnerable adult/s in a way that indicated s/he is unsuitable to work with children and/or vulnerable adults.

The Designated Trustee will consult with/make a referral to the LADO (Local Authority Designated Officer) via the LSCB.

6.3 If one of those people is implicated in the concerns you should discuss your concerns directly with the LADO (Local Authority Designated Officer) via the LSCB

### **7. E-Safety**

7.1 SPPA has a policy that covers the use of all ICT related activities including the use of social media, email and internet.

7.2 If any Trustee, staff member or volunteer experience or are subject to any form of abuse via any form of ICT communications SPPA will take this matter very seriously and all and any incidences will to be reported immediately to the Chair and investigated in accordance with the e-safety policy and procedures.

### **8. Confidentiality**

8.1 The organisation will ensure that any records made in relation to safeguarding are kept confidentially and in a secure place.

8.2 Information in relation to child protection concerns will be shared on a "need to know" basis only.

However, the sharing of information is vital to child protection and, therefore, the issue of confidentiality is secondary to the need for protection.

## **9. Review**

This policy will be reviewed at intervals of 2 years to ensure it remains up to date and compliant with the law. The first review date will be September 2018.

## **10. Declaration**

I confirm I have read and understood SPPA's Data Protection Policy and will act in accordance with it.

I am connected with this organisation in my capacity as a

- Member of staff
- Volunteer
- Trustee/ management committee member

Signature:

Print name:

Date:

Please return this form to the Secretary.