



in good  
company

A toolkit to  
support primary  
schools in engaging  
business partners



# “unlocking the potential of socially disadvantaged children...”

Every Child a Chance Trust, 2009

Established in 2007, the Every Child a Chance Trust aims to unlock the potential of socially disadvantaged children, developing and promoting evidence-based early intervention through literacy and numeracy teaching support in primary schools.

The charity was initiated by the KPMG Foundation and is funded by a coalition of business partners, charitable trusts and government.

Two flagship initiatives 'Every Child a Reader' (with the *Reading Recovery*™ programme as its cornerstone) and

'Every Child Counts' (with the *Numbers Count*™ programme as its cornerstone) have been piloted to help the six per cent of children (35,000 a year) who currently enter secondary school without even the most basic skills in reading, writing and numeracy. Our programmes are proven not only to make a dramatic impact on education, aspirations and standards but to contribute long-term to a child's life chances through increased family engagement, economic/social benefits and community regeneration.

A KPMG report estimates that every £1 spent on each child supported by the Every Child a Chance Trust literacy and numeracy programmes saves the taxpayer £12 to £19 later on, in terms of the potential costs incurred from truancy, behavioural problems, crime and unemployment.

Primary schools can make a long-term difference.

Dear Headteacher

Our charity is committed to embedding the Every Child a Reader and Every Child Counts programmes in schools and communities. We believe that one way forward is for every school to have at least one local business sponsoring the programmes.

This booklet aims to help you find and contact businesses in your area for sponsorship. It explains why companies choose to work with schools, the different types of businesses in the UK, how to approach them and ways to secure a successful partnership.

We have also provided examples of the types of sponsorship you might ask for – funding to enable more children to receive Reading Recovery or Numbers Count teaching, business volunteers to read or play number games with your children, or extra materials for children to use in school and at home.

Included in this booklet are example templates for constructing a proposal for business help. Electronic versions of these templates are also provided on the CD-ROM at the back of this booklet. Alternatively, all material is available to download from [www.everychildachancetrust.org/support/index.cfm](http://www.everychildachancetrust.org/support/index.cfm). You will want to adapt the text to meet the local context and needs of your school and the business or businesses you are approaching, so as to demonstrate the mutual benefits of your proposed sponsorship arrangements.

Please get in touch with us if you would like any help in putting together your own personalised approaches to local businesses.

Contact Jeanette Grose, Director of Operations and Development  
Email [jeanette@everychildachancetrust.org](mailto:jeanette@everychildachancetrust.org)

Best wishes and good luck!



Jean Gross  
Director, Every Child a Chance Trust



why?

**Q** Why should a company work with you?

**A** *Basically, because its support can help the school with its strategy to raise standards and add value to the business and the communities served.*

**Education is one of the top causes that UK companies support, according to Business in the Community (BITC), a national charity that encourages businesses to support community activities**

It makes good business sense because not only does this help young people to develop, it can also enhance staff skills and provide a source of future employees. But with so many good projects to choose from, why should a company choose to work in partnership with you?

Many businesses, particularly multi-national companies, have a policy called Corporate Social Responsibility (CSR). Essentially, CSR is about how business takes account of its economic, social and environmental impacts. Education falls within the CSR policy as it is a precursor to prosperity, social mobility and employment. Businesses therefore see support for education as a key way to make and

demonstrate a positive effect on the local community.

Businesses have a vested interest in contributing to improving the skills of the local workforce and enhancing the functional literacy and numeracy skills of pupils.

**“...CSR is about how business takes account of its economic, social and environmental impacts.”**

## In 2008 businesses contributed £808m to UK community involvement programmes including both financial and pro bono giving

The DCSF stated in its publication *Building Stronger Partnerships* (DCFS-00938 2008) that the government wants every school to have a business partner. This guide, which focused on how employers can support schools, was produced because companies can help unlock the talent of young people as well as developing the skills of their future workforce and the motivation and retention of committed staff. The Education and Employers Taskforce, an independent charity that will spearhead a drive to increase education-employer partnerships, has launched a website version of the guide which is available at [www.teachers-guide.org](http://www.teachers-guide.org). So companies are actively seeking ways to offer assistance - you can help them to help your school.

**“...the government wants every school to have a business partner...”**

DCFS Publication 'Building Stronger Partnerships'



Many business employees already support schools through staff volunteering, mentoring, fundraising and as parent or community governors. In fact, forty per cent of business leaders have identified that they get new ideas through community activities! By developing a mutually beneficial relationship or, if one already exists, enhancing it further, everyone will be a winner.

**“...40 per cent of business leaders have identified that they get new ideas through community activities.”**

# who?



**Q** With whom could schools develop a partnership?

**A** *Any company or organisation - however small or large - interested in primary education.*

The majority of companies in the UK are Small and Medium Enterprises (SMEs) with fewer than 250 employees. These will tend to have different objectives to large multi-national companies with offices nationwide. The decision whether to approach national or local companies will depend on a number of factors including locality, personal contacts, any current relationships with your school and the public profile associated with the name/image of the company.

#### **Small businesses**

A local business will usually be very focussed on recruiting staff from its immediate area. It may be seeking subject specific skills for its recruits, including numeracy and literacy and will see the benefit of being involved in the regeneration of its community. Whilst it may be able to offer staff volunteering opportunities, it may lack human resources to manage a school partnership. But its size may mean that it is easier to target a senior person and get quick decisions.

#### **Large businesses**

Large companies can be quite complex, as decisions may be made on either a national or local basis. Businesses will engage with schools for a number of reasons and at national level, many of them will have a specific department that deals with schools.

## One of the best places to find potential sponsors is through your own networks

Your local authority will have suppliers who are keen to demonstrate their support for the local community. Companies for example often have to provide funding for local charities and schools if they are intending to build or develop large areas within a specific region. Your Director of Children's Services should be able to signpost you to someone in the Council such as the property or regeneration team.

Another avenue to explore is consortia that you may be part of, such as Trust Schools, where there may be existing business partners.

There are also charitable foundations attached to large companies, like banks and building societies, which provide grants to community groups or trusts established by local philanthropists. Community development foundations are an example of companies and individuals who collectively provide money, resources and volunteer time for specific social issues in a particular region. In a national survey of community foundations, 33 per cent stated that they support improved

learning in schools or colleges. Visit [www.communityfoundations.org.uk](http://www.communityfoundations.org.uk) to find your nearest network. Lastly, independent schools have a requirement to demonstrate that they are of benefit to the public. The obvious route for them is through bursaries for local children whose parents are unable to pay the fees, but these can be very expensive. Sponsoring local disadvantaged children through Every Child Counts and Every Child a Reader is likely to appeal to them, particularly as these are national programmes with proven results, government support and the flexibility of apportioning costs on a per child basis depending on their budget.

**"33 per cent stated that they support improved learning at schools or colleges."**

*National survey of community foundations*



# what?

**Q** What can the school offer a business?

**A** *A local business support programme tailored to school and company needs.*

The Every Child a Chance business support programme was established in January 2009 to match primary schools in the Trust's Every Child Counts and Every Child a Reader programmes with local business sponsorship and employee volunteering. The programme also helps to meet the Prime Minister's challenge and National Council for Educational Excellence (NCEE) recommendations that every school in England should have a business partner. The NCEE identified that business could contribute significantly to raising the aspirations and achievements of young people in a number of areas, particularly basic literacy and numeracy.

## Every Child a Chance Trust Business Support programme

The Every Child a Chance Trust has received £300,000 from the DCSF to support the overall development of this business support initiative and funding from Barclays Bank, its first sponsor, to support 20 primary schools in Birmingham and the Black Country.

Your school can ask local businesses to take part in this Every Child a Chance Business Support programme. It consists of:

- **Extra teaching places** – funding to extend the hours of your Reading Recovery or Numbers Count teacher so that they can work with up to four additional children over the course of the year.

The indicative cost to the local sponsor is £2,500 per child.

- **Resources to promote parental engagement:**
- **Numeracy kitbags** to take home for each child having help to encourage parents/carers to get involved in their child's learning. Contents are tailored by the teacher for each child and can include a CD-ROM of counting songs, mini-white board and pen, magnetic numbers and symbols, jacks, dominoes and other traditional number games.
- **Literacy kitbags.** Contents are tailored by the teacher for each child, and can include a special book for writing, pens, mini-white board and pen,

magnetic letters, an alphabet book, a 'magic' writing board and book token.

The indicative costs to the local sponsor is £60 per kitbag

- **Employee volunteering** to support Reading Recovery and Numbers Count 'graduates', and help them maintain their gains.

The indicative costs to the local sponsor for five volunteers is

£1,030 (5 x £36 for CRB checks and £850 to cover time from one of your staff to train, support and oversee the volunteers - unless you can cover this cost from your existing staff budget)

The Every Child a Chance Trust is promoting this particular package of support to businesses nationally. The advantages of choosing this package for you are:

- less time involved in organisation;
- a proven model to reproduce;
- support from the Every Child a Chance Trust;
- a reduced chance of unexpected costs arising.

Alternatively you can develop a tailored proposal based on your own individual needs. Examples of all proposal templates for you to adapt can be found in the CD-ROM at the back of this booklet or on line at [www.everychildachancetrust.org/support/index.cfm](http://www.everychildachancetrust.org/support/index.cfm).

# Employee Volunteering Schemes

There are two employee volunteering schemes, one designed to enhance Numbers Count (Number Partners) and one to enhance Reading Recovery (Better Reading Partners).

## Number Partners

Volunteers play number games with pupils, making mathematics fun, improving their skill with numbers and boosting their confidence. You will need to buy the mathematics games, which cost around £150. Employees will need to receive online training, which takes about an hour and a half to read and absorb and can be accessed via [www.numberpartners.org](http://www.numberpartners.org).

The website contains all the resources a company will need including a volunteer handbook containing a school visit briefing sheet, a diary to record achievements, easy games to play and a timesheet to record visits.

## Better Reading Partners

This is a programme based on Reading Recovery principles. Volunteers will need to attend a five hour training course which will be organised through the Every Child a Chance Trust.

They will then read with a child, one-to-one, in a highly structured way for as many sessions per week as can be arranged. This will depend on how busy employees are and how much time they can take off work.

You will need to provide books at the right reading level for the child. Volunteers will complete various assessment sheets so that you can track progress.

## Benefits of employee volunteering for employers:

- offers personnel or expertise support to schools
- supports pupils by visiting and engaging directly in schools
- builds better links with their community
- enhances their reputation, credibility, recruitment and employee retention rates
- increases staff morale, performance and skill sets.

## Benefits for employees

Employee engagement in education can provide a whole range of benefits to the individuals involved, which feed back to employers in the form of enhanced skills, morale and motivation.



"...give children higher aspirations and broader horizons..."

Employee volunteers can get opportunities to:

- enhance their job-related skills, (for example, problem solving and leadership) as well as personal skills (listening, empathy, time management and communication)
- increase their motivation through new experiences outside the work environment and opportunities to meet and work with inspiring people
- develop a greater understanding of their local communities and contribute to an issue that they really care about.

## Benefits for the school

Businesses can use their knowledge and experience of work situations to help pupils to see the relevance of what

they are learning. As teachers know well, lesson content can come alive for children when it is exciting and relates to the real world. Employees can build pupil motivation, help improve attendance and behaviour, support the development of positive attitudes to learning and give children higher aspirations which have positive results.

Just knowing that someone is taking time out of their busy day to help them makes pupils feel special and engaged so that the gains achieved through Every Child a Reader/Every Child Counts can be built upon and sustained long-term. In some situations, it may be appropriate for children to visit the workplace, thereby gaining valuable insights into the world of work which they might not otherwise access.

## Other areas for sponsorship

The following list gives examples of items which may enhance your learning environment – there will be others that you think of yourself. You will need to source your own suppliers and costings but we have provided estimates based on our own research. In each case you will have to explain how the items are used in lessons, perhaps including photographs.

### Gifts of books and equipment

Magnetic letters/numbers and symbols and a magnetic board  
**£10 per set**

Mini white board, marker and wiper  
**£10 per set**

*For both of the above, extra sets will enable a child to practise the skills taught in their one-to-one lessons at home, or in before/after school clubs*

Paper and pens **£5 per set**  
Extra supplies will enable a child to practice essential skills at home

Extra Reading Recovery books  
**£20** will buy an extra pack of books at one reading level  
**£500** will buy an extra pack of books for every reading level

Illustrated alphabet/numeral book: high quality, beautifully illustrated books designed to inspire and generate talking about letters and numbers **£20**

A set of books with number themes embedded in the story lines **£50**

An extra set of the specialist number apparatus used by the school so that the child can take some of this home for extra practice **£40**

## Supporting parental involvement at home

Government research demonstrates that if parents engage with their child's education, attainment will increase by an average of 15 per cent irrespective of social background.

Specialist 'at home' kits produced to support the child's literacy/numeracy one-to-one lessons, for example, Numicon at Home **£30**

Annual awards ceremony for children graduating from the programmes. Catering, photography, prizes (framed certificates). Costs will depend on numbers attending.

Fischer Family Trust Parent Pack: a pack of activities and games for schools to send home to reinforce early reading activities **£30**

### Reading and number enrichment

A Storysack or Curiosity Kit containing a good quality children's story book or non-fiction text, with toys and artefacts to bring the book to life and encourage discussion **£20 – £30**

Additional hours for a teaching assistant to provide extra reading/number support, for example, in a homework or breakfast club, or in the school holidays, as part of extended schools provision **£10 – £15 per hour**

Giant mathematics-related games to play outside: Dominoes, quoits, ludo and bowling hoops **£20 – £40 each**

Additional hours for a Reading Recovery/Numbers Count teacher in school holidays in order to maintain continuity of teaching (particularly over long summer holidays) – as part of extended schools provision **£20 – £25 per hour**

Camcorder to enable parents and teachers to watch films of live Reading Recovery/Numbers Count lessons **£100**

Framed certificates for children completing the Reading Recovery/Numbers Count programme **£10 per frame**

# Research

## Desktop and own contacts

Firstly, if you haven't already done so, agree a member of the senior team to be responsible for developing and managing business relationships. Then confirm the areas/items that you are seeking sponsorship for and identify the type of company you are seeking.

After that, the easiest way to develop a partnership is to make a list of the school's own suppliers, such as bank and stationery companies and ask your staff, governing body and Parent Teacher Association (PTA) if they can access their own company links and those of friends and family.

Develop a **list of companies** using the internet and telephone directories.

Do some **desk research** on each company's operations, location, mission, aims and objectives, and anything it might already be doing in education. The company website will often provide this background and large companies will have an annual report and accounts.

Some companies will have a separate **CSR or community publication** that will detail examples of activities that benefit the local area, donations to charities, staff volunteering and supply of goods, services or time. Note down any that match your proposal list, show an interest in literacy or numeracy, and are in the right geographical area.

Look out for evidence that they have taken part in educational projects or school mentoring activities and for quotes from key personnel on how the company likes to support education or community programmes.

**"...agree a member of the senior team to be responsible for developing and managing business relationships."**

# how?

**Q** How do I develop a partnership with a local business?

**A** *Research, tailor your proposal and be confident and enthusiastic!*

If you work on the basis that businesses want to work with you as much as you do with them then all you have to do is match their needs with yours and have an action plan.

## 4 steps to success

1. Research
2. Develop your proposal
3. Make an approach
4. Secure commitment



For **small local companies**, research the name of the chief executive, managing director or human resources director. For **large multi-national companies** it is better to locate someone in a team responsible for communications, CSR or human resources. Look out for job titles containing phrases like community affairs, public affairs or external relations. Some large companies even have someone responsible for education itself. Try to obtain their job title, direct telephone line, name of their assistant if they have one and their email address.

### Third party approaches

Many businesses contribute to educational initiatives through local Education Business Partnerships (EBPs) who connect schools with businesses and are part funded by the DCSF. EBPs will also be able to address many practical concerns such as CRB checks, health and safety issues and company briefings on working with schools.

There are also organisations that represent business members such as the British Chambers of Commerce, Business in the Community, the Federation of Education Business Links Consortia and the Federation of Small Businesses. A new website, [www.teachers-guide.org](http://www.teachers-guide.org), designed to increase education-employer partnerships was launched in 2009 by the Education and Employers Taskforce, an independent charity. This online guide helps all members of school staff to learn about working with employers and to understand the benefits of doing so. For further information see page 22.

**“Some large companies even have someone responsible for education itself.”**

Armed with your research, draft a proposal on the key things that you are seeking from the business, why they should get involved and the benefits for them, for the children involved and the community.

You may want to start with something quite small, such as a low cost item/activity, an invitation to your school fete/open day, an opportunity to visit the school to talk about their company, or to sit in on an Every Child a Reader or Every Child Counts lesson in action and then read or play number games with a child. This can then lead to a proposal to champion literacy/numeracy through staff volunteering or to fund areas which will improve learning.

### Exemplar proposal templates

Included at the end of this toolkit and on your CD-ROM are two examples of proposal templates for you to adapt with your school logo, photographs, quotes and testimonials of success from children, teachers and parents. There is a third example template on your CD-ROM – a generic model for a tailored proposal based on the individual needs of your school.

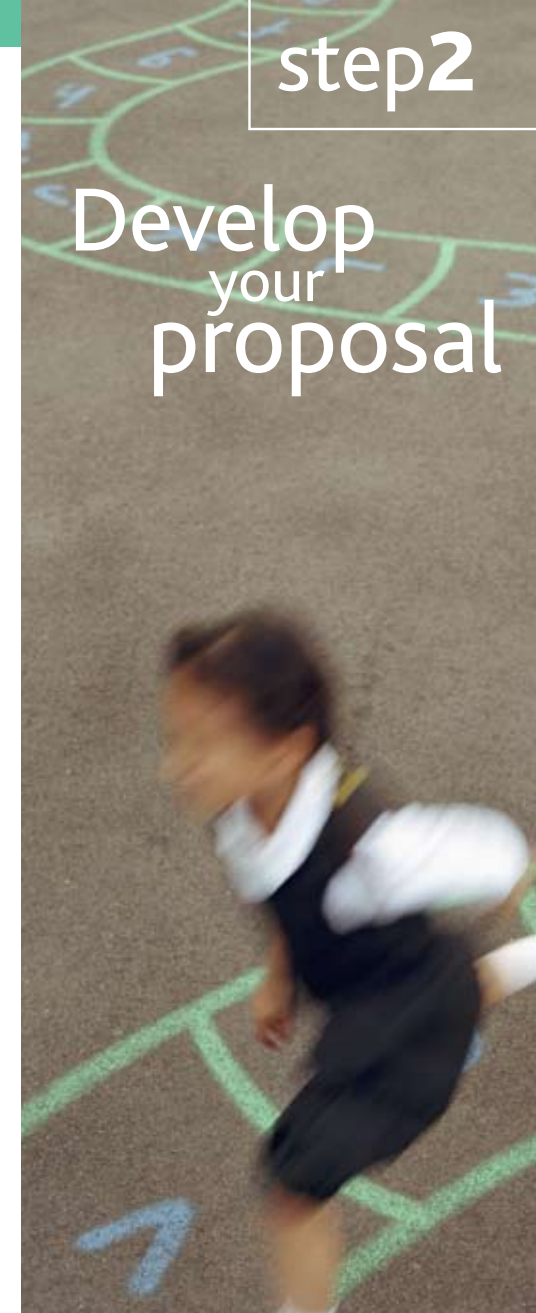
### Triggers for engaging business

To shape your proposal to the local context, you could also include information on:

- economic and social well-being
- deprivation/disadvantage of young people and their catchment area
- regeneration of the community through a better educated workforce
- community partnerships – local authority, secondary schools and children’s centres/trusts.

step2

Develop  
your  
proposal



## Make an approach



### 1. Call your identified company.

**Introduce yourself** and let them know that you are aware of their interest in community/educational activities and have an exciting proposal that will either enhance their existing programmes or help the company to engage children in a new and exciting way. It is important that you sound confident and are enthusiastic about your proposal as you want to build positive rapport with the company so that they agree to receive further information.

### 2. If they are keen, send a follow up email

shortly afterwards to acknowledge their interest. Attach your proposal. Only send a letter if you can't get their email details as companies are more likely to respond positively and quickly to electronic requests. State the key benefits of your proposal and that you will contact the company for a response.

### 3. Call three to five days later

to see if you can take things forward. **4. Arrange a face-to-face meeting** with the relevant decision makers at the company.

Try to find out if there are any barriers which may prevent them from moving forward.

These might include:

- not understanding what your request means in practical terms
- concerns about having a special relationship with one school versus widespread support for all schools in the area
- having to commit resources
- the balance between company commitment and staff volunteering their own time
- obtaining senior or head office approval
- the responsibility of being involved in a long-term partnership and the cost to the company.

You want to try to demystify any of the above so that the concept and process can be promoted as easy to implement and manage. Try to relate any of the above to what you know about the company, such as existing employee volunteer schemes and always try to show how the benefits outweigh the challenges.

**“It is important that you sound confident and are enthusiastic about your proposal...”**

# Secure commitment

Once the company has agreed to a meeting, try to hold it on the company's premises and invite the appropriate school decision makers. You want to make a good impression and show them examples of any educational projects or community activities that they will be benefiting from as well as giving them a feel for your ethos and culture. It may be beneficial to involve some of the children (where appropriate), for example, giving a tour of the building with a teacher on hand to answer any questions or for the business to observe an Every Child a Reader or Every Child Counts lesson. One hour for the meeting and 30 minutes for a tour/lesson would be ideal.

## A suggestion for running the meeting is as follows:

- Ask the company to give you a brief overview of its community/CSR/ education programmes and strategy and make a note of any interesting points that match your proposal.
- During your conversations listen to what businesses have to say about

their activities and be prepared to tailor your proposal or be a bit more flexible about your wish-list.

- Try to avoid any education jargon that businesses may not be familiar with.
- Relate an aspect of their programme or strategy with your proposal to achieve consensus. Then take them through a brief overview of what you are trying to achieve, how the company can offer support, why their company and skills are particularly relevant and then the benefits that they will gain for the company and staff.

## Key points to stress:

- Your proposal is a simple and easy way for them to make a strategic, sustainable and long-term commitment to education, the school and the community.
- This represents a collaborative approach to enhance what they already do or to add value by aligning their business, educational and CSR goals with those of government and the local community.

- This is a low risk way to make a huge difference to young people's learning, aspirations, opportunities and life experiences.

One area for joint discussion is how a company could fundraise for the resources and items you need. You could suggest that their employees participate in any events you hold annually such as summer fetes – cake bakes, tombola prizes, etc., or one off events. One idea would be for staff to be sponsored to hold a reading event with children on a specific date or to participate in a mathematics quiz night at the school. Employees could also run events at their workplace such as being sponsored for dress down/dress up days, participating in a challenge such as marathon or a weight loss programme. Those who are creative could make items such as home made jam to sell to their work colleagues, friends and family.

Always end on a positive note about the impact that the business will be making. **Thank the company for its time and try to get instant feedback or a date when you can contact it for a decision.** You are more likely to receive continued commitment if you acknowledge its interest, develop rapport and an ongoing friendly but professional dialogue. Seize every opportunity and just go for it. By discussing things together you will find areas of shared purpose so take the time to build a good relationship



and over time, ideas for mutual benefit will emerge.

To assist you on your journey we have included some extra information in the CD-ROM at the back of this toolkit. This includes questions that may arise from the business together with some suggested responses for you to adapt as necessary and some good practice tips to help you develop a mutually beneficial partnership.

We hope that you now feel more confident to approach businesses yourself. We wish you the best of luck!

**“ ...listen to what businesses have to say about their activities and be prepared to tailor your proposal.”**

# directory

The following organisations may be able to signpost you to local businesses who could be potential partners:

## Institute for Education Business Excellence (IEBE)

IEBE is a professional body for all individuals and organisations working to promote partnerships between education and business. It uniquely brings together brokers, educationalists and employers to focus on creating real opportunities for young learners to develop the skills they need for adult life.

The IEBE has around 200 organisational members including local and national education business partnership organisations (EBPOs), businesses, schools, colleges and local authorities. EBPOs provide an essential link between schools and employers across the country and have huge amounts of experience in organising a range of activities for young people in education. They support both the school and the business in the partnership so both parties achieve their goals.

Visit [www.iebe.org.uk](http://www.iebe.org.uk), the Institute for Education Business Excellence website or telephone **01635 279914**. For information on your local EBPO, visit [www.iebe.org.uk/index.php/ebpo-directories](http://www.iebe.org.uk/index.php/ebpo-directories).

## The Teachers' Guide

[www.teachers-guide.org](http://www.teachers-guide.org) was launched on 15 October 2009 by the Education and Employers Taskforce, an independent charity that will spearhead a drive to increase education-employer partnerships. This online guide helps all members of school staff to learn about working with employers and to understand the benefits of doing so. The Teachers' Guide provides a one-stop shop for help with working with employers, advice on how to contact employers and establish partnerships, and comprehensive information on all the methods of working with employers, including work experience, mentoring and school sponsorship.

## Federation of Education Business Links Consortia (FEBLC)

In April 2001, the Learning and Skills Council established Education Business Link Consortia in each of its areas to provide the local link between the Learning and Skills Council and schools and business. The Consortia develop and co-ordinate effective partnerships between business and education which aim to provide a range of activities to support young people's teaching and learning. To contact the consortium in your area go to [www.feblc.org](http://www.feblc.org) telephone **01670 541530** or email [tomlin@learn2work.org.uk](mailto:tomlin@learn2work.org.uk).

## Business in the Community (BITC)

BITC is a business-led charity comprising 700 of the UK's top companies. The Education Team aims to help young people achieve their potential through effective education-business links. It does this by providing an understanding of education, identifying best practice, supporting and developing activities and evaluating impact in enterprise, employability, leadership and management.

BITC has a network of regional branches across the UK. For further information contact [www.bitc.org.uk](http://www.bitc.org.uk) or telephone **020 7566 8650**.



## British Chambers of Commerce

The British Chambers of Commerce is a non-profit making organisation, owned and directed by its members. It has more than 56 local Chambers of Commerce which collectively employ more than five million people. For further information about your local Chamber of Commerce please go to [www.britishchambers.org.uk](http://www.britishchambers.org.uk), telephone **020 7654 5800** or email [info@britishchambers.org.uk](mailto:info@britishchambers.org.uk).

### Federation of Small Businesses (FSB)

Established in 1974, the FSB promotes the interests of small businesses and now has over 210,000 members across 33 regions and 230 branches. For further information please go to [www.fsb.org.uk](http://www.fsb.org.uk), telephone **01253 336000**, or email [ho@fsb.org.uk](mailto:ho@fsb.org.uk).

### Community Foundation Network

Community Foundation Network (CFN) represents the community foundation movement in the UK. Community foundations help clients create lasting value from their local giving. Community foundations are charities located across the UK dedicated to strengthening local communities, creating opportunities and tackling issues of disadvantage and exclusion. Community foundations work with their clients to target grants that make a genuine difference to the lives of local people. They manage funds donated by individuals and organisations, building endowment and acting as the vital link between donors and local needs, connecting people with causes.

For further information please go to [www.communityfoundations.org.uk](http://www.communityfoundations.org.uk), telephone **020 7713 9326** or email [network@communityfoundations.org.uk](mailto:network@communityfoundations.org.uk).



## CD-ROM

The CD-ROM contains all the information in this toolkit plus the additional information listed below:

- a generic model for a tailored proposal based on the individual needs of your school
- a list of questions that may arise from the business together with some suggested responses for you to adapt as necessary
- some good practice tips to help you develop a mutually beneficial partnership.



You can download this publication online from  
[www.everychildachancetrust.org/support/index.cfm](http://www.everychildachancetrust.org/support/index.cfm)

Copies and CD-ROMs can also be obtained directly from

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