

Never look down on anybody unless you are helping him up. Jesse Jackson

Barley Lane School

Hard work, humility, kindness



Barley Lane School Brochure 2017-18

The quality of teaching and learning is good and continues to improve. High expectations prevail... trust, respect and belonging permeate the school.

Ofsted December 2017

I just wanted to say thank you for the support you give to my son each day. The improvement I have seen is remarkable. His quality of life has improved massively. His progress and development has moved quickly since attending the school and it has changed the lives of our entire family. I wanted to thank you all. The job you do is difficult and challenging but no doubt rewarding too. Once again, many thanks.

Parent 03.03.16

Contents

Page 2	Welcome note from the head-teacher on behalf of the team of staff and governors
Page 3	Ofsted summary of key findings
Page 4	Home school agreement: what we ask of you to help and support us
Page 5	Frequently asked questions (includes admission to the school)
Page 6	Frequently asked questions from children and young people
Page 7	Staying in touch: contact and sharing between home and school
Page 8	Exam results
page 10	Parent and carer feedback 2016-17
Page 12	What others say about us?
Page 13	Where to find out more
Page 14	How to raise a concern or make a complaint

Welcome note from the team at Barley Lane School

On behalf of the team of staff and governors thank you for taking the time to find out about our school. We are a small and friendly school that can take up to 72 students across key stages two, three and four. Our primary unit is on the same site but separate from the secondary part of the school.

The most frequent question we are asked by parents is what is a SEMH school and we reply “forget the label we are just like a mainstream school but smaller and we are here for young people who are not thriving in a mainstream school; children who need to know their teachers better in smaller classes and need more support and encouragement to behave and learn.”

We are deeply proud of all the children and young people in our care and the fact that two of our former students have recently gone on to secure “student of the year” awards at college is proof not only to them of their talent and worth but to the whole community of students. Our students are as talented, bright and capable as any students anywhere.

We are proud of the diverse families, parents, grandparents and carers that choose to trust us with the care and education of their children; many of us are parents too and we want for other people’s children what we want for our own so making sure our students are safe, happy and developing into good people is something we work very hard to achieve every day.

As head-teacher I am proud of the strong work ethic and compassion of our team and amidst the noisy and too often distracting debate about education I celebrate and promote the enduring and reliable worth of those healthy values; good teachers and consequent good teaching and learning drive improvement and as a result our exam results compare favourably with similar schools locally and nationally and the young people take a wide range of GCSEs and other qualifications including vocational courses plus we do lots of other challenging and fun stuff too like canoeing and rock climbing

In the pages that follow we hope to answer many of your questions but there is no substitute for talking directly with parents and carers so please do contact me over anything that is important to you at mmaccourt@barleylane.devon.sch.uk or on 07848028341 and find out more at our website www.barleylane.sch.uk

Many thanks.

Michael MacCourt

OFSTED DECEMBER 2017 SUMMARY OF KEY FINDINGS

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. As headteacher, you provide inspirational leadership. By sharing your vision, 'hard work, humility, kindness', staff learn from your calm, respectful, but also assured and assertive style.

Conversations are carefully designed to ensure that pupils receive messages that help them to feel more positive than they may have ever felt before about their education. As a result, pupils and their families are hopeful for their futures.

Staff take time to make sure that they know pupils very well. The day starts with a detailed, frank discussion with the entire staff team together about the day ahead. Possible risks are discussed and staff agree key strategies that are designed to ensure that pupils achieve success. Pupils are then welcomed to the day with firm affirmation and encouragement...

Then, staff skilfully support pupils to come together to discuss the coming day. Each teacher provides a motivating comment, highlighting a positive message. This helps to confirm and reinforce the sense of trust, respect and belonging that permeates the school.

You are committed to providing feedback both to pupils and to your staff team. You carefully analyse every aspect of the school and skilfully use this information to promote further improvement for the benefit of pupils. Governors are able to use this wealth of information to discuss and challenge effectively. You help emerging leaders to develop their experiences, confidence and skills. They work diligently to support their colleagues.

The staff team stands solidly with you. Many expressed thanks for the guidance you provide. We agreed that this emerging leadership team, including middle leaders, is now ready to take an even wider role in evaluating aspects of the school's effectiveness.

The quality of teaching and learning is good and continues to improve. High expectations prevail.

Staff carefully choose curriculum areas that interest pupils. For example, pupils were thoroughly engrossed in learning about aspects of astronomy in science. As a result of this careful planning, pupils thrive in lessons. They apply themselves and work hard. Lapses in behaviour occur occasionally. However, when they do, staff quickly respond and the situation is quickly de-escalated. As a parent described, 'I don't worry about the telephone ringing any more. When it's the school, they are ringing to give me good news about how my son has done today.'

Home-school contract 2017-18

Dear Parents and Carers,

We don't want this to be complicated and we need very few and simple but powerful things from you to help us do our work well.

1. Please relentlessly tell your child they matter very much and they can achieve their goals.
2. Please be respectful to and about us particularly around the children and young people or you damage our dignity and authority and therefore our ability to safely manage and educate them.
3. Please trust and support us and respect our judgments; we do not demand this but we believe we have earned over time that trust and respect now.
4. Please ensure your child attends school reliably and punctually.
5. Please send your child to school in uniform.
6. Please do not allow them to bring mobile phones*, MP3 players and other gadgets or any other inappropriate items into school.
7. Please accept and understand if your son is not suitably dressed for school or brings in prohibited items this is your responsibility not the schools and if it persists it may result in fixed term exclusion and all the regrettable inconvenience that causes to you.

Thank you.

Yours sincerely,

The Team at Barley Lane

Frequently asked questions from parents and carers

What exactly is a SEMH school?	Forget the label we are just like a mainstream school but smaller and we are here for young people who are not thriving in a mainstream school: children who need to know their teachers better in smaller classes and need more support and encouragement to behave and learn.
How does a young person get to a special school like yours?	<p>Their teachers notice they are not coping or thriving in a mainstream school and with other professionals, typically an educational psychologist, produce a statement of special educational need and then the child or young person can attend a special school.</p> <p>The formal admissions process is led and managed by Devon County Council's 0-25 team and our contact is sue.lewis@devon.gov.uk.</p>
How old are the children?	We have two separate units on site one primary and one secondary.
Will my child miss out academically because he is in a special school?	There is no reason for this to happen and we offer a wide range of GCSEs and other academic and vocational courses and our exams results are good and compare favourably with similar schools locally and nationally.
Will my child miss out on other activities because he is in a special school?	Actually it works the other way with more opportunities to do all sorts of social and sporting activities because we frequently reward good behaviour there are many and varied outings, visits activities from a family type meal at a pizza restaurant to seeing England play at Wembley...
How do you compare with other BESD schools in Devon and beyond I could choose?	Our exam results are consistently as good as or better than similar schools both locally and nationally and our Ofsted report reliably favourable too but the best judge is you and we are quietly optimistic that if you spend time with us you will see we have something good to offer.
Can I see the school in operation?	Yes absolutely and we are confident you will be reassured and encouraged by what you see and we want you to spend whatever time with us you need to and to ask all the questions that matter to you because we will work with you closely always and want you to be wholly comfortable and happy choosing us.
Okay I want to go ahead but how is my child introduced into the school?	The matter of choosing us involves visiting and talking and sharing and experiencing the school in action so you your child will already have a good feel for the school before he officially starts and this we negotiate with you: some parents and children simply want to go for it and others want a more gradual entry and we are fine with both. A small school must be flexible and we are and together we can agree what is the best way for your child to begin their time with us?
How will he get to school?	Our young people travel from all over Devon. Those within a few miles walk or take public transport and many have taxis. Those further away tend to travel by taxi unless public transport links are good. Younger children who qualify do travel by taxi but older students in KS4 aged 14-16 are actively encouraged to use public transport as a part of their personal development.
Is there a uniform?	There is and we supply a black school sweat-shirt and t-shirt at a subsidised cost of around £15 for both. We ask parents and carers to provide black or dark grey trousers or tracksuit bottoms and black shoes or trainers that are mostly black. Black shorts can be worn in the summer term.
Will someone keep touch with me?	We have a dedicated admissions officer but all staff are happy and encouraged to talk with you formally or informally: phoning, texting, e-mailing, home visits as well as more formal meetings are all a part of being a small and we hope friendly and welcoming school.
Do you hold children?	Yes we do and rarely but only to keep them or other children safe and we keep a close eye on why we are holding children and how safely we are doing it.

Frequently asked questions from children and young people

What exactly is a special SEMH school?	One way of describing our school we often use is to imagine a mainstream school but where the classes are smaller and both the rewards and the consequences are bigger: you get noticed and praised for good things (how does quad-biking or go-karting sound?) but equally as one student told Ofsted, <i>"You can't get away with things now!"</i> Think of us as a mini mainstream school.
Is there bullying?	There is because it happens in all schools everywhere and any school that says otherwise is likely to be unsafe: what is important is that students tell us and they do because there are open and trusting relationships between staff and students here because we will do something, we will support and protect you and challenge those who bully.
Is there much to do outside class?	We prefer to prevent bullying by having lots of staff around all the time and students are always supervised and busy learning in class and having fun out of class and we have pool tables, games consoles, go-karts, trips to the local shop and football going on every break time.
Is there a uniform?	There is: a black school sweatshirt and t-shirt, black or dark grey trousers or tracksuit bottoms and black shoes or trainers that are mostly black. Black shorts can be worn in the summer term.
What are the rules?	We don't do rules but we ask everyone to be reasonable, fair and treat others respectfully and if you do that you are rewarded and if not you are challenged.
What kind of rewards can you earn?	You can earn Argos and other vouchers by collecting points for learning and good behaviour in class. There are regular reward trips for example quad-biking, go-karting, sea fishing and visits to theme parks. Each day ends with reward activities and visits to the local skate park and golf driving range and indoor football at the local leisure centre are all popular and regular choices.
What happens if you behave badly?	Instead of activities you are put in catch up to make amends and do your work. At morning break, lunchtime and afternoon activities there is catch-up and if it is not done respectfully and reasonably there is the option of after school detention.

Other questions?

There are of course a whole range of other important and diverse questions that are important to parents and children and also to staff and the wide range of other professionals who work with us and we are happy to address these as they emerge both in informal conversation or more formally by sharing the many and diverse policies and guidance we have in school for example a parent might want to see how we deal with bullying or holding children and these can and will be shared when they are requested and most are accessible on our website.

Staying in touch

Everyone at Barley Lane wants parents and carers to feel valued and listened to.

- We are a small and specialist school and we should be more like the local Post Office on the corner than the giant supermarket on the out of town trading estate and we want to provide a more personalised human service to you as parents and carers.
- Please therefore be aware that you can ring us anytime about anything that is important to you and if you cannot get through and find yourself battling with answer-phones and voicemails please let me know.....I know how irritating it is ([07848 028341](tel:07848028341) mmaccourt@barleylane.devon.sch.uk)
- Equally we are available to you for face to face meetings any and every day from 1530 onwards and if visiting us is difficult we can help with transport or visit you at home. Even if you just turn up we will always do our very best to spend time with you because without your understanding and support we can achieve nothing and equally importantly our students, your sons, need and deserve a high level of flexibility and speediness of response.
- If you ever feel we are not delivering this promise and commitment to be prompt, accessible, responsive and open please call or e-mail me (my details and those of other key staff are attached/below) and I will work hard to address your immediate concerns or questions and improve our response to you in future.

Key contacts

Any concerns about student happiness, welfare or safety? Any worries about behaviour or how we are dealing with it?

KS2 Carl Moore 07436104050
KS3/4 Dave Jones 07848457025

cmoore@barleylane.devon.sch.uk
djones@barleylane.devon.sch.uk

Concerned about what your child is learning and his progress and the quality of teaching he is getting? Want to talk to a particular teacher? Simon will do this for you and Michael in the primary unit.

KS2 Mike McDaid 07848457024
KS3-4 Simon Robinson 07436104049

mmcdaid@barleylane.devon.sch.uk
srobinson@barleylane.devon.sch.uk

Want to work with other professionals involved beyond the school and bring people together to support a student?

Simon Robinson 07436104049

srobinson@barleylane.devon.sch.uk

Seeking a student place at Barley Lane?

Katrina Campbell-Crocker 07848457022

kccrocker@barleylane.devon.sch.uk

General enquiries when or if you are not sure who to speak to Wendy will guide and support you and make sure you get to speak with the right person.

Wendy Hoaken 07848028342

whoaken@barleylane.devon.sch.uk

Results for 2016: government performance tables have brought [significant changes*](#) and therefore presented challenges and nuances that mean it is even more important parents and carers considering our school as well as those whose children already attend can readily and easily know how we are doing and what the young people have achieved when they leave us.

1 or more GCSE A-G	4 or more GCSE A-G	GCSE in English, maths, science
100%	80%	60%
5 from 5	4 from 5	3 from 5

Percentage of students passing 5 or more GCSE A-G							
2008	2009	2010	2011	2012	2013	2014	2015
0	36	56	67	86	100	86	86

subject	pupils entered	pass (those entered)	pass rate (all students)				% entered achieving A*-C	number
			2016	2015	2014	2013		
English	100%	100%	100%	86%	100%	100%	0%	no students
Maths	100%	80%	80%	71%	86%	100%	0%	no students
ICT	40%	100%	40%	86%	100%	100%	40%	two students
Science	100%	100%	80%	100%	86%	100%	20%	one students
D&T	60%	100%	60%	71%	86%	33%	20%	one students
Art	40%	100%	40%	57%	86%	83%	0%	no students
PE	80%	100%	80%	86%	57%	83%	40%	two students
Media studies	20%	100%	20%	-	29%	-	0%	no students
Food and nutrition	20%	100%	20%	-	29%	-	0%	no students

- Students also accessed and achieved accreditation in vocational courses including: automotive engineering and construction.
- One student secured 8 GCSE passes another 7 and two 4 passes: the minimum secured was 3: the average was 5.2 passes.

End of final key stage outcomes 2017: exams and accreditation results (8 students)

Accreditation	Students securing qualification
GCSE English	4/8
GCSE Maths	6/8
GCSE Science	8/8
GCSE Art	5/8
English Functional Skills level 1	6/8
Maths Entry Level 3	1/8
OCR National First Award in ICT – level 2	1/8
Pearson BTEC Award for IT Users	1/8
NCFE Award in Exercise Studies level 1	5/8
NCFE Award Improving Personal Exercise, Health & Nutrition level 2	3/8
NCFE award in employability skills level 1	2/8
IMI Entry Level 3 Certificate for the Introduction to Motor Vehicle Industry	1/8
IMI Entry Level 3 Certificate in construction	3/8
ABC Level 1 award in motor vehicle	1/8
ABC Level 1 Award in the introduction to the Hospitality industry	1/8
ABC Level 1 award in Construction	1/8
National Indoor Climbing Award Scheme	1/8
Mountain Bike Instructors Award Scheme	1/8
BTEC award in home cooking	3/8
BTEC vocational Land based studies	1/8
Maximum accreditation secured GCSE (other) and total	4 (7) 11
Minimum accreditation secured GCSE (other) and total	2 (2) 4
Mean accreditation secured GCSE (other) and total	3 (5) 8
Mode accreditation secured GCSE (other) and total	3 (5) 8
Number securing passes in Maths English and Science (this includes GCSE and functional skills and entry level)	7/8

Parent and Carer feedback summary and comments 2016-2017

School cannot be a safe place unless it is transparent and open so whilst comments are anonymised criticisms and concerns are shared openly in a context of a great deal of positive experiences and comments over time. Many of us are parents and carers too wary of schools and colleges where nothing ever goes wrong and criticisms and concerns are hard to share.

39/68 families responded 57% a majority	agree strongly	agree	agree strongly/agree	disagree	disagree strongly	Disagree/disagree strongly
Grown as a person	16/39 41%	17/39 44%	33/39 85% a very large majority	4/39 10%	2/39 5%	6/39 15%
Developed as a learner	11/39 28%	19/39 49%	30/39 77% a large majority	9/39 23%	0/39 0%	9/39 23%
Safe? Happy?	20/39 51%	11/39 29%	30/39 80% a very large majority	4/39 10%	4/39 10%	8/39 20%

Comments follow below

- Thank everyone for all the time and energy putting into him.
- BLS has been fantastic and he knows we've pushed him because we genuinely care about him. Thank you so much for taking him back.
- The way he has shone this year – grown into an amazing young man. Got a good head on his shoulders – can't thank BLS enough.
- He is doing quite well – is he learning enough to get him through his GCSEs – he is happy but academic side only concern.
- Always felt the school has been supportive – this year has been difficult but going in the right direction.
- Couldn't be happier with how he's turning out – he's found his confidence, sense of humour. Trusts people – never had any before. "If Carlsberg made Schools...they'd make Barley Lane"
- Just want to say a massive thank you – without the teachers believing him – he wouldn't believe in himself.
- A lot down to his attitude – not wanted to learn, not all fault of staff teaching. Lack of communication sometimes
- Communication helps – Wendy first point of call and talks frequently throughout the week.
- I like the incentives – they really do work. Communication is good, phone calls for positive and negative behaviour, not just negative.
- Since Feb been struggling with adolescence. No reflection on the school.
- He seems happy and settled now and that's the main thing – even if he's ill, he still likes coming into school – it's just a shame it's taken so long to find the right school for him.
- Coming home with bruises – bruise on arm from forest school feels they're waiting for him. Feels like the teachers aren't doing anything. Doesn't want to come to school.
- In such a good place, calmer – last 12 months calmed and matured. Although he has not been at school, he has learned lots of new skills, just not academic – but is very bright. He's been looked after really well by everybody...you guys have always been there and not given up on him. He's always felt safe.
- He is getting there emotionally. We've done better in the last 3 years than ever before.
- Recent events before broken up – being hit and been targeted but was sorted out. Feels when incidents happen, she has to chase up issues and wait for someone to ring back. When he got a burn during cooking – mum wasn't told but dealt with eventually. Could we email newsletters and term dates instead of posting?
- He is getting something from school which has a lot of sugar/caffeine – decaffeinated tea?
- Not blaming the school – just how he is.
- Child needs a designated point of contact instead of different teachers ringing. Head teacher wonderful - first concern are the students but he doesn't feel happy or safe at school.
- Wants him to be pushed and encouraged and make the right choices especially with the older boys.
- Couldn't wish for a better school – always good communication.

What others have said about us?

I saw some top quality teaching and some young people who were highly engaged in learning. You have some really good teachers and a very strong, supportive senior management team. This is all a tremendous credit to you, the work and hours you have put in over a number of years really has borne fruit in my opinion.

I can say categorically that Barley lane works cooperatively and is immensely supportive with me in helping the child I have been working with so that would be a very strong 1 (strongly agree).

I would also like to say that Michael and his team have been invaluable to me and my team in working with the young person and the contribution they made was exceptional and way beyond the call of duty; for that I am very grateful.

Good practice was observed in all classes. Different strategies to promote positive relationships, improve teaching and learning, organise the classroom and manage pupils' behaviour were employed.

The extraordinary willingness to be creative in achieving what the child needs and going the extra mile on many levels, at many times and in many different ways."

The respect that the staff had for the pupils: So many times during my visit I heard the staff telling the boys that they could achieve just as well as anyone. This worked particularly well when real life examples were given, e.g. boys achieving college places or the number of questions they could already answer on a GCSE paper."

My kid brother was at Barley Lane, and you guys did so much for him: our family love you!" He is really bright: he used to really hate that, until he went to Barley Lane; now he's really happy with it.

I always feel valued by the school. I am made to feel very welcome by all staff...I always get the sense that the school respects everyone and would not tolerate any discrimination.

Thank you very much for having us yesterday! My team told me that your children were great fun and I quote: "attentive and interactive in all the best ways". Please do pass on our praise and thanks to the children.

Such a turnaround – nice he wants to come to school...hasn't said that for a very long time...very happy when he arrives home from school"

His teacher is amazing, fantastic...communication from her really good and valued...I feel connected

This is a fun school...This is the first school where I have not been bullied"

Further to our visit this morning, Alison and I just wanted to highlight the obvious skill level which we observed amongst your staff. This has led us to consider re thinking the package of support which we previously discussed so that it can result in you receiving the Devon Inclusion Award.

I just wanted to say thank you for the support you give to my son each day. The improvement I have seen is remarkable. His quality of life has improved massively. His progress and development has moved quickly since attending the school and it has changed the lives of our entire family. I wanted to thank you all. The job you do is difficult and challenging but no doubt rewarding too. Once again, many thanks.

Finding out more...

A range of information of information about how we keep the children and young people safe is available on our webpage www.barleylane.devon.sch.uk click on “About us” and you can access our portfolio of safeguarding guidance and our child protection and safeguarding policy.

Safeguarding portfolio 2017-18: contents

- 2. Child protection: practical guidance (full CP policy www.barleylane.devon.sch.uk)
- 3. Child protection: child sexual exploitation
- 4. Child protection: the first agenda item every morning
- 5. Child protection: ensuring practice and people are safe – speaking up
- 6. Child protection: whistle blowing
- 8. Child protection: what to do when a child shares or needs to share they are at risk

- 9. Safeguarding: school code of conduct - clear expectations of safe and ethical behaviour
- 10. Safeguarding: recruiting and developing the right people
- 11. Safeguarding: holding children (“Promoting Good Behaviour” www.barleylane.devon.sch.uk)
- 13. Safeguarding: working safely practical guidance for staff
- 14. Safeguarding: working safely relationships with students
- 16. Safeguarding: managing student risk in a BESD setting
- 17. Safeguarding: managing specific and graded student risk in a BESD setting
- 19. Safeguarding: tackling bullying
- 20. Safeguarding: absconding and unexplained absence
- 21. Safeguarding: monitoring where students are (see full attendance policy www.barleylane.devon.sch.uk)
- 22. Safeguarding: roof climbing
- 23. Safeguarding: evacuate or lock down?
- 25. safeguarding: safely managing trips and visits
- 26. Safeguarding: safely managing visitors and access to students
- 28. Safeguarding: movement of taxis and transportation of students
- 30. Safeguarding: drugs and alcohol and substance use
- 31. Safeguarding: managing the risk of violence in school safely
- 32. Safeguarding: searching youngsters and confiscating items
- 33. Safeguarding: working with the police service
- 34. Safeguarding: sex and relationships education
- 37. Safeguarding: internet safety
- 38. Safeguarding: student injury/illness and the administration of prescribed medication

- 39. Safeguarding in context: staff wellbeing
- 40. Safeguarding in context: healthy shared values
- 41. Safeguarding in context: keeping everyone safe
- 42. Safeguarding in context: keeping everyone safe - personal safety in a BESD setting
- 43. Safeguarding in context: equality and diversity
- 45. Safeguarding in context: part of our values, vision, aims, objectives and measures
- 46. Safeguarding in context: embedded in our job descriptions, school improvement and performance management (see full school improvement plan www.barleylane.devon.sch.uk)

Click on “SEN information report” in the “About us” section to get a more developed idea of what we do...

Making a complaint

Children and parents and carers must feel free to express their concerns and criticisms particularly those that are difficult to share because they are the most serious and in need of prompt and appropriate attention.

Many of the daily niggles and gripes and wrinkles of school life can be ironed out through the informal networks between children, parents and staff.

Open trusting relationships enable this dialogue and can often prevent concerns becoming complaints however their needs to be a way to formally address more complex, contentious and serious issues.

We are committed to the following:

- The humility to accept things will go wrong and that we will get things wrong
- A willingness to offer help and advice about the process as well as the issue as far as is practicable and reasonable
- No criticism or recriminations as a result of expressing a criticism or complaint
- A willingness to listen fully and openly and avoiding knee-jerk defensiveness
- A genuine willingness to investigate complaints and openly and fully sharing what is discovered promptly and engaging in a dialogue about possible response and outcomes
- If the issue can be managed in-house and we are not subject to the protocols and systems of outside agencies we will respond within 24 hours of any complaint.
- Accepting suitable third-party intervention to pursue issues and agree and implement outcomes

The important thing is parents and children can find a route or means to express their worries and concerns and criticisms easily and comfortably.

We suggest the following: meeting face to face and that includes us visiting you, phoning, texting, e-mail all these are legitimate and children and parents and carers must be listened to and their concerns addressed with the necessary and appropriate formality and seriousness regardless of how their complaint is shared or expressed: a young person might simply tell a trusted teacher, a parent make an urgent phone call or send a text.

The first people you could and can complain to

- 1 The head-teacher Michael MacCourt mmaccourt@barleyleane.devon.sch.uk
- 2 The chair of governors Damian Furniss admin@barleyleane.devon.sch.uk
- 3 Nominated safeguarding governor Vicci Wood admin@barleyleane.devon.sch.uk
- 4 Ofsted <https://contact.ofsted.gov.uk/online-complaints-schools>

Other people you could make contact with

- 5 Any governor admin@barleyleane.devon.sch.uk
- 6 The school's attached officer within the local education authority
Gillian.Douglas@babcockinternational.com
- 7 The nominated child protection officers within the local education authority (these are called LADOs and deal with serious concerns about teachers and staff including head-teachers) ladosecure-mailbox@devon.gcsx.gov.uk

- 8 The senior local government officer responsible for special schools
velda.woodruff@devon.gov.uk
- 9 The strategic manager responsible for schools within the County Council
dawn.stabb@devon.gov.uk
- 10 The elected councillor with responsibility for education james.mcinnis@devon.gov.uk
- 11 The elected local councillor in your area
<http://democracy.devon.gov.uk/mgFindMember.aspx>
- 12 Your local member of Parliament <http://www.parliament.uk/get-involved/contact-your-mp/>
- 13 The Secretary of State for Education greeningj@parliament.uk

The school office holds or will get and provide you with current numbers and addresses for all these promptly on the telephone or in writing. In an emergency I can be contacted on my mobile 07848 028341 and will provide you with the necessary details.

Please note any formal, existing and prescribed county council / national protocols and procedures will be followed around both child protection and staff disciplinary matters.

If you believe a **child is at risk of serious harm** please call the police on their 101 number or if harm is immediate 999 .

Social care can be contacted at the MASH (multi-agency safeguarding hub)
mashsecure@devon.gcsx.gov.uk If you have concerns about a child or young person call 0345 155 1071 out of hours please call 0845 6000 388

The Devon safeguarding Board website is a good source of advice and guidance
<http://www.devonsafeguardingchildren.org/>

NSPCC help@nspcc.org.uk [0808 800 5000](tel:08088005000)