

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

## Barley Lane School

*Hard work, humility, kindness*



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

“Clear positive relationships, genuine warmth and affection; - interest; expectations; rewards; praise; positivity and knowledge of needs...Modelling of socially acceptable, expected behaviour by staff: consistent and effective.”

SENTIENT/Babcock LDP peer review March 2019

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## **Barley Lane School**

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### **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 be happy and so to 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 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, high expectation and compassion of our team and amidst the noisy and too often distracting debate about education I celebrate the enduring and reliable worth of those healthy values.

Our 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 and a number of the youngsters have achieved both Bronze and Silver Duke of Edinburgh Awards.

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 [djones@barleylane.devon.sch.uk](mailto:djones@barleylane.devon.sch.uk) or on 07848 457025 and find out more at our website [barleylane.org.uk](http://barleylane.org.uk)

Many thanks.

*Dave Jones*

## 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 2020-21

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...
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.



<b>teaching team</b>				
Ahern	Tim	College mentor and Art	tahern@barleyleane.devon.sch.uk	07860846263
Bushin	Harry	Primary	hbushin@barleyleane.devon.sch.uk	07848457083
Credgington	Jules	IT and EHCP/review lead	jc credgington@barleyleane.devon.sch.uk	07860846267
Guy	Andy	Mentor/tutor	aguy@barleyleane.devon.sch.uk	07860846279
Harber	Chloe	Primary	charber@barleyleane.devon.sch.uk	07436104114
Jones	Dave	HT DDSL	djones@barleyleane.devon.sch.uk	07848457025
Lee	Alyssa	secondary PSHE lead	alee@barleyleane.devon.sch.uk	07848457269
Long	Chris	Secondary PE	clong@barleyleane.devon.sch.uk	08760846255
McDaid	Michael	Primary/leading teacher	mmcdaid@barleyleane.devon.sch.uk	07848457024
O'Riley	Clare	secondary/English	coriley@barleyleane.devon.sch.uk	07436104113
Richards	Sam	Primary	srichards@barleyleane.devon.sch.uk	07999116416
Stuckey	Alan	Secondary	astuckey@barleyleane.devon.sch.uk	07860846277
Sessions	Vicki	Secondary /curriculum lead	vickisessions@barleyleane.devon.sch.uk	07860846270
Wells	Ben	Secondary /Maths	bwells@barleyleane.devon.sch.uk	07860846271
Burnard	Caroline	Primary	c.burnard@barleyleane.devon.sch.uk	07436104059
Spry	Laura	Primary	lauraspry@barleyleane.devon.sch.uk	07938377337
Deane	Rob	outdoor education	rdeane@barleyleane.devon.sch.uk	07436090650
Oxenden	Dave	outdoor education	dave.w.oxenham@gmail.com	
<b>HLTA team</b>				
Barrett	Gabbie	primary	gbarrett@barleyleane.devon.sch.uk	07848457023
Butler	Angela	secondary /exams officer	abutler@barleyleane.devon.sch.uk	07436104060
Cassidy	Nicky	secondary / college mentor	ncassidy@barleyleane.devon.sch.uk	07860846254
Hunter	Jess	secondary	jhunter@barleyleane.devon.sch.uk	07848457270
Miah	Raz	behaviour lead	rmiah@barleyleane.devon.sch.uk	07436104055
Moore	Carl	behaviour lead DDSL	cmoore@barleyleane.devon.sch.uk	07436104050
Parr	Vicki	secondary / ELSA	vparr@barleyleane.devon.sch.uk	07860846285
Townsend-Green	Patrishia	secondary	ptownsendgreen@barleyleane.devon.sch.uk	07436104075
Tonks	Abby	secondary	a.tonks@barleyleane.devon.sch.uk	07860846289
<b>back office team</b>				
Campbell-Crocker	Kat	school counsellor / pastoral care / admissions	kcrocker@barleyleane.devon.sch.uk	07848457022
Ford	Judith	Acting Bursar	jford@barleyleane.devon.sch.uk	07436104121
<b>site team</b>				
McCarthy	Jason	manager	jmcCarthy@barleyleane.devon.sch.uk	07395887217
	Lawrence	support part time		
<b>Catering</b>				
Richards	Philippa	manager / advanced first aider	prichards@barleyleane.devon.sch.uk	07860846281
Hughes Thomas	Alice		ahughesthomas@barleyleane.devon.sch.uk	
<b>coaching team</b>				
Freddie F&L				
Martin F&L				

## 2020: exams and accreditation results (7 students)

Accreditation	Students securing qualification
GCSE English	4/7
GCSE English literature	2/7
English Functional Skills level 1	3/7
English Functional Skills level 2	1/7
GCSE Maths	5/7
Maths Entry Level 2	3/7
Maths Entry Level 3	3/7
Science NCSO Level 2	1/7
Science NCSO Level 3	2/7
BTEC ICT – level 2 CERT (1x GCSE “C”)	3/7
NCFE Award Improving Personal Exercise, Health & Nutrition level 2 (1x GCSE “C”)	3/7
John Muir Discovery Award	3/7
NICAS indoor climbing award scheme	1/7
MIAS mountain bike instructors award	2/7
Community first aid	1/7
City and Guilds level 1 award construction	1/7
ABC level 1 award mechanics	TBC
IMI Entry Level 3 Certificate for the Introduction to Motor Vehicle Industry	TBC
ABC hospitality and catering level 1	2/7
BTEC level 2 award creative digital media	TBC
Maximum/minimum GCSE and equivalent	5/0
Mean/mode GCSE and equivalent	2/3
Maximum/minimum other accreditation	6/2
Number securing passes in Maths and English (this includes GCSE, functional skills, entry level)	7/7
Number securing passes in Maths English, Science and IT (this includes GCSE, functional skills, entry level)	3/7
Number securing meaningful work, college and training places	7/7

## Feedback from our community

### Pupil feedback post lockdown 3 63/75 84%

The adults in my class make sure...	I agree a lot 	I agree 	I disagree 	I disagree a lot 
1. I feel safe	40	22	0	1
2. There is someone I can talk to if I am fed up and need help.	40	17	6	0
3. I feel respected and cared for and valued	36	22	5	0
4. I learn new and different and sometimes difficult things	39	24	0	0
5. I can have fun and do things I enjoy	36	24	2	1

## Parent and carer feedback post “Lockdown 3” 16.03.21

63/75 84 % of parents and or carers fed-back

	agree strongly	agree	agree strongly/agree	disagree	disagree strongly
1. I felt listened to and my views respected	58/63	5/63	63/63	0/63	0/63
	92%	8%	100%	0%	0%
2. My child and I were given practical and emotional support	56/63	6/60	62/63	1/63	0/63
	88%	10%	98%	2%	0%
3. I have a strong and trusting relationship with my son’s teacher and or other key staff	60/63	3/63	63/63	0/63	0/63
	95%	5%	100%	0%	0%

How is the team feeling post lockdown 3?

<b>LOCKDOWN 3: throughout this recent time of crisis, challenge and risk</b>	<b>Agree strongly</b>	<b>agree</b>	<b>disagree</b>	<b>Disagree strongly</b>
1. I felt listened to and my views respected	31	-	-	-
2. I was given practical and emotional support	29	2	-	-
3. Decisions and actions about how we work have been shared and explained openly and reasonably and in a spirit of consultation and cooperation not imposition.	28	1	-	-
4. My contribution has been authentically valued and supported both as a professional and a person	30	1	-	-
5. I have had a clear sense of purpose and direction: I know what I am doing and why and what I am a part of	30	1	-	-
6. I have had a say in how I work as an individual and how the school works as an organisation: I am listened to and authentically so.	26	5	-	-
7. I feel and have felt equipped and supported to meet the considerable risks and challenges that we have faced whether working at home or at school	30	1	-	-
8. I am proud of what we have achieved together so far (there is a way to travel yet...)	29	2	-	-

## 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.

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

## Barley Lane School

*Hard work, humility, kindness*

### **Making a complaint 2021-22**

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.

There is a range of people to contact and whilst there are no hard and fast rules what could be described as up to moderate concerns, for example you are not happy with your child's progress in Maths, could reasonably be shared with the headteacher and then the concern escalated if you are not happy with their response; any concern about the headteacher could be addressed with the chair of governors.

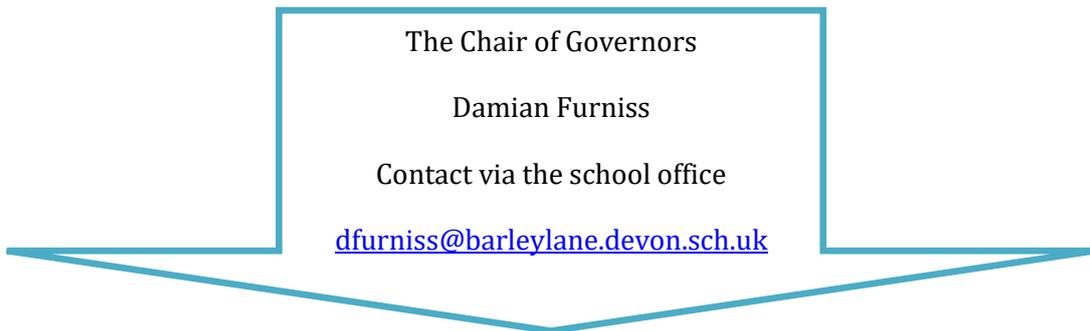
More serious concerns, for example about a child's safety, could go straight to social care (see MASH details below) or profound concerns about the quality and safety of our work to Ofsted.

A worry or concern or complaint about the school; its work and its staff team:



Headteacher  
David Jones  
Call or text 07848 457 025  
[djones@barleylane.devon.sch.uk](mailto:djones@barleylane.devon.sch.uk)

A worry or concern or complaint directly about the headteacher or his handling of your concerns...



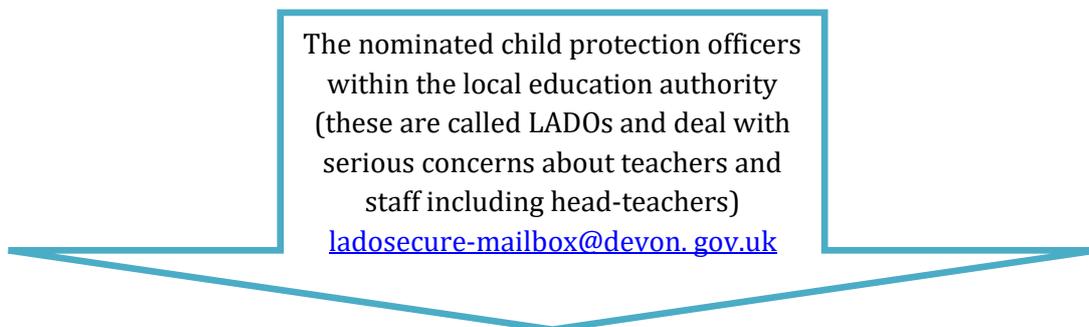
The Chair of Governors  
Damian Furniss  
Contact via the school office  
[dfurniss@barleylane.devon.sch.uk](mailto:dfurniss@barleylane.devon.sch.uk)

A very urgent and serious worry or concern or complaint about the welfare and safety of a child



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

A very urgent and serious worry or concern or complaint about the behaviour of any member of the school staff team



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.gov.uk](mailto:ladosecure-mailbox@devon.gov.uk)

There are people to help you navigate all this; the Devon, Information, Advice & Support Service provide help for young people aged 0 – 25 years, with special educational needs and disabilities (SEND) and their parents and carers <https://www.devonias.org.uk> TEL: 01392 383080 EMAIL: [devonias@devon.gov.uk](mailto:devonias@devon.gov.uk)

### The people you could and can complain to

- 1 The head-teacher David Jones [djones@barleyleane.devon.sch.uk](mailto:djones@barleyleane.devon.sch.uk)
- 2 The chair of governors Damian Furniss [dfurniss@barleyleane.devon.sch.uk](mailto:dfurniss@barleyleane.devon.sch.uk)
- 3 Nominated safeguarding governor Damian Furniss [dfurniss@barleyleane.devon.sch.uk](mailto:dfurniss@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](mailto:admin@barleyleane.devon.sch.uk)
- 6 The school's attached officer within the local education authority [diana.denman@babcockinternational.com](mailto:diana.denman@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.gov.uk](mailto:ladosecure-mailbox@devon.gov.uk)
- 8 The senior local government officer responsible for special schools [julia.foster@devon.gov.uk](mailto:julia.foster@devon.gov.uk)
- 9 The strategic manager responsible for schools within the County Council [dawn.stabb@devon.gov.uk](mailto:dawn.stabb@devon.gov.uk)
- 10 The elected councillor with responsibility for education [james.mcinnis@devon.gov.uk](mailto: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 [gavin.williamson.mp@parliament.uk](mailto:gavin.williamson.mp@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.gov.uk](mailto:mashsecure@devon.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](mailto:help@nspcc.org.uk) [0808 800 5000](tel:08088005000)

Reviewed by	Print name Michael MacCourt	Signature <i>Michael MacCourt</i>	date 10/05/21
Reviewed by	Print name David Jones	Signature	date
Reviewed by	Print name Damian Furniss	Signature	date