Newton Burgoland Primary School

Together We Can Achieve Excellence

Governor Monitoring Visit Report

Safeguarding

Name of Governor	James Dodds, Chair
Date of Visit	16 November 2021
Focus of Visit	**Safeguarding**
Staff involved	Linda Foster, Business Manager
Summary of activities e.g. talking to staff and pupils, looking at resources, policies, documents etc.	

Policies and Documents	Date last updated
Safeguarding / child protection policy	September 2021
Health and safety policy	September 2021
Behaviour policy	September 2021
Equality policy	January 2020

Other related recommended / relevant policies	Date last updated
Safer Recruitment Policy – *no policy	*we follow LA procedures and guidance, see Children Safe in Education, Safeguarding and Child Protection & Keeping Children Safe in Education see onedrive documents
Induction policy - * no policy	*we follow LA procedures and guidance, see Children Safe in Education, Safeguarding and Child Protection & Keeping Children Safe in Education see onedrive documents
Anti-bullying policy	November 2019 – under review Autumn term 2021
E Safety and Online safety policy	September 2021
Physical intervention policy	June 2018
Whistleblowing policy	November 2021 – agreed by chairs action
Prevent - Radicalisation and Extremism Risk Assessment	January 2020
Cameras and Mobile Phones in School Policy	September 2021

This part is not in as much detail as a health and safety visit but is intended as an overview.

Building security / risk assessments	Y/N	Comments/ dates:
Are **premises risk assessments** in place? When were they last updated? Have previous recommendations been followed up?		All in place updated August/September 2021 – see Start of Year Folder and Onedrive Previous recommendations in place e.g. Covid updates etc
Does the **school appear to be safe and secure?** Are any doors unlocked / open that could pose an unacceptable risk to security? What about boundary fences? Entrance arrangements?		H&S Committee meeting on 8/11/21 – see Committee Minutes For all premises checks see – - premises officers folder – located in the office - Fire Log book located in the foyer - Water Log Book – Legionella, located in the office - Asbestos Folder – located in the foyer - School doors are required to be open for ventilation. External gates are kept locked to ensure no unauthorised entry. No access to rear of school all internal and external gates kept locked.
Are **procedures for signing in and out** robust? Are there procedures for visually identifying visitors once in the building? Are visitor's details being recorded for COVID contact tracing?		Yes – only admittance through main front door. Main front gate and side gates are kept locked. Visitors are restricted at this time due to Covid – only access to school by appointment. Full Covid Risk assessment and protocols in place. Visitors are required to sign in and unknown visitors and those without appointments are asked for ID and not allowed access to the school unless staff are satisfied they have a valid reason for being in school. The inner foyer door can be secured if necessary until ID has been established See signing in log in foyer & filed in office. Visitors are accompanied around the building Local Authority Contractors are used and introduced to staff when they arrive to carry out work
Have termly **fire drills** been carried out?		Most recent – 1/9/21 Previous Terms 20/4/21 18/9/20 See records in Fire Safety Log book (foyer)

Building security / risk assessments	Y/N	Comments/ dates:
Is there a **school security and serious incident lockdown** policy/plan/procedure that is understood by staff? Has there been training? When?		See Emergency Action Plan – updated September 2021 Lockdown Policy – June 2018 Also updated Covid RA 2021 including security/safety during pandemic Onedrive
Is there an **infectious diseases** (eg COVID-19 pandemic) policy/risk assessment in place?		Covid Risk Assessment in place and updated August 2021 circulated to all staff– see Onedrive

Single Central Record of Recruitment and Vetting Checks (SCR) (see KCSIE section 3)

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The SCR must record the following checks:
- an identity check;
- a barred list check for those in regulated activity;
- an enhanced DBS criminal record check;
- a prohibition from teaching check (including GTCE sanctions prior to its abolition);
- a section 128 check (for governors in maintained schools and all management/governance positions in independent schools - including free schools and academies);
- further checks on people who have lived and worked outside the UK (to include for teachers, a letter of professional standing issued by the professional regulating authority in the country they worked);
- a check of professional qualifications;
- a check to establish the person's right to work in the United Kingdom;
- Trainees: if employed by the school the same checks as all other staff are required. If fee-funded (eg from college PGCE etc) need written confirmation from training provider that checks have been carried out and trainee judged by the provider as suitable to work with children. (There is no requirement to record details on the SCR; must see written confirmation)
- for supply staff, written confirmation from the agency that the required checks have been undertaken (including a list of those checks), with the date of the letter recorded on the SCR (the person must be identity checked on arrival)
- checks made on volunteers
- Two satisfactory references (last employer and last time candidate worked with children, if not last employer)

In respect of these checks, the SCR must record:
- whether the check has been carried out; and
- the date on which each check was carried out, or the certificate obtained;
- name of the person who carried out the check (not a statutory requirement but considered best practice).

It would be a good idea to jointly do this SCR check with the person responsible for updating it, so that they can clarify any issues which arise.

Single Central Record	Checked
Does the SCR have up-to-date details for all staff and volunteers on site? - check when last new person was added? - Have those who have left been removed from the live record?	We completed a Local Authority Audit in Summer term 2020/2021 All staff, volunteers, outside providers and supply teachers are on the SCR The latest people added: - - 23/8/21 - 1 Teacher and 1 Support Staff Staff removed in the last 6 to 12 months: -

	• 2 Teachers and 2 Support Staff
Identity checks?	Identity checks have all been completed. Copies of Birth Certificates and/or Passports are on file Photo ID is produced on entry to school
Children's Barred List checked? (separate column required)	We use the Local Authority online DBS system which includes a Children's Barred List check. There is a separate column on the SCR
Enhanced DBS check for all staff and relevant volunteers?	We use the Local Authority online DBS system which automatically carries out and enhanced DBS check for all staff and relevant volunteers
Prohibition from teaching check (incl. GTCE sanctions)?	We use the Local Authority online DBS system which automatically carries out a prohibition from teaching check We also check log in to the DFE site and check our teachers
Is there evidence that all **governors** have had an **enhanced DBS check and a Section 128 check?** **Note:** Governors do not require a barred list check unless they are engaged in regulated activity as a volunteer in school.	All current governors have had a DBS check including Section 128 check. We use the Local Authority online DBS system which automatically carries out an enhanced DBS. Section 128 checks are carried out through the Teaching Regulation Agency
Overseas criminal record check if relevant?	Following a Local Authority Safeguarding Review in summer term, 2021 it was found that overseas checks had not been completed for the following staff members: - • Headteacher worked abroad in 1985 • 1 Support staff – worked abroad in 2000 – not teaching position A risk assessment statement was produced and signed by the chair of governors – see copy on the personnel files

Does the SCR include all others who work regularly with children, for example **volunteers** (including governors who work as volunteers) within the school?	Yes, the SCR includes everyone in school who work regularly with children
Does the SCR **record the date** when the DBS or Children's Barred List check was carried out (and who carried out the check) except in the case of agency staff (where the date of the letter must be recorded)?	Yes, the SCR records the date of the DBS, who completed the check. Agency staff information showing on SCR
In a relevant school has a **Childcare Disqualification** check been completed for relevant staff? (ie staff and managers for under 5s during the school day (Reception classes) and under 8s in before or after school clubs, ie 'childcare' arrangements)	All staff have a signed Childcare Disqualification in place and recorded on the SCR. See personnel files
Does the SCR record **qualifications** – where the qualification is a requirement of the job, for example those posts where a person must have Qualified Teacher Status (QTS)? (all maintained schools and non-maintained special schools)	Yes, the SCR records qualifications for all teachers
Does the SCR record evidence of **'right to work'** in the United Kingdom?	Yes, the SCR has evidence of right to work checks. See also documents on personnel files

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
Who is the **designated safeguarding lead (DSL)** for child protection? Are they a member of the senior leadership team? Is it set out in their **job description**? Who undertakes this role when the DSL is not available? It is a matter for individual schools as to whether they choose to have one or more deputy DSLs.	Sue Ward, Headteacher See DSL Job Description on Onedrive a copy given to each DSL and a copy on their personnel file
What DSL **cover arrangements** are in place for out of term/out of hours activities? How are staff made aware of the arrangements?	We have the following Safeguarding staff: - Sue Ward - DSL Deputies Chloe Lupion Kate Underwood There is always at least 1 DSL available in school or contactable by phone
When did the **most recent training** take place for the DSL/DDSLs? This must be within the last two years. What training has the deputy DSL had? Has the deputy DSL been trained to the same standard as the DSL? Have they completed Prevent training? In addition to formal training have the DSL's skills and knowledge been updated (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding briefings), at regular intervals, but at least annually?	Sue Ward – 28/9/21 Chloe Lupion – 6/10/21 Kate Underwood – 24/11/21 All Deputy DSL's have undertaken the same Local Authority training as the DSL Prevent Training – 23/8/21 See knowledge update records in the Start of Year Folder and Circulated Safeguarding Documents (Folders in Office)

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
When did the **last safeguarding awareness training** for all other staff last take place? This must be within the last three years. This must include all contracted staff eg catering or cleaning staff (check records). Do all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, **but at least annually?** Have all staff read at least **Part One of the statutory guidance 'Keeping children Safe In Education'** and have staff working directly with children read the additional information contained in **Annex A** of this document? What mechanisms are in place to assist staff understand their responsibilities outlined in the guidance? How does the school ensure that nobody is missed out when safeguarding training takes place e.g. due to absence on the day of training/ part-time staff etc.? Does the school have evidence of when safeguarding training has taken place and also evidence of what the school did to ensure that staff who were absent have been trained too? Did training cover the following areas: Internet safety, FGM, CSE, CCE, Peer on peer abuse, up-skirting, county lines, Children Missing, Mental Health, Prevent?	Whole school staff training dates: - • 23/8/21 • Staff meeting 15/10/21 See also Start of Year Folder School Food Support Staff training on 23/9/21 – see email from SFS Updates, bulletins etc sent by email and circulated documents – see folder in office All staff have read KCSIE part 1 and Annex A– see emails and Start of Year Folder If staff are absent or part time they are sent information by email and through circulated documents. Evidence of training in the Child Protection folders, located in the office Full staff training on 23/9/21 in school and online during September, it covered the following - Internet safety, FGM, CSE, CCE, Peer on peer abuse, up-skirting, county lines, Children Missing, Mental Health, Prevent see Onedrive
Are all new staff provided safeguarding and child protection training **at induction**? Check that new staff are given, as a minimum, Part One of the statutory guidance 'Keeping children Safe In Education', Annex A if working directly with children, a copy of the safeguarding /child protection policy, the staff behaviour code of conduct, information about the school's pupil behaviour policy, children who are missing and information about the role of the DSL.	Yes to All - see Induction Folder located in the office and induction email sent to all staff containing links to Onedrive
Are 'allegations' procedures understood and implemented? Any concerns go to the headteacher (not DSL) and if about the HT, to the Chair of Governors, (or in a MAT, other senior leader). Are referrals made to the LADO?	Sue Ward - Allegations Training on 15/9/21 Email reminder of Chair of Governors contact details sent to all staff on 20/9/21
Which members of the staff and governors have undertaken the **safer recruitment training**? Have sufficient members undertaken the training to ensure that safer recruitment procedures are being followed. Check that these procedures are in place regarding the take up of 2 references etc (see KCSIE part 3).	Ally Grimshaw – 3/11/21 Sue Ward – 15/9/21 James Dodds – 1/10/18 – due autumn 2021
Does the school's log show any incidents of **bullying and/or harassment** in the last 12 months? Is there evidence that these have been appropriately followed up? Do pupils being bullied have anything in common? Is this data presented to governors regularly? How is any bullying effectively challenged and reduced?	From 16/12/20 we have had the following incidents of Bullying/harassment: • 1 racist incident Evidence of appropriate action recorded in the Behaviour Incidents folder located in the office Data is presented termly to governors in the Headteachers report

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
	Bullying is effectively challenged and reduced in the following ways: - • Focus for assemblies on managing conflict. • Clear expectations that all pupils treat each other with respect. • When pupils fall out calm discussions to hear both sides and resolve conflict. • PSHCE
Does the school keep a log of **racist incidents** and if so, does it show any records in the last 12 months? Is there evidence that these have been appropriately followed up?	2 racist incident recorded since the last Safeguarding Monitoring visit. Evidence of appropriate action recorded in the Behaviour Incidents folder located in the office

The school should record both minor **accidents** and more serious ones (which should be recorded in more detail on an official form). Are the procedures for recording both minor and more serious accidents sound and are the methods for contact with parents appropriate to the age of the pupils in the school? For example, in a primary school there may be 'accident notes' for pupils to take home for parents after very minor injuries. For more serious injuries such as a 'bump to the head' how does the school know that the parent or carer was informed? Is there any pattern to where or how accidents are occurring?	All accidents recorded – see the Accident folder in the office Bumped Head/Eye procedures include a letter to take home, a wrist band and a text to parents Any pattern or accidents occurring are discussed at the governors H&S meetings. We tend to have more bumped head accidents at the beginning of the school year, this is normally the Reception pupils. It takes a while for them to get used to playing in the playground with lots of other children. They also like the positive attention they get from staff. Serious accidents recorded online through Assessnet – provided by the LA – no of serious accidents entered on assessnet over the last year: - • 24/8/21 – child hurt ankle during PE. Taken by parents for x-ray. Not broken, sprained ligaments etc • 25/10/21 – Reception child picked up by another child and dropped. Bumped head on floor. Parents called immediately – advised to take to hospital. CT scan carried out – no fracture

Can the school demonstrate that actions following any **safeguarding concerns** raised about a pupil have followed correct guidelines and that the subsequent impact of any actions has been supportive to the pupil concerned? N.B. no pupils' names should be discussed and any records shown should have the identity of the child removed. If the Child Protection Policy gives examples of forms that staff complete when they have a concern about a child, are these being completed and procedures followed?	The school uses specific forms for reporting any safeguarding concerns – see Onedrive and forms located in the foyer Child Protection forms are available to all staff and located in the foyer - examples are on Onedrive Examples of completed forms can be found in the Child Protection folders
Does the DSL know summary/management information about safeguarding cases and **vulnerable students** eg number of referrals to social care, on a CP plan, CIN, looked after children, children in alternative provision or on reduced timetables etc?	DSL meetings are held regularly the DSL and at least 1 Deputy DSL is present, see meeting notes. All open cases discussed. Closed cases reviewed on a regular basis -see meeting notes. Notes on Child Protection Files in office
Does the school appear to **work well with a range of agencies** and are all important telephone calls e.g. to social services detailed in writing for the school's own use? Are **records** detailed and accurate, showing timely actions? Are they securely locked away or held on a secure electronic system?	See notes on the Child Protection Files containing agency contact. Records are detailed and accurate, see folder The school had a Local Authority CP review in Summer term 2021
Is the **absence** of all pupils being monitored including those 'at risk' and any accessing alternative provision? Does the school have a method for following up the absence (on the first day of absence) for any pupil in case parents are not aware of their child's absence? Does the school feel that this system is effective? If not why not and how could it be improved?	We have 1 Post Adoption and Vulnerable child – we are monitoring attendance All pupil absence is monitored termly, reports are produced – latest report 25/10/21 – due to the pandemic most of the absence reported is covid related or illness. If there is an issue the attendance policy is followed. If a child is absent following morning registration (8.50am) a text message is sent immediately to parents. If no response to text message a telephone call is made to parents, if parents can't be contacted the next contact on the child's data sheet is telephoned. The system is effective – parents are informed of the system when they start at school and reminded annually. Most parents respond to the text message and if a phone call is necessary tend to let us know promptly on the next occasion.
Who is the **Designated Teacher for looked after children**? How do they work with the DSL? Do they have the skills, knowledge and understanding to keep looked after children safe? Do they liaise with the Virtual School?	Sue Ward Headteacher is the Designated Teacher for Looked After Children, she is also the DSL We do not have any looked after children on roll at this time

Ask about the numbers of children who have been taken **off roll** and the reasons for this. Did the school work with the Inclusion Service to support these children?	2 pupils taken off role for home education. School requested support from the Inclusion Service and the Safeguarding team at the Local Authority due to child protection concerns. See paperwork – Child Protection Folders
Ask to have a very brief **discussion with 2 or 3 staff** who have different roles in the school. Do these staff understand and follow 'routes' for concerns regarding child protection? Do they know who the DSL/DDSL is, who to talk to in their absence and what forms (if appropriate) they should complete from the child protection policy? Do they feel that the training they have received has adequately prepared them for knowing what to look out for and how to proceed if they have a concern? Are they confident to use any electronic system eg CPOMS?	Staff confident, could talk about training and what to do if they have a concern. Termly updates are supportive.
Evaluate the **Child Protection Policy**. Does it set out responsibilities and expectations of staff and other relevant adults clearly, particularly in identifying and reporting possible or actual instances of abuse? Does it make it clear who is the Designated Safeguarding Lead and any deputies? Does it set out a clear framework for how the staff can link in well with other policies, such as bullying or physical intervention? Does it include a **section on peer on peer abuse**, including the procedures to minimise and how to deal with sexting? Does it reference "up-skirting" and serious violence?	We use the Local Authority [Safeguarding and Child Protection Policy for Schools](#) – agreed by governors autumn term 2021 which sets out responsibilities clearly. 5.2 Peer on peer/child on child abuse - We recognise that children sometimes display harmful behaviour themselves and that even if there are no reports, it may still be happening. Incidents or allegations will be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated at all or passed off as "banter", "just having a laugh" or "part of growing up". This abuse could for example include sexual violence and sexual harassment, "upskirting", initiation/hazing type violence, all forms of bullying, abuse in intimate relationships between peers, consensual and non-consensual sharing of indecent images, causing someone to engage in sexual activity without consent and physical violence (eg hitting, kicking, shaking, biting, hair pulling, etc). This may be experienced by both boys and girls, however, girls are more likely to be the victims and boys perpetrators. There are different school and local authority or Safeguarding Children Partnership guidances and policies which detail the school's procedures to address and minimise these concerns including; 1. Pupil Behaviour Policy 2. Anti-bullying Policy 3. E-safety/Online safety Policy

	4. "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance) 5. DfE guidance "Sexual violence and sexual harassment between children in schools and colleges" and Part 5 of "Keeping children safe in education".
How are children taught about safeguarding, including online, through teaching and learning opportunities **in the curriculum**? (Issues may include safe touching, FGM, forced marriage, county lines, CSE, healthy relationships, sexual harassment, knife crime, violence etc.) What examples does the school have of recent issues covered through PSHE or Relationships Education, SRE? How is the promotion of British values being addressed in the curriculum?	• School has joined the NSPCC Speak Out • Class 4 visits the Warning Zone in Leicester • PSHE/RSE – a new scheme is in place • School is taking part in the Everyone is Welcome project • Anti bullying award • School is part of anti-racism pilot scheme Children are taught about safeguarding in the following areas: - • Bullying/Cyberbullying • Drugs, alcohol & substance abuse • E Safety/Internet Safety • Stranger Danger • Fire & water safety • Road Safety • Domestic Violence/Relationships/Consent • Extremism & Radicalisation • Peer on Peer abuse Issues with online abuse in the news – see newsletters and emails sent home with information for parents and pupils with regard to staying safe online Information sent home to parents addresses the issue of pupils increased online access. The promotion of British values is being addressed in the curriculum as follows: - • Democracy. • The rule of law. • Individual liberty. • Mutual respect. • Tolerance of those of different faiths and beliefs. Assembly themes- all areas • RE- diversity/ equality/ tolerance/ respect • History- tolerance, forgiveness, sharing , freedom • E-Safety- rule of law

	- Fairness/ democracy- sport - Geography – global issues/ avoid stereo types - English- particular books support different values eg: The Giver (class 4) tolerance, freedom. Journey to the river sea- respect, tolerance, liberty - Forest Schools: all areas
How is the school fulfilling its responsibilities under the **Prevent duty**? Does the safeguarding and child protection policy specify how the school will identify pupils at risk, make appropriate interventions, and access help for vulnerable students eg channel referral? Have staff received specific training? Staff should be trained to identify those potentially at risk, and be able to challenge extreme beliefs and ideologies and know where to get additional help if necessary. How does the school decide on its programme of visiting speakers – the school should have adequate protocols in place to ensure that visiting speakers to the school are adequately selected, supervised and challenged if necessary	The school has undertaken a Prevent Duty Risk Assessment and Action Plan that can be seen on our website – reviewed January 2020 – see website. See following in our Safeguarding and Child Protection Policy. • Appendix 4 - Safeguarding pupils who are vulnerable to extremism and radicalisation • Appendix 5 – Radicalisation and Extremism Risk Assessment Our school recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism . A prevent risk assessment has been done and the outcome risk to pupils was low with unsupervised online access risk medium - – see website. Prevent training: - All staff – September 2021 We invite people to school where it is relevant to the curriculum. Most visitors are recommended by other schools or are representatives of trusted organisations. They are not left alone with pupils
Does the Designated Safeguarding Lead receive Operation Encompass calls about Domestic Abuse and are appropriate staff made aware to support pupils experiencing and exposed to domestic abuse?	See Child Protection folder for Operation Encompass reports including Domestic Abuse. Information is passed to staff during staff briefings/meetings to enable them
E-safety and online safety policy – are there appropriate IT filters in place to prevent pupils from accessing inappropriate content online? Is there a well-embedded online safety curriculum? Does the school have monitoring arrangements in place? Is there a clear policy on the use of mobile technology for pupils and staff?	E Safety and Online Safety Policy – Onedrive Adequate filters are in place and Finch IT Solutions monitor the filtering and updates annually. E Safety curriculum See the E Safety and Online Policy

The appropriateness of any filters and monitoring systems are a matter for individual schools.	We also use - R-time- promoting positive relationships education. PSHCE- equality, anti-bullying, safety, school council Governors working with parents to assess E Safety knowledge at home We have a see Cameras and Mobile phones in school policy - see [website.](website)

Discussion with pupils
Some of these questions need careful consideration and any governor undertaking such discussion should ideally be the named governor for child protection, so that they have had relevant training and understand the importance of phrasing questions correctly. It should be explained to pupils that they should not name specific members of staff or other pupils, but should refer using generic terms such as 'one of the teachers....' or 'a girl in my class...'Make sure that you seek the views not only of the pupils in the discussion group, but also ask them to answer the questions with reference to other pupils in the school.

How well do the pupils feel that the school raises awareness regarding their personal **safety when not in school**? e.g. to help them to keep safe from strangers, when using mobile phones or the internet, when crossing busy roads, county lines, CSE, criminal exploitation etc. through stories/ films in assembly, talks from visitors, lessons, discussions in class etc.	See pupil voice discussions
How safe do pupils feel in school? What makes them feel safe, if not, what concerns do they have? Do they know the feelings of other pupils in the school? Do they know of any groups or individuals who have concerns? Are there areas within the school where they feel less safe?	See pupil voice discussions
Have you or anyone you know at the school ever been **bullied**? If yes, what sort of things happened, how was it reported and how was it stopped? (Assuming that it was, if not find out why not, or if there are current concerns).	See pupil voice discussions
How safe do pupils feel **on the way to and from school?** Are they happy to stay for after school clubs, does it concern them walking home in winter perhaps when it is dark? Do they feel safe on the school bus? Is behaviour generally good to and from school? If not, what are the problems? Are these referred to a member of staff?	See pupil voice discussions
Do you feel that pupils adopt **safe practices** (including those with physical disabilities or special educational needs) for example in physical education or science and technology lessons? Do pupils generally follow the safety rules?	See pupil voice discussions

Do pupils say that they know **who to go to if they have a problem?** Would they actually ask for help if necessary?	See pupil voice discussions
How well do pupils say the school deals with their concerns?	See pupil voice discussions

Was the information for doing this monitoring visit available, easily accessible and well organised?	yes

Overall, do you feel that the school is following its own policies for safeguarding albeit possibly with some attention to minor detail?	yes

Issues arising from monitoring visit		
Issues to discuss with school safeguarding lead	**Action arising from issues**	**Date resolved**
Restraint policy to update	Update policy following training	December 22
Workload, communication and tracking of behaviour/ safeguarding	Move to an electronic system	October 22

Comments and further recommendations
Mental health lead training to be accessed.

Points requiring further discussion at full governors:
Mental health update

Signed James Dodds   Signed Sue Ward_____

James Dodds

(Governor)   (Headteacher / Coordinator)

Signed Linda Foster (Business Manager)