

THE BURY GOVERNOR

The Joint LA, BGA and BGD Governors' Newsletter Spring Term 2022

Latest News from BGD

Dear Fellow Governors and Trustees

The start of a new year is when we ordinarily make some resolutions – how long we stick with them is perhaps a measure of our resilience. What has certainly been a measure of our resilience has been the challenges that all of us in the education sector and wider society have had to face in response to the Covid 19 pandemic. We were thinking we were heading out of the woods when the Omicron variant hit us and transmission levels rose through the roof. A resolution I'd like us all to reflect upon is how we can make ourselves even more effective in our roles. This spring term we will be drawing on the training programme provided by One Education – and this will continue to be delivered remotely. The programme for this term is:

| | |
|---------------------------|--|
| 17 th January | Exclusions and pupil behaviour |
| 27 th January | Ofsted training |
| 1 st February | Induction (Part 1) |
| 8 th February | Induction (Part 2) |
| 17 th February | School finance |
| 1 st March | Holding leaders to account through effective challenge |
| 9 th March | Academisation and academy governance |
| 15 th March | Wellbeing |
| 23 rd March | Compliance – including HR and health and safety |
| 30 th March | New to chairing |

Full details of the courses can be found on the BGA website (www.burygd.co.uk) and places can be booked via events@oneeducation.co.uk.

In partnership with the NGA we are planning the delivery of a Chairs Development Programme. The programme will commence in March and there will be three face to face sessions, held at Vision House in Whitefield, on 23rd April, 18th June and 29th October. There will also be on-line mentoring and other development opportunities. The programme will be ideal for current chairs or vice-chairs or committee chairs who anticipate stepping into the chair's role in the next 18 months. The programme will be funded by the BGD and will be free to governors or trustees at schools that buy into the BGD traded service. This is a great way to develop leadership skills and network with other governors. We will circulate more details of the programme, including how to book a place, very soon.

Don't forget that if your school buys into the BGD traded service you can also use the NGA Learning Link without a registration charge. Details of how to register are on the BGA website.

With best wishes for 2022

Mark Granby
BGA vice-chair and BGD lead

Governor Helpline

If you need help with governance issues, please contact the Governor Support Team either by phone or email on:

0161 253 5688 OR 0161 253 5617

Governors.Support@bury.gov.uk

Or visit our website:

[**www.bury.gov.uk/schoolgovernors**](http://www.bury.gov.uk/schoolgovernors)

Religious Education in Bury: Update from Bury SACRE

As we emerge from the worst of the pandemic, we can report that Bury SACRE is active and well-supported by teachers at all Key Stages, albeit we are still meeting virtually.

What is Bury SACRE?

SACREs (Standing Advisory Councils on Religious Education) were reformed in 1988 to advise the local authority on religious education in community (formally 'county') and voluntary controlled schools; and, collective worship in community schools which are maintained by the authority (Local Education Authorities became known as 'Local Authorities' in 2004 as a result of their expanding role). SACREs are also responsible for ensuring that pupils in the local authority's maintained schools receive their statutory entitlement in RE, of the highest possible quality.

SACREs have a very particular structure. In England a SACRE has four groups. The 1996 Education Act, Section 390 (4), states that the representative groups required are –

- a) Christian denominations and other religions and denominations of such religions as, in the opinion of the authority, will appropriately reflect the principal religious traditions in the area;
- b) the Church of England;
- c) associations representing teachers as, in the opinion of the authority, ought to be represented, having regard to the circumstances of the area; and
- d) the authority.

We currently have vacancies for members in the following categories:

- Roman Catholic (1)
- Free Churches (1)
- Jewish (1)
- Muslim (1)
- Secondary Head (1)

Please let us know if you know of someone who might be interested in fulfilling one of these roles. Non-teachers would be welcome.

New Agreed Syllabus

With the support of NATRE (National Association for Teachers of RE), a completely new Agreed Syllabus was launched this summer. The syllabus is based on an Enquiry Based approach and provides a lively and balanced framework for schools to work from. Religious Education could be the subject of a Deep Dive in any type of school, so it is worth all schools looking at this. Through virtual conferences, 45 teachers representing 30 primary schools, and 15 teachers representing seven high schools, attended the very interactive training, and the feedback from the training was overwhelmingly positive.

All schools, regardless of governance status, should have received a hard copy of the syllabus materials, and any schools who were not able to be present can still access recordings of the events. Becky Hoyle, clerk to the SACRE, can send schools this information.

The SACRE, having provided the introduction to the syllabus, aim for schools to become familiar with it through this school year (perhaps adopting some of the new units of work), ready for full roll-out in September 2022.

Allied to the new syllabus are the Understanding Christianity materials, and we are pleased to report 19 primary schools are also involved in the training so far, under cohorts 1 and 2. This takes the form of three half-day sessions covering the seven modules of Understanding Christianity. This training is aimed at Community schools and Academies, as Church of England schools have already had access to this through Manchester Diocese, however, all are welcome. Please contact Becky Hoyle if you would like to know about future cohorts. R.Hoyle@bury.gov.uk

Plans for the future

We are planning a follow-up conference for primary schools on Monday 13th June 2022. This may be online or in-person, more details to follow. The purpose of the conference will be to support schools in adopting and embedding the new syllabus and will again be very interactive and engaging.

For secondary colleagues, the same offer will be provided through three twilight webinars, planned for Wednesday 16th March, Tuesday 31st May and Wednesday 6th July 2022

Alan Beedie
SACRE Co-chair

Bury Governor Association

Chair—Richard Ainsworth

r.ainsworth@holcombebrookprimary.org.uk

Ofsted Inspection

The report is available on Ofsted's website [here](#).

The council has published a response to the report – which gives an overall grading of “inadequate”.

Councillor Tamoor Tariq, deputy leader and portfolio holder for children and young people, said:

“We are absolutely committed to keeping vulnerable children in Bury safe and we apologise that we have not provided the high-quality services that our children and families rightly expect.

“We accept Ofsted's findings and recommendations and we will respond to them positively.

“The council and its partners began work earlier this year to improve our children's services and we have already taken immediate action to keep children safe.

“We are determined now to make a positive difference quickly while at the same time putting in place the long-term improvements needed.

“I remain completely committed to making sure these improvements happen.”

Geoff Little, Bury Council chief executive and accountable officer of NHS Bury CCG, added:

“The service is under new management. Jeanette Richards comes to Bury with an impressive track record of improving children's services at Blackpool Council and before that Blackburn with Darwen Borough Council.

“She will lead our improvement in how we protect vulnerable children. There can be no higher priority than keeping children safe. She will also support our social workers - theirs is a tough job and we will support them to reduce their caseloads.

“Linda Clegg, who is an independent expert in children's services, is chairing our improvement board and she is providing us with challenge and support.

“Our ambition is to achieve a status of ‘good’ or better. We know we have a great deal of work to get there. We will provide the support our front-line social workers need as they work together with families, schools, health services, police and the voluntary sector to keep children safe and to support them achieve their potential in life.”

Owen Williams, Chief Executive of Northern Care Alliance NHS Foundation Trust, which runs the Fairfield Hospital in Bury, said: “The safety and wellbeing of our most vulnerable children and young people is everybody's business and we will work closely together with our partners across Bury to respond to any concerns, both now and into the future.”

Bury Council commissioned a review from the Local Government Association into its children's services earlier this year. This led to the setting of the improvement board and a series of immediate actions that have been taken over the course of the autumn to improve the quality of services.

The improvement board, the council and its partners will work together to ensure long-term, sustainable, high-quality practice.

Bury Council will respond to the Ofsted report by submitting an improvement plan to the Department for Education before 31 March 2022.

Geoff Little
Chief Executive

Raring2go!

The latest edition of Raring2go! Bury and Bolton is out and filled with ideas for families with what's on and where to go local to them. Click this link for your copy: <https://magazines.raring2go.co.uk/bury/summer/> Plus, if you have a family-friendly event or activity to share, these can be listed for FREE!

Email jayne.deakin@raring2go.co.uk for more details.

Bury Governance Development Group
Chair—Mark Granby
m.granby@ccmat.co.uk

Website Compliance, Policy Review and GIAS

We encourage all governing bodies/ boards to undertake an audit, at least annually, of their **school's website** to ensure that the website complies with the latest statutory requirements. The DfE statutory requirements can be found [here](#) for maintained schools and [here](#) for academies.

Bury LA produces a website checklist which a nominated governor can use and then report back to the governing board. The checklist for maintained schools, updated on 29 September 2021, has been circulated recently to headteachers and Chairs of Governors by Governors Support.

Governors have a key role in the **review of existing policies** and the adoption of new policies. The DfE provides a list of statutory policies indicating the frequency at which these must or are recommended to be reviewed. The list also indicates the level of approval needed for each policy. The list was last updated on 13 September 2021 and can be accessed [here](#). The webpage also includes more detailed information and links.

Just a reminder to ensure that the information held on [Get Information about Schools](#) (GIAS) has been updated to reflect any changes, including any changes in membership of the governing body, over the autumn term.

Safeguarding – Keeping Children Safe in Education 2021

The updated [Keeping Children Safe in Education document](#) came into force from 1st September 2021. Chapter Two focuses on the Management of Safeguarding including the responsibilities of Governing Bodies.

In summary:

- Governing bodies have a strategic leadership responsibility for their school's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring policies, procedures and training in their schools or colleges are effective and comply with the law at all times
- Governing bodies should have a **senior board level lead** to take leadership responsibility for their school's safeguarding arrangements.
- Headteachers should ensure that the policies and procedures, adopted by their governing bodies (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff.

Dedicated Headship Time – a reminder

The '**Promoting Staff Wellbeing in Bury Schools: A Guide for Governors and Trustees**' document references the entitlement to dedicated headship time within the School Teachers Pay and Conditions Document. The definition is:

A headteacher is entitled to a reasonable amount of time during school sessions, having regard to their teaching responsibilities, for the purpose of discharging their leadership and management responsibilities

There is no prescribed amount of dedicated headship time in hours however many governing boards look to at least a **minimum of ten percent** during the school week.

Is dedicated headship time established practice in your school?

Dates for your Diaries

| | | | | |
|--|----------|----------|----------|-------------------|
| Chairs of Governors' Briefings: | 27/04/22 | 07/09/22 | 11/01/23 | 6:45pm Virtual |
| Bury Governors' Association meetings: | 10/03/22 | 07/06/22 | | 7:00 pm |
| Bury Governor Development Group— board meetings: | TBC | | | TBC |

Staff Wellbeing Guide for Governors – Keeping it Live

Staff wellbeing is always a priority for governing boards, particularly at this challenging time. You may recall that a volunteer group of suitably skilled and experienced governors met for a series of wellbeing workshops in autumn 2020 working with the LA to publish the first version of '**Promoting Staff Wellbeing in Bury Schools: A Guide for Governors and Trustees**' in March 2021.

One aspect is the idea of a designated Wellbeing Governor who will have a pivotal role in the school's approach to staff wellbeing, monitoring implementation and reviewing impact. We are delighted to know that a number of Governing Boards have appointed their Wellbeing Governor or have established a Wellbeing group of governors. These wellbeing champions have been using the tools within the guidance document to audit provision and to initiate change.

If any Governing Boards wish to share their work including resources and good practice activities in relation to staff wellbeing, please contact Rebecca Hoyle, Governor Support r.hoyle@bury.gov.uk

Shortly after the publication of Bury's co-produced document, the DfE issued an Education Staff Wellbeing Charter which declares support for, and sets commitments to, the wellbeing and mental health of everyone working in education in England. The Charter was updated in November 2021. Signing up to the charter is voluntary and is a decision for the school's senior leadership team. The Charter, how to sign-up and wellbeing resources can be found on this [DfE webpage](#).

Governors may also wish to ask as to how school leaders are utilising the [DfE's School Workload Reduction Toolkit](#).

Further to the issuing of the Staff Wellbeing Guidelines document, a small group of governors, working in partnership with the Local Authority, are developing a generic **questionnaire** which will be used to help build a more informed picture of Wellbeing in schools across Bury. This piece of work which is in progress will be reviewed by Head teachers and Union / Employee Representatives for their input prior to it being issued and made available for school staff to complete. The aim is that this will give governors a clearer understanding of Staff Wellbeing in Bury's schools and inform strategic priorities.

Now and Beyond Festival – 9th February 2022 #LetsGoBeyond!

In 2021, Now and Beyond, created the UK's first mental health and wellbeing festival for schools, providing mental health support and resources to schools, children and young people and their parents. The link to register a school for the 2022 free event is on the website which also includes links to the resources and how you can apply for free support.

Headteacher and Deputy Headteacher Recruitment The role of the LA

Having the right people in the right posts is crucial to the success of any organisation. The Governor Handbook (October 2020) Section 6.6 starting on page 88 contains essential information for governors regarding recruitment. Responsibilities include Governing Boards making sure that sufficient persons who interview job applicants have completed **safer recruitment training**. Specific and detailed information about required safer recruitment practices can be found within 'Keeping Children Safe in Education'. Boards responsible for appointing staff in schools should make themselves familiar with **Part three: safer recruitment**. The 2021 document can be found [here](#) .

Please note that the LA has a role in recruitment processes in maintained schools (see below) however we also welcome being invited to be involved in senior leader recruitment processes in academies.

Maintained Schools Only - Where the LA is the employer (i.e. in maintained community schools and maintained voluntary controlled schools) a representative of the LA may attend proceedings relating to the selection of any teacher and the governing board must consider any advice offered by the representative. **Where the governing board is the employer** (i.e. in maintained voluntary aided and maintained foundation schools) and where it has been agreed the LA has advisory rights, which is currently the case for all voluntary aided and foundation schools in Bury, the board must consider any advice offered.

Bury LA takes up the right to be represented at head teacher and deputy headteacher (or equivalent) appointments. **This includes attendance at the initial meeting, shortlisting and interview for which there is no charge**. We also offer support for recruitment processes through our Traded Offer to schools including guidance on the full recruitment process through to appointment.

In addition to working with HR, schools should contact their assigned Quality Standards and Performance Officer at the earliest opportunity if they are looking to recruit a headteacher or deputy headteacher. This is so that timely advice can be given from the outset and dates agreed. The officers are trained in safer recruitment practices and are highly experienced in providing recruitment support to governing boards.

If schools have headteacher or deputy appointments, then please contact your link officer as soon as possible:

- Sonja Butterworth, s.butterworth@bury.gov.uk or 0161 253 7677 - **'Bury'** Early Help locality
- Wendy Jackson, w.jackson@bury.gov.uk or 0161 253 5984 - **'Radcliffe'** Early Help locality
- Damian Kay, damian.kay@bury.gov.uk or 0161 253 7683 - **'Whitefield'** Early Help locality

Revisions to the Early Years Foundation Stage and Phonics

A revised statutory framework for the [early years foundation stage \(EYFS\)](#) was introduced in September 2021. Governors will find the attached thumbnail guide to the most significant changes helpful alongside the information below.



The revised EYFS
2021- Information for

The EYFS reforms 2021 are the result of a government consultation beginning in October 2019. The aims of the reforms are to improve outcomes for children at age 5, especially in language and literacy, and particularly for disadvantaged children. They also aim to reduce practitioner workload, so they are able to spend more time with children. It is also the aim that the new framework will better prepare children for the transition into key stage 1.

Among the many changes that have been introduced is the guidance for Reception teachers to judge whether a child has met the Early Learning Goals at an 'emerging' or 'expected' level - the previous 'exceeding' level has been removed. There have also been alterations to the Safeguarding and Welfare requirements, focused particularly at improving oral health.

Following a year-long period during which 'Early Adopter' settings followed the new Statutory Framework, September 2021 saw the universal adoption of the EYFS reforms.

Key Points:

- Staff will be spending less time on large amounts of written observations and assessments for evidence collection. This means they can spend more time supporting and engaging with the children and their learning and development needs.
- Children will no longer be assessed against statements from an age band category. Instead, staff will use their experience and knowledge to monitor if a child's learning and development is on track for their age.
- The early learning goals at the end of reception have been changed to become more clear and easier to understand. Staff will use their judgements to assess if the children have met these goals at the end of the EYFS and inform parents and carers.
- There is an emphasis on improving children's language and vocabulary through increasing opportunities for conversations, reading of a wide range of books and holding discussions around activities in other areas of learning.
- Literacy and numeracy skills focused on in the EYFS have been adapted to better match up with the national curriculum that starts in Year 1.

- There is no longer an exceeding judgement at the end of reception. Children will instead be challenged to have a greater depth and understanding of ideas.
- Safeguarding and welfare of children is still a priority, with the added mention of teaching children about the importance of good oral health and how to keep teeth clean and healthy.

Educational programmes

The DfE has included a number of changes to the reformed education programmes including:

- Personal, Social and Emotional Development includes additional information on self-care and healthy eating.
- Physical Development has been strengthened to include a greater focus on development from birth to reception and on the link between gross and fine motor skills.
- Literacy includes a stronger emphasis on pre-reception literacy learning, and the link between language comprehension and later reading and writing.
- Mathematics includes a greater detail on the importance of shapes, spatial reasoning and measure as part of early maths learning, and how children can foster a love of maths.
- Understanding the World includes wider experiences for children.
- Expressive Arts and Design includes a wider variety of ways children can develop their creative skills.
- The Communication and language programme will remain as originally proposed.

Protected characteristics

The DfE is working with sector experts to review the EYFS Profile Handbook and ensure that it is clear on how practitioners should complete the Profile for children with SEND, EAL and who are summer born, including signposting to additional advice and support where appropriate.

Assessment and Moderation

Last term all schools will have completed the statutory online reception baseline assessment. This will provide the basis for a new way of measuring the progress primary schools make with their pupils.

There is no longer a statutory duty for local authorities to moderate the EYFS Profile. Schools will still be required to submit data to their local authority, and this will still be collected nationally. School processes in training staff, especially those new to EYFS, and to internally moderate will remain important. Cross-moderation with other schools using suitably qualified staff is recommended.

Phonics

The DfE has published a [list](#) of validated systematic synthetic phonics programmes. Whilst there is no statutory requirement for schools to choose one of the SSP programmes on the validated list schools are expected to take an approach that is rigorous, systematic, used with fidelity and achieves strong results for all pupils, including the most disadvantaged. DfE validation status confirms that the programme meets all of the DfE's criteria for an effective systematic synthetic programme. The list of validated programmes will be updated later this term and again in summer 2022.

Latest News from BGA

Dear Governor

I hope everyone managed to navigate the Christmas holiday break with lateral flow tests, to be able to meet family and friends and stay safe. For those unfortunate enough to get Covid (there – I've said it), I hope you all made a full recovery. It's early days into January as I write this; it seems to be 'more of the same' with mask wearing and testing to keep school staff able to teach face-to-face.

It's also inevitable that meetings will be virtual for the foreseeable future, although some schools have been assessing the risk and meeting together, if not for all meetings then certainly for some. The virtual setting has made accessibility better for some, one of the gains from the lessons of lockdown. As anticipated, the November AGM/Conference that was due to be at The Village hotel was postponed until the end of March, with the AGM and association's meeting being virtual via Zoom. It was a great evening with Bury's new Director of Education and Skills, and now Acting Executive Director of Children and Young People - Isobel Booler giving an update on admissions, safeguarding, exam results, attendance, exclusions. Also discussed was a new special school and SEMH school which are planned for Bury in the next few years, this will help Project Safety Valve (reducing the DSG deficit). SEND/inclusion was to be a focus of a return visit from Isobel in the future, and finally, priorities for the future.

Following Isobel was Janet Myers (NGA Regional Lead - NW) who was supporting the LA's 'back to basics' message, reminding us of our core functions whilst highlighting the NGA's fourth core function of governance: ensuring the voices of stakeholders are heard. Janet also highlighted recent work on being strategic, measure what you value and keeping focus on your vision and values. Their latest strategy guide is available to download [here](#). Other resources are available on the NGA website, and a reminder of the new version of the skills audit was released after summer in 2021, now including diversity and equality.

The outcome of the LA's Ofsted inspection which was published at the end of December highlights the work still to do. Governors have a responsibility to remain an effective partner to Bury schools as part of the improvement journey.

BGA vice-chair Mark Granby then gave a summary of the plans for governor training and CPD for the next academic year and hopes to re-establish the Chair's Leadership Program.

The session closed with a reminder that any questions or topics for the BGA Exec could be posted through the 'Contact Us' page of the BGA website, and that the conference has been provisionally booked for Thursday evening 31st March at the Village Hotel in Bury.

As always, your thoughts on anything raised at BGA meetings and these newsletters would be helpful to steer the direction of the BGA, this is your Association after all. If you feel inclined to be more involved with Bury governance, we would welcome new members to the executive committee, meetings are virtual at the moment making it even easier to attend. Why not drop in on a meeting this term to see if it's for you? There's little time commitment, just a commitment to making the best for Bury governors.

Wishing you all the best of health for Spring and beyond.

Richard Ainsworth, BGA Chair

DfE - School and Trust Governance during the Coronavirus (COVID-19) pandemic

The DfE was written a paper presenting the findings of a small-scale research study based on case studies that investigated how school and trust governing boards in England responded to the COVID-19 pandemic. This report summarises 4 case studies with a maintained school, a single academy trust (SAT) and two multi-academy trusts (MATs).

The main priorities for governors and trusts in the next year include ensuring that students have access to the full learning experience, helping them recover academically and socially, ensuring stable leadership and restoring and improving staff and pupil wellbeing.

Governing bodies are likely to move to a hybrid model of online and face-to-face meetings in the future. Face-to-face meetings are seen as vital for developing strategy whereas online meetings are more efficient and allow for greater inclusion.

The full report can be viewed [here](#).



Bury Integrated Safeguarding Partnership Multi-agency training 2021/2022



**GREATER MANCHESTER
POLICE**



Bury

Clinical Commissioning Group

Bury Integrated Safeguarding partnership welcome bookings on all our training courses from any staff, volunteers or managers working with children and families in Bury. Unless otherwise stated, if the agency you work for contributes to the BISP budget or is a third sector organisation providing a service to children and families in Bury, the courses are free of charge.

Our Aims

- To increase participants knowledge and skills in the field of child/adult protection and safeguarding in order to provide high quality services and improve outcomes for children, young people, adults and families.
- To deliver sessions in a safe and reflective environment.
- To deliver content that is up to date and in line with; feedback from participants and agencies, statutory guidance, best practice and local and national initiatives.

Our Expectations from you

- Ensure you have selected a course that has learning outcomes that are appropriate to your child/adult protection and safeguarding responsibilities.
- "Arrive" promptly for the course you are attending. We cannot accept anyone arriving later than 10 minutes after the course start time due to the impact this has on the learning of everyone concerned.
- After completing the course you will be asked to complete an evaluation form. You must stay for the whole duration of the course to receive your certificate of attendance.
- If after selecting and booking on a course you are made aware of a conflicting appointment that will impact on you being able to attend for the whole session, please cancel and re-book for a more appropriate date, where possible. We cannot issue a certificate of attendance for anyone who requests to leave a course before the stated finish time. Charges are in place for non-attendance.
- Take the training out of the classroom and apply it to your daily practice.

Please visit <http://courses.buryscbglobal.net/AvailableCoursesList.asp> to ensure up to date information on all available courses and details of how to register for a place on courses.

To book a course: - Log on to the training website and select the drop-down arrow on your account and select 'request a new account'. Each person requiring training must have their own account. If you already have an account and have forgotten your login details, email BISP@bury.gov.uk and request to be emailed login and password reminders.

Courses currently on offer:

Trio of Vulnerabilities

Date: Tuesday 18/01/2022

Time: Afternoon

Location:

Emotionally Based School Avoidance

Date: Thursday 27/01/2022

Time: Afternoon

Location: Virtual platform

Advanced Hoarding Awareness Session

Date: Tuesday 01/02/2022

Time: Morning

Location: Virtual platform

Advanced Hoarding Awareness Session

Date: Tuesday 08/02/2022

Time: Morning

Location: Virtual platform

Hate Crime

Date: Tuesday 08/02/2022

Time: Afternoon

Location: Virtual platform

Introduction To Bury Virtual School

Date: Wednesday 09/02/2022

Time: Afternoon

Location: Virtual platform

Workshop To Raise Awareness Of Prevent

Date: Monday 14/02/2022

Time: Afternoon

Location: Virtual platform

Managing Allegations

Date: Wednesday 16/02/2022

Time: Morning

Location: Virtual platform

Reducing Parental Conflict

Date: Thursday 24/02/2022

Time: Afternoon

Location: Virtual platform

Workshop To Raise Awareness Of Prevent

Date: Monday 28/03/2022

Time: Afternoon

Location: Virtual platform

Disguised Compliance & Decision Making

Date: Wednesday 30/03/2022

Time: Morning

Location: Virtual platform

Hate Crime

Date: Monday 04/04/2022

Time: Afternoon

Location: Virtual platform

New courses are being added at regular intervals, so add our website to your favourites and keep checking for updates

<https://burysafeguardingpartnership.bury.gov.uk/>