



Garswood Primary School Child Protection and Safeguarding Policy

The school recognises its obligation under Section 175 of the Education Act 2002 to promote and safeguard the welfare of all its pupils and sees its Child Protection and Safeguarding Policy as fulfilling a key part of this duty.

Garswood Primary believes that all children, regardless of ethnicity, nationality, religion, culture, family circumstances and ability, have the right to be protected. We believe that every child has the right to be happy, healthy and safe.

Safeguarding and promoting the welfare of children is defined as, in accordance with Keeping Children Safe in Education 2016 "protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes".

1.0 Introduction

1.1 Garswood Primary fully recognises the contribution it makes to safeguarding children.

There are three main elements to our policy:

- (a) Prevention through teaching, pastoral support and strong and authentic relationships with pupils and families.
- (b) Procedures for identifying and reporting cases or suspected cases of abuse. Because of our day to day contact with children, school staff are well placed to identify and act upon signs and indications of abuse.
- (c) Support to pupils who may have been subject to abuse and working with families and additional agencies in order to address and prevent any safeguarding issues and achieve positive outcomes.

1.2 Our policy applies to all staff and volunteers working in the school, community education staff and governors. Teaching Assistants, Mid-day Assistants, Office staff, as well as teachers can be the first point of disclosure for a child. Concerned parents, carers or members of the community may also contact school governors, the Head Teacher or the Pastoral Manager if they are concerned about a child.

Please note that if you are ever concerned about the welfare of a child or family you must contact Social Care on 01744 676600 or the out of hours number on 0845 050 0148

2.0 Types and definitions of abuse

2.1 Abuse can take many different forms. Garswood Primary staff receive training to understand the different forms of abuse and their signs and symptoms.

2.2 Definitions and examples of the different forms of abuse can be found in Appendix 1.

2.3 The four main categories of abuse are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect.

2.4 In relation to 'Keeping Children Safe in Education 2016', Garswood Primary also recognise additional forms of abuse which children may be at risk of. These include:

- Female Genital Mutilation or FGM]
- Radicalisation and Extremism.
- Forced Marriage
- Child Sexual Exploitation or CSE
- Private Fostering
- Child Missing in Education

3.0 Prevention

3.1 Garswood Primary recognises high self-esteem, supportive friends and positive relationships with trusted adults support prevention and early intervention when it comes to safeguarding children.

The school will therefore:

- (a) Establish and maintain an ethos where children feel secure, encouraged to talk and are listened to;
- (b) Ensure children know that there are adults in school whom they can approach if they are worried or are in difficulty;
- (c) Embed skills throughout school that help children to keep themselves safe. This includes throughout the curriculum, whole school initiatives and bespoke interventions.
- (d) Include in the curriculum, materials which will help children develop a realistic perspective and appropriate attitude to the responsibilities of adult life and the treatment of children.

4.0 Procedures

4.1 Garswood Primary follows the procedures set out by the St. Helens Safeguarding Children Board. These are available at www.sthelenslscb.org.uk and Garswood Primary also has clear internal procedures for dealing with safeguarding issues; these are adopted and followed by all staff members and volunteers.

4.2 The school will:

(a) Ensure it has two Designated Senior Leads who are responsible for dealing with safeguarding issues within school. Both staff will have undertaken then training course provided by the Local Authority as minimum; this will be refreshed every two years.

(b) Recognise the key role of the Designated Senior Lead and arrange all necessary support and training.

(c) Receive additional training in order to best support children and their families and achieve positive outcomes regardless of individual circumstances or challenges.

(d) Ensure every member of staff and every governor knows:

- The name of the Designated Senior Leads and their roles. They are:

- Head Teacher – Mrs Pamela Potter

- Pastoral Manager – Mrs Lynne Mills

- The name of the Governor responsible for safeguarding is:

- Cllr Sue Murphy – Chair of Governors

(e) Ensure that all members of staff and volunteers are aware of the need to be alert to signs and symptoms of abuse and know how to effectively respond to a child who makes a disclosure.

(f) Ensure that parents and carers have an understanding of the responsibility placed on the school and staff to safeguard children in accordance with **Keeping Children Safe in Education (September 2016) and Working Together to Safeguard Children (March 2015)**.

*“Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children...Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm”. **Keeping Children Safe in Education***

*“All school and college staff have a responsibility to identify children who may be in need of extra help or who are suffering, or likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed”. **Keeping Children Safe in Education***

(g) Provide refresher training for all staff every year and a Safeguarding Induction (including issuing the Child Protection and Safeguarding Policy) for new staff and volunteers so that they know (i) their personal responsibilities, (ii) the local policy and procedures, (iii) the need to be vigilant in identifying cases of abuse, (iv) the appropriate way to take action and support a child who makes a disclosure.

(h) Notify the local Social Care team if:

- There are concerns regarding a child’s welfare or safety

- It should have to exclude a pupil on a Child Protection Plan or who has involvement with social care, either for a fixed term or permanently.

- There is an unexplained absence of a pupil on a Child Protection Plan or who has involvement with social care.

(i) Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance at initial case conferences, core group meetings and child protection review conferences. (See Information Sharing Policy)

(j) Keep written records of concerns about children (noting the date, event and action taken) even when there is no need to refer the matter to Social Care.

(k) Ensure that current records are kept secure and in a locked location. All archived files of children who have left the school will be kept securely and stored for 18 years.

(l) Adhere to the procedures set out by the St.Helens Safeguarding Children Board and their Safeguarding Procedures when an allegation is made against a member of staff. All allegations will be referred to the Local Authority Designated Officer (LADO). Staff, parents, carers and members of the public may make a referral to the LADO.

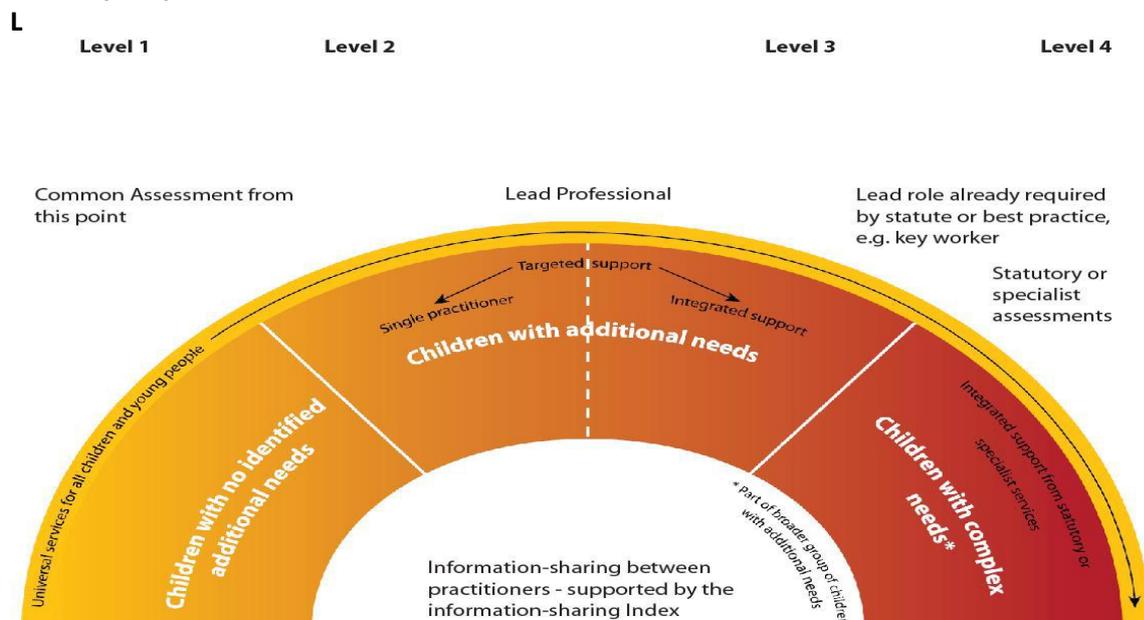
Timba Kariengoru Tel 01744 671246 or Damian Fitzsimmons 01744 674252.

(m) Employ robust and secure safer recruitment procedures which are always mindful of protecting children from unsuitable people. Staff trained in 'Safer Recruitment' (n) Ensure that all our practice is family centred and puts the voice of the child first.

(o) Seek guidance from the Education Safeguarding Team

(p) Seek guidance from the Governing Body.

5.0 Early Help Offer



Garswood Primary recognises that early intervention can have a positive impact for our families and can prevent children from significant harm. Therefore Garswood Primary promotes an Early Help Offer which is a graduated structure aimed at providing support at the appropriate and earliest level. This is in accordance with St.Helens Borough Council's Family Support Model.

| Level of Need | Intervention | Agencies who may be involved |
|---|--|--|
| <p>Level 1 Children and young people who are achieving each of the 5 outcomes.</p> | <p>Whole school initiatives. Informal contact with children, parents and carers to resolve low level issues.</p> | <p>The child and their family School staff</p> |
| <p>Level 2 Children and young people who may need extra support in order to achieve the 5 outcomes.</p> | <p>School Support Meetings Informal meetings with parents and carers to resolve low level issues. These may require a referral to an additional agency and will be reviewed.</p> | <p>The child and their family School staff Possible involvement of an external agency.</p> |
| <p>Level 3 Children and young people who have complex needs and who may require co-ordinated support in order to achieve the 5 outcomes.</p> | <p>Common Assessment Form (CAF) A document completed by the family with support from the lead professional. The CAF document brings together all agencies involved with a family to ensure that everyone is working together and information is shared. The CAF would then be taken to a Service Allocation Meeting (SAM) to ensure that the appropriate support is being given. Parents and Carers or the child where appropriate, must consent to this document.</p> <p>Family Support Meetings A Family Support Plan is put into place for families with complex needs. This may be required as earlier forms of intervention have not been effective. Family</p> | <p>The child and their family School staff Multiple external agencies including Health, Family Support Workers, CAMHS, housing, GP, dentist. This also extends to more targeted services such as counselling services, NSPCC or agencies associated with a particular condition. In some cases Social Care will be invited to Family Support Meetings.</p> |

| | | |
|--|---|--|
| | <p>Support Plans, similarly to a CAF, look to bring agencies and families together in order to put in place the best package of support. Parents and Carers or the child where appropriate, must consent to this document.</p> | |
| <p>Level 4</p> <p>Children and young people who will not achieve the five outcomes without intensive support.</p> | <p>Child in Need</p> <p>These are meetings for families who require intensive support in order for the child to achieve their 5 outcomes. These meetings are led by Social Care and all agencies involved will be invited along with parents and carers. These meetings are statutory and therefore do not require parental consent.</p> <p>Child Protection</p> <p>These are meetings for families whose children are at risk of significant harm. These meetings are led by an intendant chair and all agencies involved will be invited along with social care, parents and carers. These meetings will be reviewed every 6 weeks during core group meetings and every 6 months for review child protection conferences. These meetings are statutory and therefore do not require parental consent.</p> | <p>The child (where appropriate) and their family</p> <p>School staff</p> <p>Multiple external agencies including Health, Family Support Workers, CAMHS, housing, GP, dentist. This also extends to more targeted services such as counselling services, NSPCC or agencies associated with a particular condition. Social Care would always attend Child in Need and Child Protection conferences.</p> |

6.0 Supporting the pupil at risk

6.1 We recognise that children who are subject to abuse in whatever form may experience a significant effect of their social and emotional wellbeing as well as their academic attainment.

6.2 Garswood Primary recognises that school is a stable and secure environment in the lives of our pupils. Therefore we strive to create a safe and consistent environment.

6.3 In accordance with Working Together to Safeguard Children 2015, Garswood Primary recognises that some children may be considered more vulnerable than others. These include

- A disabled child and has specific additional needs
- Has special educational needs
- A young carer
- Is showing signs of engaging in anti-social or criminal behaviour
- Is in a family circumstance presenting challenges for the child such as substance abuse, adult mental health, domestic violence, and/or
- Is showing early signs of abuse and/or neglect

6.4 The school will endeavour to support the pupil through:

a) Our prevention procedures

b) The school's behaviour policy is aimed at supporting all pupils in our school especially those who are identified as being vulnerable. All staff will adopt a consistent approach which focuses on the offence committed by the child but does not damage the pupil's sense of self-worth. Garswood Primary recognises that all behaviour is a form of communication and we aim to address any underlying issues through pastoral intervention.

c) Garswood Primary is committed to working with the appropriate agencies that best support our children and their families.

d) Garswood Primary will continue to refer for children who are already open to Social Care and will exercise the St. Helens Local Authority's escalation policy when deemed necessary.

6.5 When any vulnerable pupil leaves our school, all information will be photocopied and transferred to the new school immediately and Social Care would be informed where necessary.

7.0 Safeguarding and Attendance

7.1 The Safeguarding Policy links directly to the schools Attendance Policy.

7.2 If a child is absent who is deemed to be vulnerable and contact is not made with the school regarding their absence, then the Pastoral Manager or another member of staff may call to the family home to ensure the child's safety.

7.3 If a child is absent who is on a Child Protection Plan and contact is not made with the school regarding their absence, then the Pastoral Manager or another member of staff will inform Children's Social Care.

7.4 When a child is continually missing education, Garswood Primary will follow Local Authority procedures and will work with the appropriate agencies, including Education Welfare. Garswood Primary will always strive to put the correct interventions into place to ensure that Persistent Absentees improve their attendance.

7.5 If a pupil goes missing from the school site during the school day, the parent or carer and the Police will be informed immediately; it may also be appropriate to notice Children's Social Care. Once a child has left the school premises, it is the responsibility of the Police and not staff to try and secure the child. Garswood Primary recognises that it may be more dangerous for both staff and the child, if staff were to try and secure the individual.

Agreed and adopted by Governors on: 17.11.2015

Reviewed annually and updated as needed

Appendix 1 – Categories and Definitions of Abuse

Physical Abuse

Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts. Types of physical abuse include:

- Hitting or smacking
- Shaking
- Throwing
- Poisoning
- Burning and scalding
- Drowning
- Suffocating
- Fabricating or Inducing Symptoms of illness in a child
- Any other way of causing physical harm.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development. This may involve:

- Conveying they are worthless, unloved, inadequate or only valued insofar as they meet the needs of another person.
- Not giving a child opportunity to express their views, 'making fun' of what they say or how they communicate.
- Inappropriate expectations for their age or development – including overprotection.
- Seeing or hearing the ill treatment of other such as domestic violence or abuse.
- Serious bullying and causing the child to feel frightened or in danger.
- Exploitation or corruption of children.
- All types of ill-treatment of a child. Even if a child is subject to another abuse from another category, they will still experience a level of emotional abuse.

Neglect

Neglect is the persistent failure to meet a child's basic physical, developmental and/or psychological needs, likely to result in the serious impairment of a child's health or development. This can also occur during pregnancy as a result of parental substance misuse. This includes when a parent or carer fails to provide:

- Adequate food clothing or shelter (including exclusion from home and abandonment).
- Protection from physical and emotional harm and danger.
- Ensure adequate supervision.
- Access to appropriate medical care or treatment.
- Meeting the child's basic emotional needs.

Sexual Abuse

Sexual abuse is forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. This includes:

- Physical contact including penetrative and non-penetrative acts.
- Involving children looking at or in the production of sexual images.
- Watching sexual activities
- Encouraging children to behave in sexually inappropriate ways
- Grooming a child in preparation for abuse.

Female Genital Mutilation or FGM

Female Genital Mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. It occurs mainly in Africa and to a lesser extent, in the Middle East and Asia; however children living in the United Kingdom are still at risk of this form of abuse. Although it is believed by many to be a religious issue, it is in fact a cultural practice. There are no health benefits to Female Genital Mutilation. Communities particularly affected by FGM in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan. In the UK, FGM tends to occur in areas with larger populations of communities who practice FGM, such as first generation immigrants, refugees and asylum seekers.

Key Points:

- It is NOT a religious practice.
- Occurs mostly to girls aged 5-8 years old; but up to around 15.
- It has been a criminal offence in the United Kingdom since 1985.
- Offence since 2003 to take girls abroad
- Criminal penalties include up to 14 years in prison.
- Reasons for this cultural practice include:
 - Cultural identity – an initiation into womanhood.
 - Gender identity – moving from a girl to a woman – enhancing femininity
 - Sexual control – reduce the woman's desire for sex
 - Hygiene/cleanliness – un mutilated women are regarded as unclean.
- Risk Factors include:
 - Low level integration into UK society
 - Mother or sister who has undergone FGM
 - Girls who are withdrawn from PSHE
 - A visiting female elder from the country of origin
 - Being taken on a long holiday to the family's country of origin
 - Talk about a 'special' event or procedure to 'become a woman'

High Risk Time

This procedure often takes place in the summer, as the recovery period for FGM can be 6 to 9 weeks. Schools should be alert to the possibility of FGM as a reason why a girl in a high risk group is

absent from school or where the family request an 'authorised absence' for just before or just after the summer school holidays.

Although it is difficult to identify girls before FGM takes place, where girls from these high risk groups return from a long periods of absence with symptoms of FGM, advice should be sought from the police or social services. It is a mandatory reporting duty under section 5B of the Female Genital Mutilation Act 2003(as inserted section 74 of the Serious Crime Act 2015)there is a statutory duty upon school staff to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM has been carried out on a girl under 18.

Post FGM symptoms include:

- Difficulty walking, sitting or standing
- Spend longer than normal in the bathroom or toilet
- Unusual behaviour after a lengthy absence
- Reluctant to undergo normal medical examinations
- Asking for help, but may not be explicit about the problem due to embarrassment or fear.
- Longer term problems include:
 - Difficulties urinating or incontinence
 - Frequent or chronic vaginal, pelvic or urinary infections
 - Menstrual problems
 - Kidney damage and possible failure
 - Cysts and abscesses
 - Pain when having sex
 - Infertility
 - Complications during pregnancy and childbirth
 - Emotional and mental health problems

Forced Marriage

There is a clear difference between 'forced marriage' and 'arranged marriage'. Arranged marriages have worked well in society for many years. An arranged marriage is when families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

A forced marriage is when one or both parties do not consent to the marriage, and people are forced into marriage against their will. Forced marriage is an abuse of human rights. Both physical and emotional abuse may be used to coerce people into the marriage.

In law both parties to a marriage must validly consent to the marriage, the minimum age a person is able to consent to a marriage is 16. A Force Marriage Protection Order can be obtained from a Family Court in order to protect victim, both adults and children from a potential forced marriage or people who are already in a forced marriage.

Potential warning signs or indicators that a child is at risk of Forced Marriage

- Absence and persistent absence

- Request for extended leave of absence and failure to return from visits to country of origin
- Fear about forthcoming school holidays
- Surveillance by siblings or cousins at school
- Decline in behaviour, engagement, performance or punctuality
- Poor exam results
- Being withdrawn from school by those with parental responsibility
- Removal from a day centre of a person with a physical or learning disability
- Not allowed to attend extra-curricular activities
- Sudden announcement of engagement to a stranger
- Prevented from going on to further/higher education

Garswood Primary acknowledges that persistent absence from school or requests for leave of absence can be an indicator of a potential safeguarding risk. The issues surrounding Forced Marriage link directly to the school attendance policy; any absences from school will be followed up in accordance with this policy. This is to ensure that we make every effort to know a child's whereabouts and make sure they are safe to the best of our ability.

What to do if you have a concern regarding Forced Marriage?

Forced Marriage is an offence and if this is happening to a child under the age of 18 it is considered to be child abuse. If you suspect that a child or young person is being forced to marry then you must share your concerns with the Designated Senior Lead (DSL) who will make appropriate contact with Children's Social Care or the Police. The Forced Marriage unit can be contacted for advice and help in making the referral. Telephone 020 7008 0151

Radicalisation and Extremism

Radicalisation refers to the process by which a person comes to support terrorism and/or extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy (2010) as:

Vocal or active opposition to fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or

- Foster hatred which might lead to inter-community violence in the UK

Indicators of vulnerability include:

- Identity crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society
- Personal crisis – the pupil may be experiencing family tensions, a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship groups and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- Personal Circumstances – migration; local community tensions; and events affecting a pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
- Experiences of criminality – which may include involvement with criminal groups, imprisonment and poor resettlement/ reintegration
- Special Educational Needs – the pupil may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motives of others

(This is not an exhaustive list, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism).

Garswood Primary work reflects the government PREVENT strategy (July 2015) in their approach to radicalisation and extremism. Staff are required to read elements of the prevent strategy relating to school and education. Any concerns regarding radicalisation or extremism in children and young people should be passed onto the school's single point of contact or SPOC. The SPOC will then refer on to the local PREVENT officer, Children's Social Care and/or the Police.

The PREVENT single point of contact (SPOC) in school is the Designated Senior Lead Lynne Mills

The PREVENT officer for St.Helens is John Danher. Tel 01517778383.

Child Sexual Exploitation

Child Sexual Exploitation is sexual exploitation of children and young people under 18. It involves situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/ mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/ economic and/or emotional vulnerability.

Warning Signs and Symptoms of Child Sexual Exploitation

- Can be difficult to identify and can be mistaken for 'normal' teenage behaviour
- Be involved in abusive relationships
- Hang out with groups of older people, anti-social groups or with other vulnerable peers
- Associates with other young people involved in sexual exploitation
- Get involved in gangs, gang fights, gang memberships
- Have older boyfriends or girlfriends
- Spend time at places of concern such as hotels or known brothels
- Not know where they are because they have been moved around the country
- Go missing from home, care or education
- Have expensive items such as mobile phones that they can't or won't explain.
- Be very secretive about what they are doing online
- Have access to drugs or alcohol.

How do we manage suspected cases of Child Sexual Exploitation?

Garswood Primary will respond to suspected cases of Child Sexual Exploitation in relation to St.Helens safeguarding procedures.

St.Helens Safeguarding Children's Board has its own subgroup dedicated to CSE known as Multi Agency Child Sexual Exploitation group (MACSE)

If a child or young person is at risk or suspected of being sexually exploited, concerns should be passed on to the Designated Senior Lead Lynne Mills immediately. That child or young person will then be referred onto the Police and contact may also be made with Children's Social Care.

Referral forms can be found on St.Helens Safeguarding Children's Board website within the Merseyside Multi Agency Protocol Child Sexual Exploitation or a copy can be requested from the Designated Senior Lead within School.

Private Fostering

Private Fostering is where a child under the age of 16 (or 18 if they have a disability) goes to live with someone who is not a close relative for 28 days or more. It is a private agreement between a parent and another adult.

A close relative includes a parent, step-parent, grandparent, brother, sister, uncle or aunt (whether blood related or through marriage). Private foster carers may be from the extended family such as a cousin or great aunt, a friend of the family, the parent of a friend of the child or someone previously unknown to the child's family.

Examples of private fostering could include:

- Children or young people who are sent to this country for education or health care by their parents from overseas.
- Teenagers living with a friend's family because they do not get on with their own family.
- Children living with a friend's family because their parents study or work involves unsociable hours, which makes it difficult to use ordinary day care or after school care.
- Children staying with another family because there has been bereavement, serious illness or their parents have divorced or separated.
- A child from overseas staying with a host family while attending school or overseas students at boarding school who do not stay with a host family during the holidays.

Education and other professionals have a duty to notify the Local Authority and Children's social care when they believe there is a private fostering arrangement and they are not satisfied that the Local Authority has been or will be notified by the parent or carer. Private Foster carers also have a responsibility to notify the Local Authority.

If a member of staff or any individual believes that a child is being privately fostered, they should contact Children's Social Care or inform the Designate Senior Lead who will make the referral.

**A. Named staff/personnel with designated responsibility for Safeguarding
Academic Year: 2016/17**

Head teacher: Pamela Potter

Pastoral Manager: Lynne Mills

Nominated Governor: Cllr Sue Murphy

B. Review dates for this Policy

| Review Date | Changes made | By whom |
|----------------------|---|--------------------|
| November 2016 | Ensured policy reflects KCSIE and personnel updated as needed. | Lynne Mills |