

Safeguarding and Child Protection Policy September 2018

Four Dwellings Primary Academy

One AET. Safer lives, greater learning.

Further advice and guidance relating to this policy can be obtained from Rowena Simmons, Trust Designated Safeguarding Lead: rsimmons@academiesenterprisetrust.org

CONTENTS

Our commitment	2
Our Designated Safeguarding leaders	3
Legislation and statutory guidance	2
Definitions	4
Equality Statement	4
Roles and responsibilities	5
Recognising abuse and taking action	7
Communication with parents/carers	10
Online safety	11
Mobile phones and cameras	11
Record-keeping	11
Confidentiality and information sharing	11
Training	12
Safer Recruitment	13
Staff who have contact with children	13
Monitoring Arrangements	13
Links with other policies	13

Appendices: These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education 2018 and Working Together to Safeguard Children 2018

Appendix 1: [Definitions for types of abuse](#)

Appendix 2: [Specific safeguarding issues](#)

Appendix 3: [The role of the Designated Safeguarding Lead](#)

Appendix 4: [The governance of safeguarding](#)

Appendix 5: [Reporting concerns](#)

Appendix 6: [Online safety](#)

Appendix 7: [Information sharing](#)

Appendix 8: [Contextual Safeguarding](#)

Academy Appendix

1. Our commitment

1.1. Four Dwellings Primary Academy is part of Academies Enterprise Trust and as such, is committed to working as one AET and ensuring safer lives and greater learning. Individual academy expectations are outlined in our [Trust safeguarding statement](#) to ensure that the welfare of each individual child is paramount. Four Dwellings Primary Academy will deliver this by:

- 1.1.1. Ensuring that appropriate action is taken in a timely manner to safeguard and promote children's welfare
- 1.1.2. Ensuring that all staff are aware of their statutory responsibilities with respect to safeguarding
- 1.1.3. Ensuring that staff are properly trained in recognising and reporting safeguarding issues.

2. Our Safeguarding leaders

- 2.1. Our designated safeguarding lead (DSL) is Helen George.
- 2.2. The following colleagues also act as deputy DSLs: Penelope Webb, Emma Nott, Susan Rose and Tracey Gray.
- 2.3. The governor with responsibility for safeguarding is: Tim Bassett (Chair).
- 2.4. The academy DSL and deputies will also liaise with the central services safeguarding team shown below:
- 2.5. The Designated Safeguarding Lead (DSL) for our trust is Rowena Simmons rsimmons@academiesenterprisetrust.org
- 2.6. The deputy DSL for our trust is Jill Fuller, Employee Relations Manager: jfuller@academiesenterprisetrust.org
- 2.7. The nominated Executive Board lead for safeguarding for our trust is Frances Soul, National Director of Education: fsoul@academiesenterprisetrust.org

3. Legislation and statutory guidance

3.1. We fully recognise our responsibility under Working Together 2018, Keeping Children Safe in Education 2018 [section 157 of the Education Act 2002](#) and [The Governance Handbook](#) to have arrangements in place to safeguard and promote the welfare of children. This policy has been drawn up on the basis of law and guidance that seeks to protect children including:

- 3.2. This policy has been drawn up to comply with statutory and legislative requirements and guidance that seeks to protect children including:
- 3.2.1. The Children Act 1989 (and 2004 amendment), as amended by the Children and Social Work Act 2017
 - 3.2.2. Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 which defines what 'regulated activity' is in relation to children
 - 3.2.3. Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015.
 - 3.2.4. The Equality Act 2010 and the Special educational needs and disability (SEND) code of practice: HM Government 2014
 - 3.2.5. The Data Protection Act 2018 and General Data Information Protection Regulations
 - 3.2.6. We will follow the relevant Local Safeguarding Children Board (LSCB) procedures.

Local Procedures

Four Dwellings Primary Academy will fulfil its local and national responsibilities as laid out in the following documents:

- The most recent version of Working Together to Safeguard Children (DfE)
- The most recent version of Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE)
- The Procedures of Birmingham Safeguarding Children Board – CASS 0121 303 1888
- The Education Act 2002 s175 / s157
- Mental Health and Behaviour in Schools: Departmental Advice (DfE2014)
- Sexting in Schools & Colleges – responding to incidents and safeguarding young people (UKCCIS) 2016

4. Definitions

4.1. Safeguarding and promoting the welfare of children means:

- 4.1.1. Protecting children from maltreatment
- 4.1.2. Preventing impairment of children's health or development
- 4.1.3. Ensuring that children grow up in circumstances consistent with the provision of safe and effective care

4.2. **Child protection** is an aspect of safeguarding but is focused on how we respond to prevent children suffering, or being likely to suffer, significant harm.

4.3. **Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. See Appendix 1 for the different types of abuse.

4.4. **Neglect** is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

4.5. **Children** includes everyone under the age of 18.

4.6. **Children in need:** A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Where appropriate we will work with Camden or the relevant local LSCB Local Safeguarding Children Board Procedures. A copy of these procedures can be found on the LSCB website:

https://cscb-new.co.uk/?page_id=9146

5. Equality statement

- 5.1.** Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising it or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. All staff are particularly alert to the potential need for early help for a child who:
- 5.1.1. Is disabled and has specific additional needs. See further details in [Appendix 2: Specific safeguarding issues](#)
 - 5.1.2. Has special educational needs (whether or not they have a statutory education, health and care plan). These children may be more prone to peer group isolation than other children and therefore additional pastoral support is provided.
 - 5.1.3. Is a young carer
 - 5.1.4. Is showing signs of being drawn into antisocial or criminal behaviour, including gang involvement and association with organised crime groups
 - 5.1.5. Is at risk of modern slavery, trafficking or exploitation
 - 5.1.6. May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
 - 5.1.7. Have English as an additional language
 - 5.1.8. Is frequently missing/goes missing from care or home
 - 5.1.9. Is misusing drugs or alcohol
 - 5.1.10. Is known to be living in difficult circumstances, for example living in temporary accommodation or where there are issues such as substance abuse, adult mental health problems or domestic violence
 - 5.1.11. Is at risk of FGM, sexual exploitation, forced marriage, or radicalisation
 - 5.1.12. Is an asylum seeker
 - 5.1.13. Is a looked after child or has as returned home to their family from care (a 'care leaver')
 - 5.1.14. Is a privately fostered child
 - 5.1.15. Has a parent sent to prison. The National Information Centre of Children of Offenders (NICCO): <https://www.nicco.org.uk/> provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

6. Roles and responsibilities

- 6.1.** Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers, governors and external parties within the academy. Our policy and procedures also apply to any on-site extra curricular activities and off- site activities.
- 6.2. All staff**
- 6.2.1. **All staff** have a responsibility to exercise vigilance, to be alert to and to be aware of signs that suggest a child may be in need of help as well as the signs of abuse and neglect.
 - 6.2.2. **All staff** will read and sign to indicate their understanding of Part 1 of the Department for Education's statutory guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.
 - 6.2.3. **All staff** should be aware of the process for making referrals to children's social care and for statutory assessments under the Children's Act 1989, especially section 17 (children in need) and section 47 (a child suffering or likely to suffer, significant harm) that may follow a referral, along with a role they might be expected to play in such assessments.
- 6.3.** **All staff** will be made aware of our systems which support safeguarding within the academy which are implemented and monitored by the academy DSL. This includes:

- 6.3.1. The process by which a concern about a pupil should be raised. See Section 7 below.
 - 6.3.2. The early help process and their role within it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
 - 6.3.3. The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
 - 6.3.4. What to do if they identify a safeguarding issue or if a child tells them they are being abused or neglected, including specific issues, such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
 - 6.3.5. The signs of different types of abuse and neglect, as well as specific safeguarding issues such as child sexual exploitation (CSE), FGM and radicalisation. See [Appendix 2: Specific safeguarding issues](#)
 - 6.3.6. Contextual factors outside of the academy i.e. wider environmental factors that are present in a child's life that are or may be a threat to their safety and or welfare.
- 6.4. The Designated Safeguarding Lead (DSL)**
- The academy DSL (and deputies) should strive to maintain a complete safeguarding picture. The DSL takes lead responsibility for child protection and wider safeguarding concerns.
 - *Out of hours the DSL can be contacted at hgeorge@fourdwellingsprimaryacademy.org, or on 07826 854487.*
 - When the DSL is absent, Emma Nott (Assistant Headteacher), Susan Rose (Pastoral Lead), Tracey Gray (Pastoral TA), Penelope Webb (Headteacher).
 - If the DSL and deputy DSL are not available, Emma Nott (*Assistant Head*) will act as cover (for example, during out of school hours, out of term activities). If, in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken.
- 6.5. The role of the Designated Safeguarding Lead**
- The academy DSL will be given the time, funding, training, resources and support to:
- 6.5.1 Provide advice and support to other staff on child welfare and child protection matters
 - 6.5.2 Take part in strategy discussions and inter-agency meetings and /or support other
Contribute to the assessment of children
 - 6.5.3 Refer suspected cases, as appropriate to the relevant body (local authority children's social care, Channel programme, Disclosure and Disbarring Service, and/or police), and support staff who make such referrals directly.
 - 6.5.4 Conduct risk and needs assessment as appropriate.
 - 6.5.6 To liaise with the Trust DSL in reporting serious safeguarding issues relating to children and with Trust deputy DSL in matters relating to staff.
 - 6.5.7 The academy DSL will keep their headteacher / principal informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate. See [Appendix 3: The role of the Designated Safeguarding Lead](#) for the full description of the role of the academy DSL
- 6.6. The Governance of safeguarding**
- The AET Board of Trustees and the Executive Committee will approve this policy template at each review, but it is for the Local Governing Board (GB) of individual academies to hold senior leaders to account for its implementation.
 - The Local Governing Board will appoint a named governor to monitor the implementation of this policy in conjunction with the full GB. This must be a different person from the DSL. The GB will require the safeguarding link governor and the Designated Safeguarding Lead to provide a report on the measures they are taking to ensure compliance at regular intervals.

- The GB performs a vital role in monitoring compliance and challenging the academy to ensure that best practice is followed. See [Appendix 4: The governance of safeguarding](#). Therefore, all governors must recognise their safeguarding duties towards children in the academy. GB governors are required to sign in acknowledgement of this responsibility upon joining the GB and this is to be reviewed annually. The chair of the GB will act as the 'case manager' in the event that an allegation of abuse is made against the principal, where appropriate.
- The GB, the headteacher/ principal and the DSL (and deputies) should be aware of the department advice: [Sexual violence and sexual harassment](#)

6.7. The Headteacher / Principal

The headteacher / principal is responsible for the implementation of this policy, including:

- 6.7.1 Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- 6.7.2 Communicating this policy to parents when their child joins the academy and via the academy website
- 6.7.3 Ensuring that the DSL has the appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- 6.7.4 Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- 6.7.5 Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- 6.7. Monitoring and acting upon notifications from [eSafe](#) or delegating this responsibility to the DSL.
- 6.7.7 Where alternative provision is in place, obtaining written confirmation from that provider that appropriate safeguarding checks have been carried out on individuals working in the provision, i.e. those checks that the school would otherwise perform in respect of its own staff.

7. Recognising abuse and taking action

7.1. Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue. Please refer to [Appendix 2: Specific safeguarding issues](#) for further details. **Always** speak to the DSL or deputy.

7.2. If a child makes a disclosure to you you should:

- 7.2.1 Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- 7.2.2 Stay calm and do not show that you are shocked or upset
- 7.2.3 Tell the child they have done the right thing in telling you. Do not tell them they should have told someone sooner.
- 7.2.4 Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- 7.2.5 Write up your conversation immediately in the child's own words. Keep it factual and do not include your own judgement
- 7.2.6 Sign and date the written record and pass it on immediately to the academy DSL.

7.3. If a child is in immediate danger

- 7.3.1 Wherever possible, speak to the DSL, first to agree a course of action. Alternatively, make a referral to local authority children's social care directly and/or the police immediately if a child is *is in immediate danger or at risk of harm*. Anyone can make a referral.

- 7.3.2 Tell the DSL, as soon as possible if you make a referral directly.
- 7.3.3 You can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action. The government website <https://www.gov.uk/report-child-abuse-to-local-council> provides information on reporting abuse to local councils.

7.4. If you have concerns about a child (as opposed to a child being in immediate danger)

- 7.4.1 The flowchart in [Appendix 5: Reporting concerns](#) demonstrates the procedure to follow if you have concerns about a child's welfare and the child is not in immediate danger. (KCSIE 2018). The first stage emphasises the need for staff to take **immediate** action where they have a concern about a child. In all cases, the wishes of the child must remain paramount.
- 7.4.2 The DSL will keep the case under constant review and if it is appropriate to refer the case to local authority or the police, the DSL will make the referral or support you to do so. See also Appendix 5 for further details of the referral process.
- 7.4.3 The local authority will make a decision within one working day of a referral about what course of action to take and will let the person know who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not available and ensure outcomes are properly recorded.

7.5. If you have concerns about extremism

- 7.5.1 If a child is not at immediate risk of harm, where possible, always speak to the DSL first to agree a course of action. Alternatively make a referral to LSCB directly if appropriate, but you must inform the DSL of the referral.
- 7.5.2 Where there is a concern, the DSL will consider the level of risk and decide which agency this concern should be referred. This could include [Channel guidance](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the LACSC team.
- 7.5.3 The Department for Education also has a dedicated telephone helpline, 020 7340 7264, that academy staff and governors can call to raise concerns about extremism with respect to a pupil. In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:
 - i) Think someone is in immediate danger
 - ii) Think someone may be travelling to join an extremist group.
 - iii) See or hear something that may be terrorist related.

7.6. Female Genital Mutilation (FGM) FGM comprises 'all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs'. FGM is illegal in the UK and a form of child abuse with long lasting, harmful consequences. Possible indicators that a pupil has already been subjected to FGM, and factors that suggest that a pupil may be at risk are provided [Appendix 2: Specific safeguarding issues](#)

- 7.6.1 **Any teacher** that discovers that an act of FGM appears to have been carried out on a pupil under 18 **must** immediately report this to the police, personally. This is a statutory duty under Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, and teachers will face disciplinary sanctions for failing to meet this duty. The above duty does not apply in cases where a pupil is at risk of FGM or FGM is suspected but not known to have been carried out. Staff should not examine pupils.
- 7.6.2 **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures. Any member of staff who suspects a pupil is at risk of FGM, who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the academy DSL and follow their local safeguarding board guidance or that of their local police.

7.7. Concerns about a staff member or volunteer

7.7.1 Allegations against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff. Please also refer to our HR policy for guidance on dealing with allegations against staff.

7.7.2 If you have concerns about a member of staff or volunteer, speak to the principal. If you have concerns about the principal, speak to the chair of governors. You can also discuss any concerns about any other staff member or volunteer with the DSL. The principal/headteacher/chair of governors/DSL will then follow the procedures within the HR policy, if appropriate. The DSL must also inform the Trust DSL.

7.7.3 For guidance on whistleblowing, please see the AET Whistleblowing policy.

7.8. Peer on Peer abuse

We recognise that children are capable of abusing their peers, including but not limited to, bullying, cyberbullying, sexual violence, sexual harassment and sexting. We are well informed with regards to the guidance within Keeping Children Safe in Education 2018 in recognising and dealing with instances of such abuse. All staff should be clear about our policy and procedures with regards to peer on peer abuse. Such abuse will never be tolerated or passed off as “banter”, “just having a laugh”, or “part of growing up”. See [Appendix 1: Definitions for types of abuse](#) given above including sexual violence and sexual harassment.

7.9. If a pupil makes an allegation of abuse against another pupil:

7.9.1 You must inform the academy DSL and record the allegation, but do not investigate it

7.9.2 The academy DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence

7.9.3 The academy DSL will put a risk assessment and support plan into place for all children involved - both the victim(s) and the children) against whom the allegation has been made - with a named person they can talk to if needed.

7.9.4 The academy DSL will contact the children and adolescent mental health services (CAMHS) if appropriate.

7.10. We will minimise the risk of peer on peer abuse by:

7.10.1 Challenging any form of derogatory or sexualised language or behaviour

7.10.2 Being vigilant to issues that particularly affect different genders - for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys

7.10.3 Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent

7.10.4 Ensuring pupils know they can talk to staff.

7.10. Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

8. Communication with parents/carers

8.1 We will make sure that parents are informed of the responsibility placed on the academy and staff in relation to safeguarding and child protection by setting out its duties in the academy prospectus and on the website.

8.2 We will undertake appropriate discussion with parents/carers prior to any proposed interagency involvement unless the circumstances preclude this action. If we believe that notifying the parents would increase the risk to the child, or exacerbate the situation, we will seek advice from the local safeguarding children’s board.

8.3 In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

9. Online safety

9.1 As we increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. See [Appendix 6: Online safety](#)

9.2 Therefore we have appropriate internet filtering within our academy and we utilise [eSafe](#) to monitor all activity within our AET Google suite of applications; in particular the content of information, the nature of the contact and the conduct of the user. Please see our e-safety policy for further information.

10. Mobile phones and cameras

10.1 For further information on the the use of mobile phones, cameras and sharing of images please see our e-safety policy and our Acceptable Use policy.

10.2 We recognise that personal mobile phones have the potential to be used inappropriately and therefore the academy has developed a policy to outline the required protocol for all employees, pupils, volunteers, governors and parents/ carers. Staff, volunteers, parents **must not** use personal phones or devices to take pictures of pupils at any time, even when on educational visits.

11. Record keeping

11.1 We will keep clear, detailed, accurate, written (or electronic based) records of concerns about children (noting the date, event, action taken and evaluation). where there is no need to refer the matter to social care immediately.

11.2 Confidential written information and records will be held securely in a lockable, fire safe cabinet in a locked location. Keys will not be removed from the academy site and should be kept in a locked cabinet or key coded box and only available to those who have a right or a professional need to see them. Where information is held electronically, this information must only be accessible by the DSL and deputy.

12. Confidentiality and information sharing

12.1 Child protection information will be held and handled in line with the Data Protection Act 2018 and GDPR regulations. See [Appendix 7 Information sharing](#)

12.2 Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children, which must always be the paramount concern. Therefore academy staff must share information with relevant agencies, where that information may help protect a child. Similarly this Act does not prevent academy staff from sending child protection records to a receiving school or academy, when the pupil concerned moves school.

12.3 Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. Such a request should be referred to the DSL, or Headteacher/ Principal.

13. Training

13.1. All staff training

All staff members undertake safeguarding and child protection training at induction, including whistle-blowing procedures to ensure they understand the academy's safeguarding system and their responsibilities, and can identify signs of possible abuse or neglect. This training will be updated annually with additional updates in line with advice from our local children's safeguarding board and our trust.

All staff have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Staff will also receive regular safeguarding and child protection updates (e.g. through emails, e-bulletins and staff meetings as required but at least annually. Volunteers will receive appropriate training, if applicable.

13.2. The academy DSL and deputy (deputies)

13.2.1 The academy DSL and (deputy/deputies) undertake child protection and safeguarding training at least every two years.

13.2.2 In addition, they will update their knowledge and skills at regular intervals and at least annually (e.g. through e-bulletins, meeting other DSLs at national and cluster meetings, the AET safeguarding Google community or taking time to read and digest safeguarding developments).

13.2.3 Academy DSLs will also undertake Prevent awareness training.

13.3. Governors

13.3.2 All governors must receive safeguarding training once per year at least to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

13.3.3 Governors are required to sign to acknowledge they have read Part 1 of Keeping Children Safe in Education 2018.

14. Safer Recruitment

14.1 The academy operates safer recruitment practices including ensuring appropriate DBS and reference checks on employees, volunteers and governors are undertaken according to the government guidance 'Keeping Children Safe in Education' (2018).

14.2 We ensure that at least one person on any interview /appointment panel for a post at the academy will have undertaken safer recruitment training as required by the Department for Education's statutory guidance Keeping Children Safe in Education 2018 local safeguarding procedures. Please also see our HR policy.

15. Staff who have contact with pupils and families

15.1 All staff who have contact with children and families have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

16. Monitoring arrangements

16.1 This policy template will be reviewed annually by the Trust Designated Safeguarding lead and deputy.

16.2 At each review, the revised template for academies will be approved by the AET Board of Trustees with responsibility for implementation delegated to the principal / headteacher.

17. Links with other policies

This policy also links to the following policies and procedures:

• Safeguarding and child protection	• Mental Health and Wellbeing
• Behaviour	• Health and Safety
• Staff code of conduct	• Attendance
• Acceptable Use Policy	• Safer Recruitment
• Anti-bullying	• Data Protection
• Racist incidents	• Curriculum

