

## **SCHOOL CHILD PROTECTION POLICY & PROCEDURE**

***"THE WELFARE OF THE CHILD IS PARAMOUNT"***

### **The Seven Gifts of Beddington Infants' School** where every child will:



Our holistic approach is reflected in our aim that, through genuine partnership with families, children leave Beddington Infants' School with these Seven Gifts.



At Beddington Infants' School the safety and welfare of our pupils/students is of the utmost importance. Because of the day-to-day contact with children/young people, our staff are well placed to observe the outward signs of abuse.

All adults working in the school must protect children/young people from harm and abuse, including Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM) and Radicalisation/Extremism (Prevent Duty) and be aware that any pupil/student may be at risk. (see appendix 1)

We have a duty to safeguard and promote the welfare of our pupils/students under the Education Act 2002 and Children Act 1989 through identifying any child/young person welfare concerns and taking action to address them in partnership with families and other agencies where appropriate.

In addition to our child protection policy and procedures, we have policies and procedures to cover the roles of staff, pupils/students and parents in respect of health and safety, anti-bullying, e-safety, positive handling, racism and discrimination, FGM and Radicalisation/Extremism (Prevent Duty) .

We also ensure that issues of safeguarding are raised with pupils/students through the Personal, Social and Health Education (PSHE) curriculum. Our policy applies to all staff, governors and volunteers working in the school and pupils/students and parents are informed about this and our other policies in the school prospectus and on our website.

There are a number of elements to our policy:

- Ensuring safe recruitment practice in checking the suitability of all our staff and volunteers to work with children;
- Raising awareness of child protection/safeguarding issues amongst all staff and volunteers and of what to do if they have concerns;
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse;



- Developing effective links with relevant agencies and co-operating as required with their enquiries regarding child protection matters including attendance at case conferences and core group meetings;
- Establishing and maintaining a safe environment in which children feel secure and are encouraged to talk freely about anything that concerns them;
- Ensuring children/young people know there are adults in the school who they can approach if they are worried about anything;
- Including opportunities in the PSHE curriculum to develop and equip pupils/students with the skills needed to recognise risks and stay safe from abuse;
- Supporting pupils/students who have been abused or may be at risk of harm in accordance with any agreed child protection plan;
- Ensuring we respond appropriately to any concern or allegation about a member of staff or volunteer; and
- Ensuring staff follow accepted "safe practice" principles when working with pupils/students.

If there are Child Protection concerns the **London Child Protection Child Protection Procedures** (*London Safeguarding Children Board, 5<sup>th</sup> edition, 2014*) must be followed (available on the staff shared area, and also available from the designated safeguarding person. It can also be found at [www.londonscb.gov.uk/procedures](http://www.londonscb.gov.uk/procedures)). The Sutton Local Safeguarding Children Board (LSCB) has adopted these procedures. This policy and procedure also accords with:

- "Working Together to Safeguard Children" (*HM Government, 2015*).
- 'Keeping Children Safe in Education' DfE July 2015 (KCSIE)

If lower level concerns or needs (i.e. not child protection) are identified about a particular pupil/student the Sutton Common Assessment Framework (flowchart available at [www.sutton.gov.uk](http://www.sutton.gov.uk)) should be followed.

## DEFINITION

Safeguarding and promoting the welfare of student relates to any child or young person (i.e. under 18 years of age) who has suffered from, or **may be at risk of** physical injury, neglect, emotional and/or sexual abuse and CSE, FGM and Radicalisation/Extremism .

## RECOGNITION

The first indication of concern about a pupil's/student's welfare is not necessarily the presence of a serious injury. Concerns may be because of:

- bruises or marks on a pupil's/student's body;
- remarks made by the pupil/student, another pupil/student, a parent or another adult;
- observations of the pupil's/student's behaviour;
- unexplained changes in the pupil's/student's behaviour or personality;
- evidence of disturbance or explicit detail about abuse or possible abuse in a pupil's/student's play, drawing or writing;
- evidence of neglect, failure to thrive or exposure to unnecessary risks;
- unauthorised absence from school; and / or
- information about the parent(s) / carer(s) of the child/young person or their home background.

## DESIGNATED SAFEGUARDING LEAD FOR CHILD PROTECTION

Our Designated Safeguarding Lead for children is **the Assistant Head Teacher (Adam Funnell)** and other staff available to provide significant cover when he is absent is **(Liz Kearney) Head Teacher (Nicola Smith) Deputy Head Teacher or any other senior leader**. They are responsible for child protection issues. Any member of staff concerned about a pupil/student should tell the Designated Safeguarding Lead or, in his/her absence, the other designated staff, immediately. If they are unavailable, a senior member of staff should be advised. We also have a nominated governor for child protection who is **Glen Smith**.

The Designated Safeguarding Lead has a responsibility to:

- Liaise with the nominated governor, the Multi Agency Safeguarding Hub (MASH) local authority Education and Children and Family Services, Police and other agencies on individual child protection cases;
- Act as the contact person within the school, providing advice and support and ensuring that all staff (including temporary, supply staff and volunteers and members of the governing body) are aware of their role;

- Be responsible for co-ordinating action within the school on child protection issues;
- Discuss individual cases with staff on a “need to know basis” to protect children's right to confidentiality;
- Oversee the planning of any curricular or other provision in relation to child protection/safeguarding matters;
- Ensure staff are familiar with this Policy and Procedure, the London Child Protection Procedures, and any other relevant guidance;
- With any other relevant staff (e.g. tutor, year head), represent the school at child protection meetings and be a member of a core group if required;
- Raise awareness about child protection on an ongoing basis;
- Together with the head teacher and local authority safeguarding children training officer, arrange regular training for **all according to their roles and responsibilities** and that all training undertaken is recorded on the schools' Single Central Record (SCR);
- Ensure that they the Designated Safeguarding Lead and other staff who provide significant cover receive update training at least every 2 years and recorded on the SCR.

### **THE ROLE OF INDIVIDUAL STAFF**

Everyone in the school must be alert to the possibility that any pupil/student, regardless of race, religion, culture, class or family background, could be the victim of abuse or neglect, exploitation, FGM and Radicalisation/Extremism and must be familiar with all of these procedures as set out in KCSIE July 2015. All staff must read section 1 of KCSIE and a record logged on the school's Single Central Record. Concern about a pupil/student must be discussed with the Designated Safeguarding Lead immediately so that if necessary, a referral can be made without delay.

Members of staff should not investigate child protection/safeguarding concerns, but gather information including any witnesses of an incident. An investigation is done by Children's Social Services and or the Police. However, if a pupil/student says something, it is vital to listen carefully, so you can record and report it accurately and pass onto the Designated Safeguarding Lead as soon as possible.

### **CONFIDENTIALITY OF RECORDS**

Our pupils/students and their parents/carers have the right to expect all staff to deal sensitively and sympathetically with their situation. It is important that information is only available to those who need to know it. Parents/carers and, where appropriate, pupils/students should be told their right to confidentiality may be breached if information comes to light suggesting possible harm to a child or young person. Child protection issues relating to individual cases **must not** be subject to open discussion in the staff

room or elsewhere in the school.

Members of staff should also remember not to promise to pupils/students to keep “secrets” (see *procedure below*).

### **WORKING WITH CHILDREN**

We recognise that children and young people who are abused, neglected, or who witness abuse or neglect may find it difficult to develop a sense of self worth. They may feel helpless, humiliated and a sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the student through:

- the content of the curriculum;
- the school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued;
- the school behaviour policy which is aimed at supporting vulnerable pupils/students in the school; we will ensure that pupils/students know that some behaviour are unacceptable and that they are valued and not blamed for any abuse which has occurred;
- liaison with other agencies that support pupils/students such as social services, the child and adolescent mental health service, the borough school attendance service and the educational psychology service; and
- ensuring that, where a pupil/student with a child protection plan leaves the school, their information is transferred to any new school immediately and that their social worker is informed..

### **RECRUITMENT, SELECTION, TRAINING AND SUPERVISION OF ALL STAFF AND VOLUNTEERS**

In our recruitment and selection of staff and volunteers we will at all times adhere to the Government guidance contained within “*Working Together to Safeguard Children*” (HM Government 2015), ‘*Keeping Children Safe in Education* (DfE July 2015).

In particular we will ensure that:

- For good practice, our interview panel includes at least one member who has completed safer recruitment training,
- that we always follow up gaps in previous employment,
- that we always require specific references from employers for the last five years and
- that for all posts, paid and voluntary, the appropriate Disclosure and Barring Service (DBS) information has been received

We keep a single central record (SCR) of all staff with the date and outcome of their DBS check so at all times staff, pupils/students and parents can be assured this has been done.

The school is aware of and takes notice of 'Disqualification by Association' Guidance 2015 where relevant to the school community and responds in a timely manner.

### **CONTRACTORS AND OUTSIDE SERVICES**

We expect all contractors providing services within the school whose staff have access to school premises to comply with this policy and the attached procedure. The contractor or individual must agree to this in writing.

In particular we require any contractor or organisation delivering a service on behalf of the school or using our premises to provide evidence they adhere to the above requirements in terms of recruitment, selection, training and supervision of their staff and any volunteers, in particular DBS information. Checks are usually only required if a contractor's member of staff will be left unsupervised.

This policy and procedure will also apply to any organisation using school facilities. They must agree to this in writing.

### **CHILD PROTECTION PROCEDURE**

#### ***DO NOT DELAY***

- Tell the Designated Safeguarding Lead as soon as you can - it may be necessary to interrupt a lesson to do this - do not leave notes in the Designated Safeguarding Lead's pigeonhole as they may not get back to check their post until the end of the day once the pupil/student has gone home;
- Early referral gives more time to offer help to the pupil/student and family before the situation becomes severe or serious;
- When the matter is already severe or serious, early referral gives more time for others to protect the pupil/student;
- The Designated Safeguarding Lead may consult the Children's Social Services, and MASH.

#### ***MAKE WRITTEN NOTES***

- At the earliest opportunity make a written record of your concerns - record facts accurately and be clear when you are expressing an opinion and the basis for this - these notes will help to ensure accuracy in recalling events later - notes should be legible, signed and dated;
- These notes must be given to the Designated Safeguarding Lead as soon as possible.
- Do not take photographs of any physical injuries, record on a body map and also do not use audio to record disclosures.

### **CONCERN REGARDING SOMETHING THE CHILD SAYS**

**Listen** - do not ask questions or interrogate. Consider interpreting services if English is a second language.

**Remain calm** - if you are shocked, upset or angry the pupil/student will sense this and this could stop them from saying more.

**Reassure** - the pupil/student that s/he has done nothing wrong - tell them it is alright to talk.

**Do not promise to keep it secret** - tell the pupil/student you cannot keep the matter secret and will need to take advice from someone who can help.

### **REFERRAL PROCESS**

If a member of staff wishes to make a referral to Social Services or to the Police they should consult the Designated Safeguarding Lead about how to do this. However, referral must not be delayed - if the Designated Safeguarding Lead is not available a senior member of staff should be advised and the referral made to the Sutton Multi Agency Safeguarding Hub (MASH). Guidance on how to make a referral can be found at <https://www.sutton.gov.uk/index.aspx?articleid=9433>

(Additional information is also available in the *London Child Protection Procedures for details*). The MASH social care team or the Education Safeguarding Children's Adviser will be happy to discuss concerns even if you are not sure at that stage that a referral needs to be made. They can be contacted on 020 8649 0418/0414,

### **REMEMBER**

- If in doubt, consult;
- do not ignore concerns, even if these are vague;
- your first responsibility is to the pupil/student; and
- if you need help or support to manage your own feelings, this can usually be provided.

### **CONTACT WITH THE FAMILY**

Contact with the family should be discussed with the Designated Safeguarding Lead, who may consult the MASH social care team or the Education Safeguarding Children's Adviser.

In cases where a minor physical injury causes concern, it is usual school practice to discuss this with the parent or carer. If the explanation suggests a non-accidental cause for the injury (or a failure to protect the pupil/ student from harm), the pupil/student (as appropriate), parent or carer should be informed that the matter must be referred to the Children and Family Social Work Service via the MASH.

In cases of possible neglect or emotional abuse, the concern may have built up over a

period of time. There may have been discussion previously between school staff and the family about sources of help (e.g. the Children and Family Social Work Service), but if concerns persist, the Designated Safeguarding Lead will need to refer to the MASH .

**In cases where there are suspicions of sexual abuse, the Designated Safeguarding Lead will seek immediate advice from the MASH before discussing this with the family.**

### **RECORDING**

- All records relating to child welfare concerns will be kept on the pupil's/student's file and the file will be kept secure - a chronology of concern should be kept;
- Where there are concerns about a pupil/student, the pupil's/student's file indicates this with a red sticker, making the files easily distinguishable from others where there are no concerns and our electronic files have an appropriate "flag" to indicate there are concerns about the pupil/student;
- We will keep written records of any concerns about pupils/students, even where there is no need to refer the matter immediately;
- Information from records will only be accessed by staff on a "need to know" basis;
- Key staff will need to know when a pupil/student is subject to a Child Protection Plan so they can monitor the pupil's/student's welfare;
- Records relating to the pupil's/student's welfare will remain on the pupil's/student's file as long as the pupil/student is at the school;
- When the pupil/student leaves the school, the new school will be advised in writing that our records contain information about child protection concerns even where these are no longer current. Records should be sent in a way that is lawful in terms of the requirements of the Data Protection Act.

### **CONCERN ABOUT A STAFF MEMBER, CARER OR VOLUNTEER**

- Allegations or concerns about any member of staff, worker or volunteer must immediately be notified to the head teacher (or the Chair of Governors if the concern is about the head teacher);
- The head teacher (or Chair of Governors) will always consult the Local Authority Designated Officer (LADO).
- Following consultation, the head teacher (or chair of governors) in agreement with the LADO will decide on appropriate action:
  - ❖ consider a Senior Strategy meeting
  - ❖ consideration of disciplinary proceedings
- It is important to bear in mind that although the concern may relate to an individual pupil/student, other pupils/students may also be at risk;
- The procedures are in Sutton LSCB Procedure, Working Together to Safeguard Children 2015 Chapter 2, Para 4, "Dealing with allegations of abuse against teachers



and other staff and 'Keeping Children safe in Education (DfE July 2015).

- When appropriate with guidance from the LADO, consideration will be given to referral of a member of staff to the DBS for consideration of the case.
- If a member of staff believes a reported allegation or concern is not being dealt with appropriately, they should report the matter to the Local Authority Designated Officer (LADO) to give support and direction on how to proceed.

Further guidance can also be sought from the MASH.

### ***HARM, FROM OR TO, OTHER CHILDREN***

- Abuse or concerns about a risk of abuse or harm by other children/young people is subject to the same safeguarding procedures as in respect of children or young people being abused by an adult;
- Professionals responding should be alert to the risk a child/young person may pose to children/young people other than any "current" victim; and
- Children or young people who harm others are likely to have considerable needs themselves (e.g. they may have been subjected to abuse, witnessed domestic violence or committed criminal offences).

In such cases there will usually be a need to refer the alleged perpetrator of harm to the Children and Families Service.

### ***FOREIGN EXCHANGE VISITS***

We will seek the consent of our host families to carry out checks with the appropriate local authority to ensure suitability. In the event that a host family has been subject of some kind of concern, unless there is a satisfactory resolution, the family will be regarded as unsuitable to receive or continue to host a student from overseas.

We will take reasonable steps to ensure that a comparable approach is taken with our or by our companion schools abroad.

### ***REQUESTS FOR ASSISTANCE BY OTHER AGENCIES***

- All school staff have a legal duty to assist local authority Children and Family Social Care Services or the Police when they are making enquiries about the welfare of pupils/students;
- Information about a pupil/student must therefore be shared on a "need to know" basis with other agencies;
- When telephone requests for information are received, ***always*** maintain security by

checking the telephone number listing for the caller and calling back to a switchboard number **before** giving information or confirming the student is on the school roll;

- Always advise the designated person about such requests for information;
- Requests for attendance at meetings about individual pupils/students (e.g. child protection conferences) should be notified to the designated person, who will arrange preparation of a report and attendance at the meeting;
- Reports should contain information about the child's/young person's:
  - ❖ academic progress, attendance, behaviour, relationships with children/young people and adults, family and any other relevant matters;
- Reports should be objective, distinguishing between fact, observation, allegation and opinion;
- Unless you specify otherwise, reports will normally be made available to the student's family.

#### **PUPILS/STUDENTS SUBJECT TO A CHILD PROTECTION PLAN**

- The school will be told by the relevant local authority Children and Family Social Work Service when a pupil/student is subject to a Child Protection Plan (previously the Child Protection Register) whether the London Borough of Sutton or another local authority;
- The name of the key social worker must be clearly recorded on the pupil's/student's record;
- The school will participate fully in the work of Core Groups for these pupils/students to assist with the objectives of the Child Protection Plan for the pupil/student;
- When a pupil/student is subject to a Child Protection Plan, the school will report all unexplained absences even if only of a day;
- When a pupil/student is subject to a Child Protection Plan, the school will report all behavioural changes or other concerns to the key social worker; and
- when a pupil/student who is subject to a Child Protection Plan leaves the school, all the child protection information will be transferred to any new school.

#### **GENERAL ISSUES**

All staff must observe the above policy and procedure at all times. They will be reviewed annually and as required in line with changes in local (LSCB) or national guidance.

#### **SUTTON CONTACT DETAILS**

- LB Sutton Multi-Agency Safeguarding Hub (MASH) – 020 8649 0418/0414
- LBS Education, Safeguarding Children Adviser - 020 8649 0414 (if unavailable contact the MASH)

- LBS Education, Safeguarding and Wellbeing Lead – 020 8288 5630
- LB Sutton Children & Families, Referral & Assessment Service (RAS) - 020 8770 4343/4263
- LB Sutton (out of office hours) Children & Families Emergency Duty Social Work Team (EDT) - 020 8770 5000
- LBS Child Protection Advisor (Quality & Performance Unit) - 020 8770 4532 (if unavailable ask for the deputy or contact the Referral and Assessment Service)
- Local Authority Designated Officer (LADO) - 0208 770 4776. If there is a need to make a referral outside of these times call the Out of Hours service on: 0208 770 4322.

#### **OTHER WAYS TO REPORT YOUR CONCERNS**

- Contact the [NSPCC](https://www.nspcc.org.uk) for help if you are unsure whether to report your concerns. Call 0808 800 5000 to speak in confidence, or text anonymously to 88858
- If your concern is urgent or you believe a child is in immediate danger you should contact the Police on 999
- 

#### **KEY SAFEGUARDING DOCUMENTS**

- Working Together to Safeguard Children - March 2015
- Keeping Children Safe in Education – DfE July 2015
- What to do if you think a child is being abused – DfE March 2015
- Advice for Schools on the Prevent Duty – DfE 2015
- Section 26 of the Counter – Terrorism and Security Act 2015
- Section 5B of the Female Genital Mutilation Act 2003 – section 74 of the Serious Crime Act 2015 places a mandatory duty for schools to report from October 2015 to the police.

## **APPENDIX 1: key information on CSE, FGM and Prevent from KCSIE July 2015**

### **1. Further information on Child Sexual Exploitation**

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

### **2. Further information on Female Genital Mutilation**

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

#### **Mandatory Reporting Duty**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers<sup>10</sup>, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty commenced in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

### **3. Further information on Preventing Radicalisation**

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

### **Prevent**

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard must have regard to statutory guidance issued under section 29 of the CTSA 2015 ("the Prevent guidance"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn 2015. This duty is known as the **Prevent duty**. It applies to a wide range of public-facing bodies.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

### **Channel**

School staff should understand when it is appropriate to make a referral to the Channel

programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Updated and Reviewed: October 2016.

Review Date: October 2017.