St Saviour's School
Achieve • Respect • Cooperate

St Saviour's School Safeguarding Children and Child Protection Policy



St Saviour's School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment

Updated September 2026

Introduction:

Article 19 of the UN Convention on the Rights of the Child (UNCRC) states that every child has the right to be protected from all forms of violence, abuse, neglect, and bad treatment and Article 12 of the UNCRC guarantees every child the right to express their views freely and have them taken seriously in all matters affecting them.

St Saviour's School is committed to helping children achieve good outcomes by providing a safe learning environment and to enable them to access all available services to maximise their life chances. This document should be read in conjunction with the Department for Children, Young People, Education and Skills (CYPES) Child Protection Policy and the Jersey Safeguarding Partnership Child Protection Procedures.

We ensure that arrangements are in place to safeguard and promote the welfare of pupils by:

- Providing a safe, healthy learning environment that allows them to develop and progress
- Ensuring there is a safe and well managed school site
- Identifying children who are suffering, or likely to suffer significant harm, taking appropriate action to safeguard their welfare, particularly those pupils who are most disadvantaged, with the aim of ensuring they are kept safe at home and school
- Providing pupils with opportunities to discuss issues and report problems affecting their safety and welfare
- Ensuring safe recruitment practices and robust procedures for all staff, volunteers and visitors to the school
- Ensuring robust procedures for recognition and referral where there are welfare or child protection concerns
- Monitoring and supporting pupils who are subject to child protection, child in need and team around the child plans and contributing to the implementation of their plan
- Raising awareness amongst staff of child protection issues and ensuring staff are equipped to deal with concerns
- Teaching children to keep themselves safe, including online, and ensuring they know who to approach for help, especially but not restricted to, teaching the PSHE curriculum
- Promoting partnership working with parents/carers and professionals and the wider school community
- Ensuring records for pupils transferring in and out of school are received/sent and that there is a comprehensive handover with relevant staff
- Information sharing and communication within school and across agencies takes place regularly and whenever appropriate. The DSL (Pastoral) team meet weekly and policies and procedures are updated according to published timelines or as necessary (prior to published timelines).

This policy ensures that everyone who works in the school is clear about safeguarding children and child protection issues and any action necessary to protect the children in our school whilst they are in our care. The health, safety and emotional well-being of all our children is of paramount importance to everyone who works in our school. Our children have the right to be safe. Children cannot learn appropriately unless they feel secure.

At St Saviour's School we respect each other. The atmosphere in our school is one that encourages everyone to do their best, help each other and care for each other.

Our Personal, Social and Health Education work encompasses all aspects of the school's learning. It helps the children to develop appropriate attitudes towards situations and also helps them to be aware of the impact of their behaviour and decisions on others. We provide opportunities that enable our children to make decisions for themselves and to recognise different risks in different situations and how to behave in response to them.

Child Protection Policies and Guidelines:

KCSIE 2026: Keeping children safe in education 2026: September 2026

J-KCSIE 2025 P Keeping Children Safe in Education 20250910DP.pdf

CYPES Attendance Policy: P School Attendance Policy for Pupils of Compulsory School Age 20250728PS.pdf

All school staff must be aware of and support the content of these policies. They are available on the school network, online and there is also NSPCC child protection information available online.

Identifying Children at Risk of Serious Harm

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs, which indicate that a child may be suffering significant harm.

The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

- Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;
- Development means physical, intellectual, emotional, social or behavioural development;
- Health includes physical and mental health;
- Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.
- Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults, another child, children or young people.

There are four categories of abuse; physical abuse, emotional abuse, sexual abuse and neglect.

Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler. Abuse may be committed by adult men or women and by other children and young people. Be aware that children might not be ready or know how to tell someone about abuse they have experienced. They might not recognise their experience as harmful or might be embarrassed or threatened not to tell anyone about their abuse

Four categories of abuse:

Physical Abuse: Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. (This used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional Abuse: Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a pupil that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse: Sexual abuse involves 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. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Both sexes can commit acts of sexual abuse including both adults and children. The sexual abuse of children by other children is a specific safeguarding issue.

Neglect: Neglect 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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. (Definitions taken from Keeping Children Safe in Education 2026)

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations

- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language

This list provides examples of additionally vulnerable groups and is not exhaustive.

LGBTQ+
Being LGBTQ+ in itself doesn't put anyone at greater risk, but children/young people may be targeted by their peers, or might not have a trusted adult they feel they can talk to.

Children who harm others:
Our school recognises that the harm caused to children by the harmful and bullying behaviour of other children can be significant. Children who harm others should be held responsible for their harmful behaviour and the school staff alerted to the fact that they are likely to pose a risk to other children in the school, home and community. Where this harm involves sexual abuse, serious physical or serious emotional abuse, the safeguarding procedures set out in this policy will be applied, this includes violence against women and girls. Our school recognises that children who harm others are likely to have considerable needs themselves and may have experienced or be experiencing significant harm themselves. Child-on-child abuse is the term given in this circumstance. It highlights that there can be an age imbalance between the children.

Domestic Abuse
Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn't just physical violence – domestic abuse includes any emotional, physical, sexual, financial or psychological abuse. It can happen in any relationship, and even after the relationship has ended. Both men and women can be abused or abusers. Witnessing domestic abuse is really distressing and scary for a child and causes serious harm. Children living in a home where domestic abuse is happening are at risk of other types of abuse too. Children can experience domestic abuse or violence in lots of different ways. They might:

- see the abuse
- hear it from another room
- see a parent's injuries or distress afterwards
- be hurt by being nearby or trying to stop the abuse.

Domestic abuse can happen in any relationship, and it affects young people too. They may not realise that what's happening is abuse. Even if they do, they might not tell anyone about it because they're scared of what will happen, or ashamed about what people will think. Children who witness domestic abuse are also victims, witnessing domestic abuse can have a lasting impact on a child. Children can be victims, and perpetrators in their own relationships too. The school adheres to the Domestic Abuse Notification Protocol (Children and Families Hub), ensuring timely responses to at-risk pupils.

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 cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. A common feature of sexual exploitation is that the child often doesn't recognise the coercive

nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse. All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

Female Genital Mutilation (FGM)
FGM is deliberate cutting, injury or change to female genitals, with no medical reason. It's **illegal** in the UK, including if a girl is taken abroad for it, and is a form of child abuse. It happens for cultural, religious and social reasons and is a form of honour-based abuse, where crimes are committed to protect or defend the honour of the family or community. Families might believe it's beneficial to a girl or in her best interests, which can mean a girl is less likely to raise concerns or talk about it. It can cause **long-term physical problems** (e.g., constant pain, repeated infections leading to infertility, and problems with sex, labour and childbirth) and **problems with mental health**. Girls are more at risk in the summer holidays, as this gives them time to "heal" before going back to school. It most commonly happens between the ages of 5 and 9

Radicalisation
Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

DSLs undertake training with regard to specific, current and relevant Safeguarding issues. Training may be online or at attendance through locally provided sessions, including the DSL update sessions. This training is cascaded to all staff following training.

Children Missing from Education
Children missing education completely is more than an attendance issue. When a child leaves school within or outside of Jersey and moves to another jurisdiction, it is our responsibility to take steps to locate their whereabouts and to make direct contact with their receiving school or education setting. Only after effective attempts have been made by schools to locate the child without success should they refer their concerns to the Education Welfare Team Manager for CYPES. If any pupil goes missing from school during a school day, a DSL and the school office is alerted immediately. Parents will be informed and the Police may be notified if the pupil is unable to be located in the vicinity.

Designated Safeguarding Lead:

The Designated Safeguarding Leads (DSL) are Mrs Thom, Mrs Williams, Mrs Jones and Mrs Cordiner. All safeguarding, including child protection, issues should be referred to one of the Designated Safeguarding Leads in the first instance and recorded onto MyConcern. The DSL role includes:

- understanding the appropriate child protection procedures and ensuring that the school follows these procedures and all staff are trained and clear about policy
- knowing how to identify the signs and symptoms of abuse and when and how to make an enquiry
- effective record keeping and preparing clear reports
- attending appropriate training and case conferences
- monitoring any children at risk within the school and meeting with other agencies to discuss these children's needs and progress
- building good working relationships with other agencies.
- appropriate dissemination of training and information to staff within the school

Procedures:

- We regard all information relating to individual child protection issues as **highly confidential** and treat this information accordingly. We only pass information on to appropriate persons
- Staff are vigilant for signs of abuse or neglect and report any concerns to SLT **immediately.** If a member of staff notices **anything unusual about a pupil they must speak immediately** to one of the Designated Safeguarding Leads. Do not keep information to yourself. It may be vital to a pupil's safety/wellbeing. Any concerns must be recorded on My Concern, this is our safeguarding programme used by the majority of schools in Jersey. DSL's are emailed immediately when a concern is raised. Tasks may be set for specific staff to follow up or action.
- Relevant, factual information regarding child protection issues must be recorded by staff on 'My Concern'. Words spoken are noted down in speech marks.
- Staff Meetings and briefings include confidentially informing relevant teaching staff of children's needs, including those at risk.
- All adults and students working in the school, including those involved with extra-curricular activities are required to check with the Head teacher or Deputy Headteacher regarding current policies and procedures relating to DBS forms.
- All visitors / workers are to report to the school office on arrival and departure, where signing in and out files and visitor badges are stored. If a visitor/volunteer has any concerns of a safeguarding nature they must immediately report it to the DSL and complete a **red concern form** available in the staffroom and school office.
- There is a Department for Children, Young People, Education and Skills (CYPES) Code of Practice for Contractors. All must report to the school office and sign in the Property Log Book, wear an identification badge provided by their employer and sign out at the school office when leaving the school. They must also check with the school that the work to be carried out is at an appropriate time in relation to the pupil's care and safety.
- There are specific procedures for all on-island and off-island school trips.
- Staff should not work with an individual pupil in a separate room with the door closed without a viewing panel.
- Teaching staff should take care that an appropriate setting is used when supporting or meeting with individual pupils.
- If a pupil needs fresh clothing following an accident, staff should not be on their own with that pupil while the pupil is getting changed.
- Staff should check that pupils are monitored only when cleaning themselves after a toilet accident, alternatively the parent / carer should be consulted.
- The Nursery and The Haven and the SENCo follow appropriate procedures which support the issues above.
- First Aiders supporting pupils always take heed of child protection issues.
- Staff to check with a member of the pastoral team with regard to checking pupils with reference to any health or development query/situation.
- 'Stranger Danger' issues are clarified with pupils and supported by staff.
- All staff and helpers taking extra curricular activities need to check appropriate procedures with the Headteacher.
- Update staff training in Child Protection is to be carried out at least annually, with training arranged as required, for new staff.
- The school maintains an up to date single central register to ensure all checks on staff and visitors are current.
- All school staff, supply staff and volunteers have access to this policy.
- This policy is to be reviewed annually with staff and sooner if necessary.

Recording and sharing information

The Designated Safeguarding Lead is responsible for ensuring that records are accurate, up to date and that recording is of a high standard. Staffing training and updates with regarding to recording takes place annually.

The following should be recorded on the Safeguarding My Concern online programme

- Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken
- What action was taken to refer to concerns or how to manage risk within the school
- Whether any follow-up action was taken; how and why decisions were made
- Where a child who is subject to a protection plan transfers to another school, the Designated Safeguarding Lead is responsible for ensuring that copies of all relevant records are passed to the Designated Safeguarding Lead teacher at the new school. A handover sheet is supplied to the new school for signature on receipt; face to face meetings for school handover of the child's information is recommended
- The Designated Safeguarding Lead is responsible for keeping central records of child protection and welfare concerns which should be recorded and kept in line with Department for Children, Young People, Education and Skills (CYPES) retention schedules
- When a pupil transitions between schools safeguarding records will be electronically transferred using the My Concern package, Welfare Call programme and all paper records will be hand delivered for the attention of the DSL. A sign off sheet is used for paper copies of records transferred.

Allegations regarding person(s) working in or on behalf of the school (including volunteers)

When an allegation is made against a member of staff, set procedures must be followed in accordance with the Department for Children, Young People, Education and Skills (CYPES)'s Managing Allegations policy. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.
Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- behaved in a way that has harmed a child or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

We will apply the same principles as in the rest of this document, as well as always follow the procedures outlined in the department policy. This includes allegations against staff in their personal lives. Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly, in line with agreed procedures and outcomes recorded.

Initial Response to an allegation or concern:
Initial Action by person receiving or identifying an allegation or concern:

- Treat the matter seriously and keep an open mind.
- Make a written record of the information, including the time, date and place of incident/s, persons present and what was said and sign and date this.
- Immediately report the matter to the most senior person in the organisation.

Initial Action by the Designated Safeguarding Lead:

- Obtain written details of the concern or allegation, but do not investigate or interview child, adult or witnesses
- Contact the Department for Children, Young People, Education and Skills (CYPES)'s Safeguarding Lead within 1 working day
- Discuss with the Department for CYPES Safeguarding Lead - next steps
- Contribute to the child protection process by attending professional strategy meetings
- Ensure clear and comprehensive records regarding the allegation, and action taken and outcome are retained on the staff member's personnel file
- Consider along with Human Resources and the Department for CYPES Safeguarding Lead whether a referral to the DBS should be made.

Whistleblowing
See the Government of Jersey Whistleblowing policy. Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk. You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk.

Remember it is often the most vulnerable children or young person who is targeted. These children need someone like you to safeguard their welfare. Don't think what if I'm wrong – think what if I'm right?

Each individual has a responsibility for raising concerns about unacceptable practice or behaviour

- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

What stops people from whistle blowing

- Fear of starting a chain of events which spirals out of control
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

How to raise a concern:

- You should voice your concerns, suspicions, or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken
- Try to pinpoint exactly what practice is concerning you and why
- Approach your immediate manager, Designated Safeguarding Lead/Head teacher
- If your concern is about your immediate manager/Head teacher, speak to the Department for Children, Young People, Education and Skills (CYPES)'s Safeguarding Officer
- Make sure you get a satisfactory response – don't let matters rest

- Ideally, you should put your concerns in writing, outlining the background and history, giving names, dates and places wherever you can
- A member of staff is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern.

Refer to the Government of Jersey Whistleblowing policy

Staff Training

All staff must attend the face-to-face Safeguarding Partnership Jersey (SPJ) accredited Foundation Level Safeguarding Children Training as part of their induction programme. This training is valid for three years and therefore must be repeated within that timescale to be kept up to date. All school staff attend at least 2 update sessions as part of staff training annually. All DSL's are trained to at least Level 3. A record of training attended is stored digitally. Staff retain their training certificates in their CPD files.

Review date : September 2027

APPENDIX 1
Child and family hub referral/ Enquiry/referral guidelines

The Designated Safeguarding Lead will decide whether to make a Children and Families Hub enquiry following a discussion with the member of staff who has raised concerns. However, anyone can make a referral to the hub.

- **Parental consent must be sought prior to the enquiry being made, *unless seeking consent would place the child at risk of further harm***
- If parents do not consent, ***but your view is that the child has suffered harm, or in your professional opinion remains at risk of suffering significant harm, the Children and family hub enquiry must still be made in absence of 'parental agreement' and the parent made aware***
- The Decision-maker will acknowledge all enquiries within 24 hours and inform the referrer of what action will be taken
- Where the child has suffered or likely to suffer significant harm, the Children's Initial Response Team (CIRT) will convene a strategy meeting and invite representatives from relevant agencies; education being a key agency for any school-age child. The strategy meeting will discuss and analyse information available and agree a plan for managing risk and identify further assessment. This process not only considers the child concerned, but any siblings or other children who may also be at risk from harm given any additional disclosures and information available
- In emergency, high-risk situations the enquiry will be rag rated as 'Red' and will refer to the CIRT and the Police for a joint investigation. This involves interviewing the child as soon as possible and sometimes includes 'Achieving Best Evidence' (ABE). This is a process to interview children using appropriate recording facilities dependent upon the child's age and capabilities. ABE can be used to support the child's disclosure and used in evidence where prosecution is likely
- In emergency situations where the child remains at risk of harm if left with or returned to their family/carer, a Social Worker is allocated and is responsible for arranging for the child to be moved to a place of safety; this can include relatives, foster care, Robin Ward at Jersey General Hospital.

About the Children and Families Hub

The Children and Families Hub provides information, advice and support for families and young people.

Our aim is make sure you get the right help, at the right time. This could be some advice on the telephone or a one-to-one consultation. We'll also put you in touch with any services that can help you.

The hub also responds to any safeguarding concerns you may have for a child or young person.

Whatever help you need, we'll make a plan with you and with the services helping you.

Get in touch

There are many ways to get in touch:

- search our online directory and contact the relevant services directly
- speak to our Children and Families Hub on +44 (0) 1534 519000, we're open Monday to Thursday 8.30am to 5pm and Friday 8.30am to 4.30pm
- complete our 'Request for Advice' online form, we'll get back to you within 1 working day
- email us at childrenandfamilieshub@gov.je, we'll get back to you within 1 working day
- talk to someone you're already in contact with, for example a teacher, youth worker, health visitor or your GP

- young people up to 25 years can talk to the YES project for information, advice and counselling on the free helpline +44 (0) 800 7350010, available Monday to Friday, 12pm to 6pm or email the Youth Enquiry Service

Information for practitioners
Practitioners are able to submit a referral to the Children and Families Hub for a child, young person or family by completing the online form.

The Department for Children, Young People, Education and Skills (CYPES) Designated Lead is: Dani Perrier Tel: 07797954714

Remember

If you have a problem you can't fix on your own, it's a good idea to ask an adult you trust for help.
Use our school Russian Doll Strategy



Share your worries…

Designated Safeguarding Leads



Ms Thom
Designated Safeguarding Lead



Mrs Williams
Head Teacher



Mrs Jones
Deputy Head Teacher



Mrs Cordiner
SENCO

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