



Anti-Bullying Policy

Appendix to Positive Behaviour Policy and read in conjunction with a range of other school documentation, including SEND & Inclusion, Equality and Diversity, Safeguarding Policy and Complaints Procedure.

Ratified: October 2020

Review Period: Autumn 2021

At St. Alban's Catholic Primary School Community, we believe bullying behaviour to be is unacceptable in any form, and note it affects the social, emotional well-being and development of children and adults, it is our aim to challenge and eradicate such behaviour in our school.

The Education and Inspections Act 2006 Section 89 of the Education and Inspections Act 2006 states that maintained schools must have in place measures to encourage good behaviour and prevent all forms of bullying amongst pupils. It is crucial for every school to have robust systems and working strategies to prevent all forms of bullying. These systems should be rooted within the school's behaviour policy and should be communicated to all stakeholders within the school's community, including staff, pupils, parents /carers and governors.

The purpose of this policy is to provide clear guidelines to minimise the risk of bullying, by raising awareness, setting out strategies for prevention and offer clear guidance of how to respond when faced with any incidents of bullying, should they arise.

Doncaster Local Authority Definition of Bullying



ABA/DSCB and Doncaster LA agreed definition

- Bullying is the repetitive, intentional hurting of one person by another(s), where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace.
- Bullying behaviour deliberately causes hurt (either physically or emotionally).
- Bullying behaviour is repetitive (though one off incidents such as the posting of an image, or the sending of a text that is then forwarded to a group, can quickly become repetitive and spiral into bullying behaviour).
- Bullying behaviour involves an imbalance of power (the person on the receiving end feels like they can't defend themselves).

Bullying is not:

- teasing and banter between friends without intention to cause hurt;
- falling out between friends after a quarrel or disagreement;
- behaviour that all parties have consented to and enjoy (though watch this one as coercion can be very subtle).

The key characteristics that turn unkindness into bullying are:

- that it is repeated and goes on over time;
- that it is deliberate and not accidental;
- that it involves the person doing the bullying having some of power over the person experiencing the bullying (either because they are bigger, stronger, have more friends or have something the person wants).

St. Alban's Definition of Bullying

The community of St. Alban's Catholic Primary School agree that 'Bullying takes place when a person or a group of people deliberately and repeatedly set out to try to hurt or upset (physically, emotionally or mentally), another person or group of people'. Sometimes children may be involved in disagreements and be hurt or upset by other children(s) behaviour and actions (both physically and verbally), we believe that if such behaviour is deliberately repeated so that it becomes routine, this can be considered as a bullying mentality and every effort should be made to eradicate it.

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically, emotionally or mentally. Bullying can take many forms (including, cyber-bullying via text messages, social media or the internet). Bullying is often motivated by prejudice against a particular group, including race, appearance, actual and perceived difference, family background/situation etc).

**Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship, which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

St. Alban's commitment

St. Alban's Catholic Primary School believes it is a fundamental right for all pupils and staff to feel safe and secure within school. We endeavour to create a calm and positive learning environment where everyone is valued and able to thrive because they feel safe and secure. We aim to build a supportive school community where all stakeholders show self-respect, abide by good moral codes and display positive attitudes towards others, recognising and celebrating each person's uniqueness; a place that understands and values everyone and celebrates difference.

In an ethos of tolerance and respect we try to instil in our pupils a sense of being 'fair and just' so that instances of unacceptable behaviour towards others are addressed and dealt with swiftly so that inappropriate behaviour is not on-going and instances of bullying are rare. We know that bullying can take many forms and consequently we cannot guarantee it will not happen in our school, however we can guarantee that keeping all of our children safe is an absolute priority. Therefore, we will react and respond to instances of poor behaviour and behaviour which targets others swiftly, taking a serious view with regard to instances of potential bullying.

In our quest to build a positive and purposeful school community we recognise and value our close working partnerships with parents and carers. We welcome communication and strong working relations with parents and carers when incidents of bullying are suspected. School staff will liaise and sensitively report known information to the parents and carers of any pupils involved in any incidents that may be perceived as bullying situations.

Within school it is recognised that all children are individuals, and arrive to school from a range of differing home circumstances. Children may display a range of varied needs in line with their age and stage of social development, all of which will contribute to, and influence their behavioural responses. As educationalists we will endeavour to assess and equip children with socially acceptable strategies that will enable them to interact with and respond positively in a range of social situations. With this in mind, we know that some children

present varying needs in terms of their social understanding and development. This is not seen as an excuse, but a limiting factor in their emotional awareness and as such may present a barrier in their ability to empathise and fully understand the consequences of their actions and behaviour. It is therefore important that we recognise unacceptable behaviour, and, as a school are pro-active in teaching our children of their right to be listened to, and promote the teaching and learning of appropriate strategies to maximise positive social interaction, so that children can overcome behavioural difficulties and are not inappropriately labelled as 'bullies'. We believe that the messages children receive during their early school years have a significant impact on their on-going emotional wellbeing and we will work hard to equip all children with appropriate life skills and personal strategies for their life's journey, enabling to take a just and law abiding place in society.

St. Alban's Catholic Primary School recognises that instances of negative and bullying behaviours are a source of personal hurt, concern and stress which can manifest itself in a range of different ways. School will endeavour to thoroughly investigate any issues raised recognising the emotive and emotional stress these types of issues can cause, it will carry out its duties in an objective manner to ensure all known information is considered so that careful judgements can be made, ensuring sensitivity is applied and maintained in all situations.

All school staff will be clear about procedures and how to implement the policy, including when and whom they should report incidents to. If after initial investigation a situation of bullying is suspected senior staff should be informed, with details and related information.

Bullying of staff is unacceptable, whether by children, parents /carers, staff or governors. SLT will make a judgement on how to proceed and as to whether it is necessary for the case /incident(s) to be shared with the wider school community. If incidents involving the SLT (Headteacher / Deputy Headteacher) information should be passed to /shared with the Safeguarding Governor*

St. Alban's Catholic Primary School endorses that in our policy we aim:

- To protect pupils, staff and visitors, *(including parents and carers)*.
- To use opportunities within the life of the school and the curriculum to embed a supportive and caring environment.
- To celebrate diversity and difference and promote the message 'All different. All equal'.
- To prevent bullying
- To provide guidelines for the identification of bullying.
- To provide procedures for addressing incidents of bullying and to minimise the risk of re-occurrence.
- To promote an anti-bullying ethos amongst the whole school community.
- To support the social and emotional well-being of all pupils and staff.
- To work closely with families to achieve the above.
- To report and work within legislative frameworks to safeguard young people.
- To review practice on a regular basis – using appropriate review systems

In line with the LA recommendation that all schools have a system to log concerns, St. Alban's uses the Child Protection Online Management System (CPOMS) recording and reporting system. As a school working in partnership with Doncaster LA all information request services are in line with GDPR regulations

We will endeavour to prevent bullying by teaching and encouraging our children:

- To build positive and co-operative relationships with others.
- To understand and demonstrate values of respect and how our actions affect others.
- To know how to resolve difficult situations without resorting to bullying behaviours of any kind
- To know and understand any prejudice based language, ethnicity, religion or gender is unacceptable.
- To openly discuss differences between people that could motivate bullying.
- To be confident to report bullying quickly.
- To resist bullying behaviour at any level.
- To develop strong relationships with others and know that bullying is not acceptable

A range of strategies are used to prevent and reduce incidences of inappropriate and negative behaviours:

- Our school's Mission and Ethos is rooted in the Gospel Values, children are actively supported in developing their own good moral code in an atmosphere of mutual respect and tolerance.
- Children are nurtured to understand that difference is an integral and enriching part of society to be welcomed and celebrated
- Staff within school encourage children to develop positive behaviours acting as role models – leading by their own example
- The curriculum is rooted in the school's ethos so that positive attitudes and good learning behaviours are an integral part of the school's daily order.
- School builds strong relationships with parents and carers and communication is effective, clear and transparent.
- Aspects of positive self-esteem and strong personal well-being permeate the school's curriculum, developing positive life skills that the children are confident to apply and use independently in a range of situations.
- Building and developing strong communication skills are an integral part of the school's curriculum. Children are given time and opportunity to express their concerns and emotions alongside supportive staff
- All children in school, including during unstructured times are well supervised by staff. Personalised and tailored support is implemented for some children when necessary.
- Staff are expected to listen non-judgmentally to pupils before responding, enabling a clear understanding of the situation and minimising any misinterpretation of events
- Assemblies/Collective Class Worship, RE lessons and PHSCE sessions develop moral awareness
- Self-advocacy is encouraged through a range of activities including School Council, House Teams and monitor responsibilities
- Staff invest time during break and lunch times and also at the beginnings and ends of the day to develop whole school approaches towards a positive behaviour culture
- Children are well supervised during IT and computing lessons, internet and cyber safety are taken seriously
- All pupils at school are actively encouraged to express their views on whether and when they feel safe or unsafe at school.

- Pupils may have specific targets around developing appropriate social interaction skills as part of their Support Plan, EHCP or annual targets.

Systems that support us

- The policy will be reviewed annually.
- Training and updates, *(as necessary)* for all staff *including teachers, teaching assistants, midday supervisors and administrative staff* will be clear and on-going, so that everyone understands the policy and their responsibility in its implementation
- The school will seek to ensure children are equipped with the skills to understand their role and responsibility in helping the school to remain bully free.
- Events such as Anti-Bullying Week and Internet Awareness Days will support the school's drive to eradicate bullying behaviours.
- The school commits to maintaining and improving the nurture provision throughout school. Support through our Nurture Provision, including a range of strategies i.e. (mindfulness and self-awareness activities), in-school counselling support through Hallam Caring Service are in place.
- The School will continue to work in partnership with external organisations i.e. Child-line and NSPCC to support our policy
- Assemblies, the curriculum and special focus events to reinforce the message of the policy and teach children about their 'rights and responsibilities' remain in place. Our commitment for children **not to suffer in silence**; will be demonstrated by our teaching that we each are valued, are important and have rights. Everyone has the right to be, and feel happy and safe in school, and in instances connected to school
- Children and adults will know they have the right and should report any incident of bullying, they will be listened to and their report taken seriously and investigated.

It is our aim to know and understand the children within our care, we will as such endeavour to recognise unusual emotional states or behaviours that are not consistent with our knowledge of them as individuals, signs might include

- Repeated and unexplained illness, especially on specific days of the week
- Reluctance to participate in usual school activities
- Withdrawn behaviours, including around specific groups or individuals
- Unusual need to seek adult attention /support (i.e. at breaktime)
- Change in usual habits, low mood, nervousness
- Change in attitude towards school, peers, staff

If bullying is reported – *sensitivity should be observed for all parties*

- An appropriate member of staff will make an initial enquiries with all parties involved in relation to any report of bullying
- The child/children who feels victimised will be interviewed sensitively and necessary reassurances given
- The child/children accused of the bullying behaviours will also be interviewed sensitively; the questioning should be without accusation.
- Where prove or evidence can be established or admittance is given, efforts should concentrate on discovering reasons behind behaviour
- Witnesses may be interviewed as appropriate, and information considered carefully
- At any point within this process the member of staff dealing with the situation may consider it necessary to alert a senior member of staff

If bullying is detected

- Following investigation, if an issue or instance of bullying is detected a member of SLT in consultation with the appropriate classteacher and other identified staff will decide on an appropriate course of action
- Any action taken will be dependent on the findings of the incident, the nature and circumstances of the bullying and the children involved. We recognise that situations may have a range and differing and varied contributing factors, therefore actions will be reflective of the circumstances and so consequences and solutions will be agreed in response to the situation and are not 'set in stone'
- Parents / carers of victims and bullies will be contacted by an appropriate member of staff; discussion will include the findings of the investigation, arising or identified problems and the planned way forward. The views of the parents / carers of both parties will be considered and taken into account. Staff welcome the support of parents /carers and value their contributions which may reflect ideas of consequences, however determining appropriate sanctions is the responsibility of school staff, for which we seek parental and carer support.
- In the interests of the school community 'Restorative Practice' is considered an integral part of the healing and resolving process, though this can take many forms.

Where bullying is not found /or cannot be confirmed

- This does not mean that bullying is not /has not happened
- Parents / carers of children involved in this situation will be informed
- Those involved (potential bullies and victims) will be monitored closely and regularly, which will involve an initial expectation meeting and following this review meetings, parents /carers will be kept informed of the progress for this monitoring and provision.

How will we support (including monitoring) the victim and the perpetrator?

- This will be dependent on the nature of the bullying incident, incidents will be treated on an individual basis taking into account the circumstances of the incident and the children involved
- We will find ways to improve the situation based on our findings; the children involved in the incident will be integral to the agreed solution and way forward. Where appropriate parents/carers will be involved and will be kept informed of strategies.
- All victims will be reassured, supported and regularly monitored to check the bullying has ceased and they feel safer /happier in school. There are systems in school which can be deployed for those children who continue to feel vulnerable e.g. peer support; playground buddy support; friendship circles; use of break and lunchtime activity clubs etc
- Any child who is found to have experienced bullying behaviour towards them will be supported, victim's welfare is paramount in this process
- It is important that for children who have displayed and demonstrated bullying behaviours and have been identified as a perpetrator have access to support, so that they may begin to develop improved behaviours by understanding their emotions and adapting and modifying their inappropriate actions. In this way a consequence may be only a small part of the process and not necessarily the whole solution

St. Alban's is committed to ensuring ALL children and adults within school feel safe, and actively encourages children to speak to adults in school or at home if they are worried or concerned, regarding any issue.

In the case of a safeguarding concern: Designated Safeguarding Leads are

Mrs Jo Ayres Headteacher, Mrs Lindsey Ebsworth School Leader

Mrs Jane Hays – Pupil Manager

Where an incidence of bully is identified SLT will determine who needs to be made aware, appropriate protocols will be followed.

The school will report to parents / carers of incidents that may be perceived as or proved to be 'bullying' situations

We will always rely on parents and carers to contact the school if an incident of bullying is reported at home.

APPENDIX

Legislation:

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is the public sector Equality Duty, which came into force on 5 April 2011.

The Duty has three aims. It requires public bodies to have due regard to the need to:

- *Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.*
- *Advance equality of opportunity between people who share a protected characteristic and people who do not share it.*
- *Foster good relations between people who share a protected characteristic and people who do not share it.*

Maintained schools and Academies are required to comply with the Equality Duty.

Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

Intervention

“Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves”.

DfE 2014

Keeping Children Safe In Education (KCSIE)

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’.

Where this is the case, school staff should report their concerns to the Doncaster Children’s Safeguarding Trust (DSCT). Where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

CYPO, EPS, CAMHS, School Nursing team, Doncaster Pride may provide additional support, if identified. In addition to access to National anti-bullying charities, ABA, Stonewall, gendered intelligence, Diana awards, CEOP, NSPCC etc.

The school has appropriate policies for social media and acceptable Internet use in place covering children, staff and communities. When needed, the school will work with legal services and the CYPO police officer for the school.

Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour or communications could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If a situation arises where school staff feel an offence may have been committed they may need to seek assistance from the police.

(For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.).

The main ways people bully are:

- **Physical:** e.g. pushing, kicking, pinching, including threats
- **Verbal:** e.g. name calling, sarcasm, persistent teasing, and threats
- **Emotional:** e.g. humiliation, exclusion from groups / activities
- **Cyber:** e.g. by use of mobile phones, Internet, social networking, Apps, gaming
- **Damage to property:** e.g. demanding, stealing or damaging possessions, graffiti
- **Sexual:** e.g. unwanted physical contact, abusive comments

Bullying can take many forms. In a primary school's young people agree, "emotional or verbal forms of bullying are perhaps more common than physical forms of bullying". All situations where a child or children repeatedly use emotional, verbal or physical means to deliberately hurt another child or group of children, we consider to be bullying.

Although not an exhaustive list, examples of forms of bullying can be:

- Name calling/putdowns
- Deliberately leaving someone out
- Taking friends away from someone
- Telling other people not to be friends with someone
- Stealing things from someone
- Spreading false rumours about someone
- Physical: hitting; pinching; hair-pulling, tripping up, pushing etc
- Taking someone's things or demanding to have them
- Damaging someone's possessions
- Making threats
- Making negative remarks about a person's culture, religion; skin colour; family, home, sexual orientation, gender, identity etc.
- Saying negative things about someone's look/body appearance.
- Making remarks about disability or physical condition
- Picking on something that is different: clothes; accent; being poor or rich; being clever; not being able to do something; wearing glasses; being shy
- Picking on children because they act differently to the way 'the bully' thinks boys and girls should act (e.g. a boy playing skipping; a girl having a very short haircut)
- Making nasty phone calls; sending nasty emails or text messages; posting negative comments on social media and networking sites

Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, gender identity, SEND, appearance or health conditions or because a student is looked after, adopted or has caring responsibilities. It might be motivated by actual differences or perceived differences between pupils. Staff are aware of indicators of CSE and Domestic Abuse and know how a `bully` can identify a potential victim to exploit.

Those people who use bullying behaviour need support to recognise, understand and modify their behaviour. Those people who become targets of bullying behaviour need support and reassurance that the issue is being addressed, and may need additional support to develop resilience. This should be achieved within an embedded culture of celebrating difference and diversity, through an ethos of everyone being treated equally within a safe environment.

The main types of bullying are based on:

- Appearance: e.g. hair colour, body shape/weight, clothing
- Age/Maturity e.g. interests/hobbies associated with younger/older people
- Disability, Special Needs, Medical Condition: e.g. related derogatory language.
- Ability/application: gender compliance, hard-working (e.g. nerd, teacher's pet)
- Race/Ethnicity: e.g. racial taunts, gestures (racism)
- Gender Identity: e.g. transgender, different to typical gender norms (transphobia)
- Religion/Belief: e.g. faith, lack of faith, perception of belief (accurate or not)
- Home: class background, free school meals, looked after (e.g. chav/posh)
- Sex: intimidating/harmful attitudes or language (e.g. bitch) (sexism)
- Sexual Orientation: e.g. Lesbian, Gay or Bisexual Trans (LGBT) people or family members (real or perceived) (homophobia/biphobia)

Pupils on the Autism Spectrum

Where the term 'autism spectrum' is used, it refers to children and young people who are affected in a variety of ways by their condition. It also includes children and young people with a diagnosis of Pathological Demand Avoidance.

Autism spectrum affects the development of pupils' communication, social relationships, flexible thinking and sensory processing. Social interaction can be a complex issue for children and young people on the autism spectrum as it is impacted upon by varying degrees of difficulty in all of these areas, in particular, regarding social understanding and empathy. This means that children and young people on the autism spectrum may be vulnerable both to being targeted as well as becoming involved in using behaviour, which may be perceived as bullying behaviour.

There are also some children and young people on the autism spectrum who misinterpret social interaction. This may make them vulnerable to being targeted if they do not recognise inappropriate or unacceptable behaviour, or, if they do not have the appropriate strategies to deal with it. It may mean that they report having being bullied when there has not been an incident of bullying behaviour if they have misinterpreted an interaction or situation. Some children and young people may be at risk of using behaviour themselves, which could be perceived as bullying, if they have social and verbal skills which they use to provoke negative reactions in others. However, it must be remembered that they lack the emotional understanding or empathy to appreciate the implications of their actions. Sometimes, their actions or words can simply be as a result of copying something they have watched on TV or the internet, and may not carry any harmful intent. This does not lessen the impact on the

recipient, but does affect the interpretation of the situation. These different and complex situations will require careful identification and sensitive intervention, which should be done openly in staff teams and with support of the family.

Use of Internet and cyber bullying:

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available.

CEOP – Think You Know

We have CEOP trained staff, there are safeguarding details and young people and families understand how to report to CEOP and on-line protection concerns, in addition how to make a referral to the CSE team or domestic abuse, young persons advocate.

CONSIDER USING THE CEOP EYE / BUTTON – TALK TO SOMEONE

- If you feel able, ask the bully to stop. Try not to show you are upset or angry.
- Try to ignore the bullying, say 'no' firmly and walk away.
- Tell a friend what is happening.
- Tell a teacher or another adult in school.
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you.
- Tell your family.

Parents (*watch for signs of bullying*)

- Monitor social networks/computer use.
- Listen and talk to your child about the situation. Give sensible advice.
- Contact your child's classteacher or speak to a member of the SLT immediately if you are worried.
- Reinforce the value of good behaviour.

School Friends (*children can support a zero tolerance policy by being the 'eyes and ears' of the school. We can be proud to be a 'telling school':*

- Alert a teacher to your concerns.
- Talk to your friends about the situation.
- Most importantly always tell someone. Adults can help by intervening to stop bullying.
- All children have a responsibility to avoid encouraging or inciting bullying.

Ofsted

Parents, staff and children at the school will be invited to give their views regarding a range of aspects about the school's performance including how safe they feel in school.

Signs of a member of staff being bullied may include:

- General low morale
- High rate of absenteeism
- Frequent disputes, complaints and grievances
- Inefficient team working
- Social isolation

Possible action to support school staff

All bullying behaviour towards any member of the school staff is unacceptable, whether by another member of staff within the school or when away from the school's site.

- Any report of such incidents should be dealt with promptly
- A member of the SLT should handle incidents and investigations sensitively and in confidence.
 - In the first instance, wherever possible try to resolve the situation informally before initiating formal procedures
- If appropriate /necessary seek and consider HR advice
- Ensure all staff are aware of and understand the expectations of the school's code of conduct
- Consider the involvement of Union support, health and well-being agencies and /or other external support
- If the bullying incident is in relation to the Headteacher this should be reported to the Safeguarding Governor or Chair of Governors

See also National websites, Stonewall, NSPCC, CEOP- Think U K, Anti-Bullying Alliance, Diana Awards, genderedintelligence, DfE, BBC education etc.

Acknowledgements:

Doncaster Children's Safeguarding Trust

CEOP

Doncaster Local Authority

Stonewall