

Project TEN – Scheme of work about criminal responsibility and rights of young people. June 2020

Aim: A 10 session scheme of work to raise awareness in young people of their responsibilities and rights regarding crime, as well as the support networks to keep them and others safe

Each session is up to one hour long, but can be adapted to suit local needs

Each session has a powerpoint and core worksheet.

Each session is adaptable for KS1-2, KS3-4 and post 16. To aid this each session contains teacher notes that explain what the core concepts are for that session, with development activities and extension activities, **alongside the powerpoint and the worksheet**. These may be used in different ways. For example, the core concepts may form the whole session for younger students or less able students or those with additional learning needs. For older or more able students, they may work through the core concepts quickly and then into the development and extension activities. The activities in the powerpoints can be used to supplement or instead of the worksheet activities. Where the ppt does not specify level, the information is relevant to all ages. We have left them deliberately non-prescriptive to allow teachers flexibility to meet the needs of their own setting.

If teachers have any question or need support please email safeguardingpartnership@gmail.com

The scheme of work covers three broad themes; keeping safe from crimes and risks, age of criminal responsibility, how to report crime and seek support from others.

Each session is accompanied by a supporting powerpoint with notes for teachers, linked worksheets and activities. There is also an optional workbook. Children can complete all work in their usual school PSHE book, or if desired, all of some of the workbook can be used.

The 10 sessions are based around the following 10 points

1. You can be the victim of a crime at any age, this includes unborn children, babies, children, and young people. There are times when you might not know or feel like you are a victim of a crime, when others groom or trick you. The Police are there to help you and all of us.
2. Everyone needs to be safe at home. If you or someone living with you, doesn't feel safe, or feels controlled, or is being made to do things they don't want to do, this is domestic abuse. You all need help.
3. If anyone is hurting you physically, sexually, or emotionally, they are abusing you, even if it is someone you know or love, it is still abuse. You have a right to be safe. This includes being safe from sexting, online abuse, cyber-bullying, sexual/drug exploitation.
4. Any abuse and attacks on people are illegal, those which are racist, homophobic, about their faith, or their disabilities, are hate crimes. You have a right to be you, without fear.

5. Ten years is the age when you are held to be responsible in law for what you say and do. If you break the law, you risk getting a criminal record, which will affect your opportunities in life in the future.
6. We all need to control ourselves. If you damage buildings, or cars, or the environment, or take risks, you will be seen as responsible for what you have done, it will be reported, and you may be charged, by the Police.
7. Taking anything that doesn't belong to you, without the owner's permission, is stealing. Stealing is a crime.
8. The laws for the sale and use of alcohol and drugs keep us all healthy and safe. Using, transporting, and selling drugs and legal highs, are dangerous for you and for those around you. The misuse of alcohol and drugs destroys lives: your life, your family's life, and the lives of people in the community who may be affected.
9. It is illegal to carry and threaten people with a knife or a weapon. Knives and weapons kill people.
10. We all need each other. You can help yourself and those around you by knowing the law and supporting the Police. If a crime is happening, or you or someone is being hurt, call 999 for immediate help or 101 to report it.

Notes for teachers:

All sessions can be adapted to suit the needs of learners in the classroom and the time available

Teachers may consider accompanying the series of lessons with a display board to celebrate student work and to reinforce learning, or with a parent meeting, or with an assembly led by the children

Ground rules:

It is advised that at the start of the series of sessions, the teacher agrees ground rules with the students. This is to ensure respect and trust and to agree vocabulary, as well as to ensure students feel safe discussing potentially sensitive issues. Ground rules should be shown at the start of every lesson. Ground rules can be generated collectively by the students, or decided in advance by the teacher.

Sensitive issues:

Be aware that some students may express discriminatory or prejudicial views that are their own or their parents', which may or may not affect other students. Sensitivity is needed in handling this. Be aware that some issues may lead to disclosure from students and if so, these must be referred to the school safeguarding lead. Be aware that some issues may be difficult for some students –please make your own professional judgements around this.

Scheme of work:

Session	Key question/ learning objective	Key knowledge	Key vocabulary	Possible activities to supplement/replace activities on worksheets		
				Core concepts in activities in ppt	Development activities in activities in ppt	Extension activities in activities in ppt
1	What is a crime? Who can be a victim of crime?	The nature of crime Being a victim Introduction to the idea of child crime exploitation	Crime Criminal Victim Exploitation Legal Illegal	<p>Younger children may not be able to manage the idea of the law and a crime. Can they think about when things give them a yes or no feeling e.g. when someone pushes someone over, or takes their favourite toy, or won't share. Help them to see that when they were very little they were looked after in their family, but as then they went to nursery and school. There need to be rules about sharing, taking turns, being quiet, etc.</p> <ul style="list-style-type: none"> ○Does this give me a yes or no feeling? ○Does someone I know and love, know where I am? ○Can I get help if I need it? 	<p>young people will understand that there are laws, enforced by the police and courts, and about punishment. They may have fixed ideas about right and wrong, but be beginning to think how how it is not always clear. Discuss when it is clear and times when it is not, ideas such as: when people tell lies, or when someone made a genuine mistake, or when who did what is not clear.</p> <ul style="list-style-type: none"> ○Don't share your passwords with anyone ○Don't put your name, address, school, on your online media sites ○Don't say things/do things online that you wouldn't do in front of the other person ○Lock doors and secure your bike ○Don't walk round holding your phone in your hand ○Have your money in a secure pocket or bag 	<p>Young people develop in understanding and through their experiences in life. E.g. discuss: is identity theft only a crime if the victim knows the law and that it has happened; or how being old enough to consent to a sexual relationship doesn't mean that you aren't a victim if you are sexually exploited; or how the law changes to clarify when people are victims, such as now we have designated hate crimes.</p> <ul style="list-style-type: none"> ○No matter your size or your age, you could still be a victim ○We all need a hand sometimes, it is a strong thing to do to ask for help when you need it ○The main job of the Police is to keep people safe, so see the Police as there to help victims ○Think that it might not be you next time, reporting your experience could stop there being another victim ○Reporting to the Police, could get the person who did the crime to face the consequences and stop ○Reporting crime means that the

					<ul style="list-style-type: none"> ○Always tell your parents/carers where you are ○Come home when you are told to ○If it sounds too good to be true, it is probably a trick or a bribe, don't fall for it ○If you feel unhappy, frightened, unsafe, tell someone you trust 	Police and the media have a better picture of how safe or not safe our communities are, this can lead to community action,
2	What is domestic abuse? How can I stay safe at home?	The nature of domestic abuse How to seek support	Domestic Violence Abuse Coercive Psychological Physical Emotional Controlling Financial	<p>Each child could choose an idea, and write the word filling a page and colour it in. Classroom display if desired</p> <p>What does the word behaviour mean? What are examples of good and kind behaviour in families: helping each other, sharing, giving cuddles which are welcome. What are examples of bad and unkind behaviour in families, such as: shouting, hitting and hurting, making someone feel unhappy or afraid.</p> <p>Colouring in pictures of those who can help us: Police person, teacher, neighbour, friend's mum.</p>	<p>Get the group to think of different family groups, while you emphasise that all kinds of family groups can be good for their members.</p> <p>Divide the group into five groups and ask each group to take one type of abuse and ask them to think of an example for their type of abuse</p> <p>Design a poster that could be put up in school about Domestic Violence, which gives young people a phone number to ring</p>	<p>As they grew up, how did they learn that not all families are the same? (Visiting the homes of their friends, families in books/films, social media, etc) Can they remember example, such as family mealtimes, observations of their faith, family rules</p> <p>When there is domestic abuse in families, list reasons why people find it hard to talk about it and get help? (The victim, the perpetrator, the children).</p> <p>What should the consequences be for a person who commits Domestic Abuse? Arguments for and against punishment or attempts to reform</p>
3	What is being safe? How do I keep myself safe?	responsibility for safeguarding Different forms of	Safeguarding Responsibility Physical	Who takes care of them? people they know, and people they don't know, such as	Who takes care of them? can students conceptualise the context in which they are kept	At what point can young people decide that they are able to keep themselves safe? What do they

	Who can help keep me safe?	abuse and exploitation	Emotional Neglect Sexual Sexting Online exploitation	<p>doctors/nurses, police, fire services. What do the people named do for them? At home, at school, and in the community.</p> <p>Needs and neglect slide Examples: ○With someone to love and care for them... does the person need to be a birth parent, or do children always need a female mother figure, or does it matter if it is different people. ○Home....does it need to be a house/what about a caravan, or does it matter if it is overcrowded, or does it need to be clean and tidy. Get the group to generate a list of signs that a child could be being neglected, examples: ○The child misses school, or is late ○Child comes to school in uniform which is worn, or too small, or not clean ○The child is not clean, or their hair is unbrushed, or they smell ○The child is hungry, hasn't got a lunch, or is under weight ○The child is tired and has no energy ○The child has untreated medical or dental problems ○The child has no friends ○The child steals • Who could you tell? Examples: teacher, TA, your mum,</p>	<p>safe. They could have an outline of a young person in the centre, with named boxes round the figure for family/ school/ friends/ community/ organisations. They could write in measures for keeping young people safe. Here are some ideas: ○Family – good sleep routines, healthy regular meals, smoke detectors, checking age levels on games/films, supervising play, etc. ○School – checks on visitors, supervising play/social times, speed limits outside school, keeping scissors and knives in safe places, anti bullying campaigns, etc. ○Friends – keeping you company, noticing if you are worried or sad, listening to you, and helping you if you have a problem, etc. ○Community – Immunisations, speed limits on the roads, professionals in uniforms/with badges they can recognise, health and safety rules about selling and serving food, and notices about dangers like playing on the railway lines, etc ○Organisations – Childline, NSPCC, The Samaritans, places of worship, etc.</p> <p>Needs and neglect slide Examples: ○With someone to love and care for them... does the person need to be a birth parent, or do</p>	<p>need to know to make such a decision?</p> <p>Needs and neglect: Extension discussion: If a child is neglected, what damage does this do to the child?</p> <p>Exploitation: What are the Rights of the Child? Research the United Nations Declaration.</p>
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			<p>headteacher, a friend/ your friend's mum, your grandparents, neighbour, Childline. One thing you could do? Examples: be a friend, share your lunch, protect from bullying, be kind Activity: design and make badges 'happy to listen' which some children might want to wear.</p> <p>Exploitation With very young children, you might just plan to talk about the fact that some adults/other children do things that are wrong and hurtful. How can they know this? Repeat the basics you covered earlier: ○You own your body ○You have a right to say who touches your body ○If someone touches you or makes you do things you don't like, you have a right to tell someone you trust ○If the person doesn't believe you, tell someone else ○Never go anywhere, unless someone you know and trust knows where you are ○Always ask yourself before you go with anyone to any place, can I get help if I need it? ○ If you feel or are told, that you can't tell someone you love what is happening, then it is</p>	<p>children always need a female mother figure, or does it matter if it is different people. ○Home....does it need to be a house/what about a caravan, or does it matter if it is overcrowded, or does it need to be clean and tidy. Get the group to generate a list of signs that a child could be being neglected, examples: ○The child misses school, or is late ○Child comes to school in uniform which is worn, or too small, or not clean ○The child is not clean, or their hair is unbrushed, or they smell ○The child is hungry, hasn't got a lunch, or is under weight ○The child is tired and has no energy ○The child has untreated medical or dental problems ○The child has no friends ○The child steals • Who could you tell? Examples: teacher, TA, your mum, headteacher, a friend/ your friend's mum, your grandparents, neighbour, Childline. One thing you could do? Examples: be a friend, share your lunch, protect from bullying, be kind Activity: design and make badges 'happy to listen' which some children might want to wear.</p>	
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				wrong!	<p>Exploitation check group understands, ideas such as:</p> <ul style="list-style-type: none">○Someone who knows or has more..... Examples: older people, people with money, people who have cars, or who have been threatening to you, etc.○They might be nice to start with... Why? Examples: to get you involved, to get you to trust them, to get you to like and expect the bribes they have given you, etc.○You end up doing things Why? Examples: to get you to do something you wouldn't usually do, to make you feel trapped, to make you feel guilty about what you have done, etc.○They try to isolate you..... ? Examples: so they can control you, stop you getting help, make you feel helpless, etc.○They will not let you speak.....Why? Examples: they don't want other people to know what they are doing because it is against the law, they have plans to continue exploiting you and don't want to be stopped, they know that what they are doing is illegal, etc.○Ask the group if: they hear about these on the news; do their parents/carers talk to them about these; do they talk about this with friends.	
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4	What is hate crime?	Different forms and types of hate crime	<p>Racism Sexism Homophobic Disability Religious Discrimination Prejudice penalty</p>	<p>Have a map of the world and mark on it where people come from. Share one positive thing that we can tell each other about our differences in ethnicity, faith, food eaten at home. Equality Act - Have outlines of young people and get everyone to illustrate one as them. Then there can be a class display with the title of 'we all have a right to be ourselves and to be safe.'</p> <p>What should happen? Depending on the age and understanding of the group, it might be helpful for them to answer the questions in terms of what they think should happen in school, if someone makes racist or homophobic remarks about someone in school.</p>	<p>Do posters around school and books in the library promote equality and respect? What do we want them to say? Equality Act Get the group to look at the different picture representations on the slide. Can they design their own versions of these pictures to make a display about the Equality Act?</p> <p>What happens? ○What is the penalty (punishment) for a hate crime? ○What should you do, if you are the victim of a hate crime? ○What can you do, if you see someone else being the victim of a hate crime? Check whether the group knows that if a person is found guilty of a hate crime, then the sentence that they get is longer?</p>	<p>What part does protest about equal rights, play in education settings, ideas such as: a Gay Pride march or climate activism or BLM?</p> <p>Equality Act When we looked at slide 4, we thought of more ways in which people are different than is illustrated in this slide, for example, wealth/poverty (see teachers' notes for slide 4). The group could make their own display of pictures for the differences they discussed earlier.</p> <p>What happens? Why might it be that the sentence is longer? What can be the unforeseen consequences of hate speech and crime? Ideas such as: ○If you see someone displaying hate towards another person with whom you might share some qualities, you will be very afraid that you might be next. ○If you have issues which you haven't declared, such as you might think you are gay, and you see someone being homophobic, you will be less likely to have confidence that people will accept you. ○If you are young and haven't yet understood that everyone has a right to be themselves, you might think it is alright to be hateful to some people.</p>
5	What are the differences	The age of criminal	Rights Responsibilities	What does the law say? Why does the law wait until a	Who teaches children about right and wrong, and the law?	England and Wales has a lower age of criminal responsibility than

	<p>between rights and responsibilities? What is criminal responsibility?</p>	<p>responsibility</p>	<p>Legal Moral Citizen</p>	<p>child is 10 years old, before making them legally responsible for what they do? Ideas might include:</p> <ul style="list-style-type: none"> ○They need to be taught the difference between right and wrong ○They need time to learn about the link between their behaviour and the consequences for them of what they do ○They need time to learn about the link between their behaviour and the consequences for other people of what they do ○They need to see themselves as part of a group: a family, a pupil at school, a member of society, with responsibilities for appropriate behaviour ○They need to be old enough to be able to control their behaviour <p>Get the group to think about someone having their bag stolen. What are the consequences for the person who has had their bag taken? Ideas: They will have lost their money and not be able to pay for something They can't call someone in an emergency, if they had their phone in the bag Their bag may contain important medication that they need</p>	<p>Ideas such as:</p> <ul style="list-style-type: none"> ○Parents/ carers/ family members ○Teachers ○Faith leaders ○Social media/ television/ films ○The Government and the Police ○Programmes like Project 10 <p>Think of children who are 10 years old, but who shouldn't be charged if they commit a crime. Ideas such as:</p> <ul style="list-style-type: none"> ○Disabled children ○Children who are being exploited <p>Help the group to understand that consequences can be tangible and intangible, physical or psychological, short and/or long term. Vandalism Litter Stealing Damaging property, such as a fire extinguisher or a car or a shop window Hitting and hurting someone Telling untrue things about someone on social media Key point: Reinforce that if they commit a crime from the age of 10 years, this may be reported, there could be police involvement, and they could be charged. 10 years is the age from when you could get a criminal record, behaviour has consequences, the worse the behaviour, the bigger the consequences.</p>	<p>many other countries. Research the age of criminal responsibility in: America, Australia, Scotland, Germany, Denmark. It is likely that the age in England and Wales will be raised, what are the arguments for keeping it the same or raising it to 12 years or 14 years. Have the debate and then vote.</p> <p>Are there such things as victimless crimes? Taking stationery from work Telling lies when making an insurance claim Keeping something you find in the street Not providing a witness statement when you know about a crime</p>
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				<p>They can't get to work their money or bus pass</p> <p>They can't buy their dinner at school or at work</p> <p>They may have something precious to them, such as a photograph or a keepsake, which they have now lost</p> <p>They will be shocked and upset</p> <p>How would you feel if someone took something of yours without asking?</p>		
6	<p>What is vandalism? What can you do to stop yourself getting involved in vandalism?</p>	<p>Types of vandalism</p> <p>Why vandalism happens</p> <p>Consequence of vandalism</p>	<p>Vandalism</p> <p>Peer pressure</p> <p>Responsibilities</p> <p>Anti-social behaviour</p> <p>Criminal damage</p>	<p>slide 5 take the example of the play park in the centre picture, answer the questions on the slide about this one example. Can they make up a slogan about vandalism?</p>	<p>slide 5</p> <p>Divide the group into four smaller groups, assign one of the questions to each group, to discuss and come up with their views. Can they use the ideas from their responses to slide 3, that there can be many reasons/victims/effects/feelings?</p> <p>Who pays for vandalism? Ideas might include: the tax payers (their parents, and them when they are adults); it is a waste of resources; if it causes injury, it is a burden on the health services. Take feedback on why do people do it – are young people bored? Angry about stuff? Lonely? Showing off?</p>	<p>slide 5</p> <p>What can be done about vandalism? Ideas such as:</p> <ul style="list-style-type: none"> oBetter security of site, such as railway lines, schools, factories, talk about how possible is it to make railway lines secure? oMake equipment stronger and harder to damage oBetter lighting at night oMore CCTV to increase checks on what people do and to identify vandals oMore police officers oMore Neighbourhood Watch groups, check the group know what Neighbourhood Watch is oTougher penalties for vandals oGreater involvement of the community oMore education in schools about the effects of vandalism
7	<p>What is theft?</p>	<p>The issues around theft</p>	<p>Theft</p> <p>Stealing</p>	<p>slide 6</p> <p>What advice do they get from their parents?</p> <ul style="list-style-type: none"> oKeep things in safe places, money in their purse in their 	<p>slide 6</p> <ul style="list-style-type: none"> oLocks/padlocks for bicycles oMarkings on property oPasswords which are not predictable, like your dog's 	<p>slide 6</p> <p>What can you school or college do to reduce theft?</p> <ul style="list-style-type: none"> oLockers for students oPosters to help students to be

				<p>pocket</p> <ul style="list-style-type: none"> ○Don't take valuable things to school ○Not to share passwords/PIN numbers for computers/phones 	<p>name</p> <ul style="list-style-type: none"> ○Not sharing information carelessly, such as 'my dad keeps his tools in the garage' ○Not leaving things lying around 	<p>alert to the risk of theft</p> <ul style="list-style-type: none"> ○Having a policy with regard to students who steal ○CCTV ○Having positive links with Police Neighbourhood Officers
8	What is Child Crime Exploitation?	How children can be groomed into the drugs trade	Grooming Exploitation Drugs	<ul style="list-style-type: none"> ○What will the group drink today? ○What kind of drinks are in this picture? ○What is the difference between the drinks they will have today and the drinks in the picture? ○Can anyone buy the drinks in the picture? ○Can anyone drink these drinks? ○Why not? <p>What is a drug? Are there different types of drugs, what are they:</p> <ul style="list-style-type: none"> ○Prescription drugs ○Over-the-counter drugs ○Legal highs ○Illegal drugs ○Which of these can your parent/carer buy ○Why are some drugs illegal, ideas such as: dangerous; untested; can't trust the source; can be addictive; often affect how you can manage yourself; can make you less aware of danger; may mean others get injured too; will get a police record if caught 	<ul style="list-style-type: none"> ○When can you drink alcohol when you are with an adult at a restaurant ○When can you buy an alcoholic drink ○Why are there laws restricting the amount of alcohol someone can drink and still drive a car ○What could you do if you were out with friends or an adult who was drinking, and that person then offered to take you home in their car <p>Why are using drugs, carrying drugs, and selling drugs, dangerous things to do, ideas such as:</p> <ul style="list-style-type: none"> ○you can never know what is really in the drugs ○if they are illegal then they haven't been tested and there isn't anyone to ask and trust about whether they are safe or not ○you won't know if you will have a bad reaction to the drugs ○you won't know how to look after yourself after taking the drugs ○you risk being addicted which can happen quickly ○you may have a medical condition, which the drugs 	<p>Extension activities</p> <p>How might all this affect your family, ideas such as:</p> <ul style="list-style-type: none"> ○If you come home and seem unwell from either alcohol or drugs, they may not know what is wrong and not take steps to get you the help you need ○The effects might be that your health or life is endangered, they will be worried and upset ○If you are being exploited by a drug gang, you might be tempted to steal from your family to pay back the debt ○If you are being exploited by a drug gang, they may target your family too ○You will have wasted money on alcohol or drugs that you and your family need for other things, either essentials such as food or non-essentials such as new clothes or a night out <p>How might this affect the community around you, ideas such as:</p> <ul style="list-style-type: none"> ○If your behaviour is altered by alcohol or drugs, this may upset or frighten your neighbours ○It may be that the people, who sell you the drugs, visit the area more and try to connect with

					make worse.	<p>other young people in the area</p> <ul style="list-style-type: none"> oThe area may end up being littered with empty alcohol bottles/cans or drug use equipment like syringes, which are a danger to children, pets, are unsightly, and spoil the environment oIt creates more work for the local Council, and costs money to clear up oIt creates more pressure on the Police to keep communities safe
9	What might the consequences of knife crime be?	The risks of carrying and using knives	<p>Knife</p> <p>Physical</p> <p>Emotional</p> <p>Social</p> <p>Legal</p> <p>Consequences</p>	<p>slide 6</p> <p>younger groups will think of actual sources:</p> <ul style="list-style-type: none"> oGang culture oTelevision/films of criminal worlds oWhat they have heard from peers 	<p>slide 6</p> <p>help all groups to see less tangible sources</p> <ul style="list-style-type: none"> oMisinformation oBravado oHabit oFear oFeeling powerless oRevenge oAggression oExcitement 	<p>slide 6</p> <p>help all groups to see less tangible sources</p> <ul style="list-style-type: none"> oMisinformation oBravado oHabit oFear oFeeling powerless oRevenge oAggression oExcitement
10	What can you do to help yourself and others?	Role of the police Difference between 999 and 101	<p>Law enforcement</p> <p>Policing</p> <p>Emergency Support</p>	<p>slide 5</p> <p>Draw a picture of a house with a family, and then draw around the picture, people or symbols of help and support, such as: a Police Officer, someone listening to a phone call, a teacher, a computer, two friends talking.</p>	<p>slide 5</p> <p>Divide the group into two groups:</p> <p>One group making a list of reasons why it is difficult to tell if you are not safe at home, ideas such as:</p> <ul style="list-style-type: none"> oDon't know what it feels like to be safe oDon't know it is safer in other homes oDon't know who to tell 	<p>slide 5</p> <p>Research about the work of Police Domestic Violence units and voluntary groups such as Women's Aid. Design a slogan or a poster that would be helpful to others in your setting.</p>

					<ul style="list-style-type: none"> ○ Feel frightened you will make things worse ○ Feel frightened you will make things worse for siblings ○ Worry about not being believed ○ Don't know what would happen next ○ Think it might be your fault ○ Don't have the words to express what is happening, especially very young children or disabled children ○ Think what happens next might be worse <p>The other group making a list of reasons why you should tell, ideas such as:</p> <ul style="list-style-type: none"> ○ It will carry on until you tell ○ It could get worse ○ You can't stop it ○ People want to help but can't if they don't know ○ You deserve to be safe <p>This is quite a difficult task, because the list of reasons why it is difficult to tell, is always much longer than the reasons to tell. The reasons to tell are fewer, but more compelling.</p>	
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Project Ten was devised and produced by:

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