

THE VODDEN REPORT

Report of an Online Survey to Assess
Bullying on Dedicated School Buses



Produced in conjunction with The Diana Award



The Vodden Report is supported by:



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Bullying on Dedicated School Buses

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About the Author

Paul Vodden lived in Southwater, West Sussex with his family, when in 2006 he suffered the tragic loss of losing his son Ben Vodden (pictured right) who took his own life after being bullied on his dedicated school bus.

Paul now resides in Dorset and is a dedicated campaigner to highlight the issues surrounding bullying on dedicated school buses.



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#SBB

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RIP Ben Vodden

Our Story

On the 12th of December 2006 our 11 year old son, Ben, took his own life after being bullied on the dedicated school bus. Had it just been his peers he may well have withstood the bullying, but the bus driver decided to join in and, in our view, this took the situation to another level. As Ben saw it, here was an adult, someone to look up to and who represented authority, taking part in his denigration.

The situation on the dedicated school bus is by its nature potentially problematic as far as bullying is concerned. Children are placed on a school bus in a group over the composition of which they have no choice. There is no formal supervision and virtually no opportunity of avoiding conflict situations. In other social situations, such as during playground play, there is at least the potential of formal supervision by a teacher, access to supportive peers and the opportunity of escaping unpleasant situations. However, even in the playground bullying is not easily avoided.

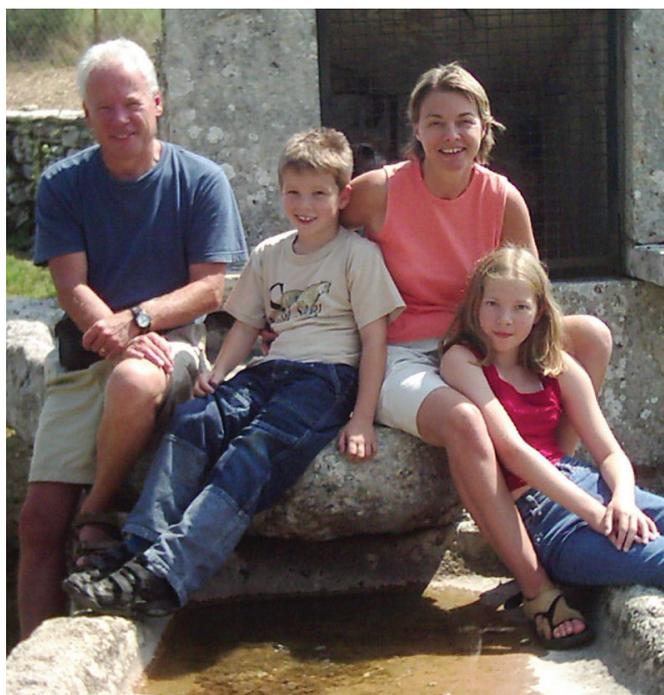
In her report published by Local Transport Today and entitled “School Transport: Policy and Practice”, Sian Thornthwaite, 2009, refers to research undertaken by the Scottish Executive that showed that “school buses were generally unpopular with young people because of behaviour, poor vehicle quality and driver attitudes”(pp 15). Thornthwaite also refers to Department for Transport research that indicated young people were concerned about “poor behaviour especially on school buses” (pp 16). She goes on to refer to the DfT research that “young people also report having little faith in the complaints procedures” (pp 17).

The aim of this survey is to attempt to determine the extent of bullying on dedicated school buses and the involvement, if any, of drivers. The aim of the Report is to demonstrate that a number of problems exist that need to be urgently addressed.

Methodology

I prepared a list of draft questions that I asked a Professor in the Department of Sociology at the University of Exeter to comment on. As a result of various phone conversations we arrived at a list of questions that I took to the charity The Diana Award. I spent a morning with a member of staff formulating them so they would be user friendly for young people and would fit the Survey Monkey format. These were then put onto Survey Monkey using The Diana Award account.

I announced the survey on my Facebook page and to approximately 90 celebrities on Twitter requesting them to re-tweet it. Subsequent communication indicated a small minority did so. I also contacted a number of child related and anti bullying charities, who very kindly added links to the survey on their websites.



Survey Results

Because the survey was not extensively advertised it would not have been discovered by the majority of potential participants. However, the response to the question identifying the LEA seems to indicate a reasonable geographic randomness. It is well known that bullied children often have extremely low self esteem and as a result may be less likely to report their experiences so I am gratified that the survey has elicited the number of responses that it has.

One other area of possible inconsistency is where the survey has been completed by a third party who has misinterpreted what was happening. What appeared to be bullying might have been something else. However, any potential ambiguity in the results may be mitigated in part by the fact that 147, a large proportion of the total, stated they were the bullied person.

Inevitably, as this is my own personal interpretation of the results there is a potential bias. However I believe this bias is limited and that the results give a statistically valid picture of what is happening on school buses in general.

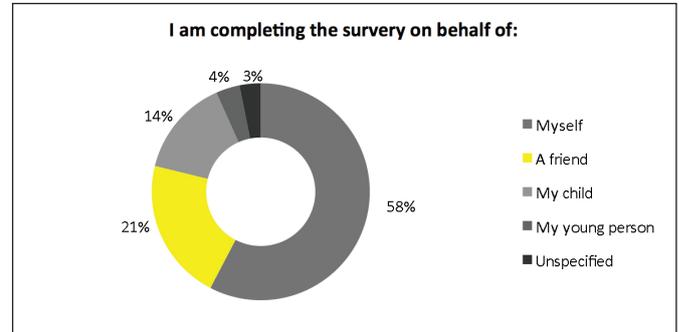
Upon reflection it seems a small number of questions may have been misunderstood. For instance I had attempted to obtain the age of the person reporting the bullying as well as the person being bullied in two separate questions. However, it is clear from answers received that respondents found these questions ambiguous. Those supplying answers to one question did not do so to the other so I have assumed that they are intended to refer to the bullied child. The ages given in the answers tend to lend weight to this assumption.

After collecting and reviewing the data it became clear that out of 541 responses received, 268 recorded that the incident they were reporting occurred on the dedicated school bus and, therefore, were relevant to this survey. Twelve of these respondents did not record whether the bullying took place either on a dedicated school bus or a public service bus. However analysing the subsequent answers from these participants I believe they are likely to have taken place on the school bus so I have included them in the results.

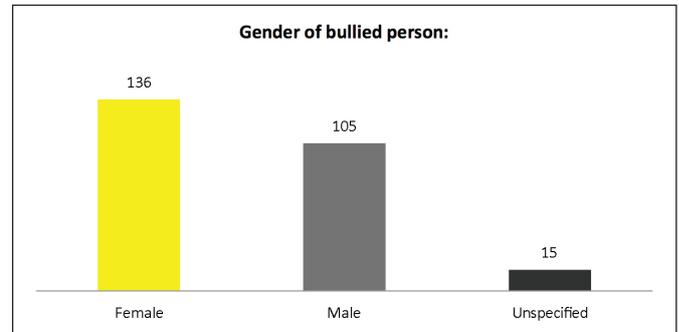
Nine respondents simply recorded that they were or knew someone who had been bullied on the dedicated school bus but provided no further information. Thirteen results were from overseas so these have been removed as they are not applicable to this national survey. In total there were 254 records that were considered suitable for analysis and their responses to the various questions are analysed below.

Some questions can be analysed statistically and these are shown in a series of graphs. Other, more subjective, questions asked for individual, written comments and these are analysed within the text of this report.

1. I am completing the survey on behalf of:

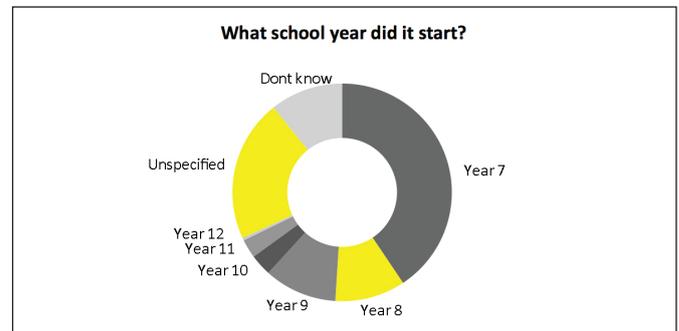


2. Gender of bullied person



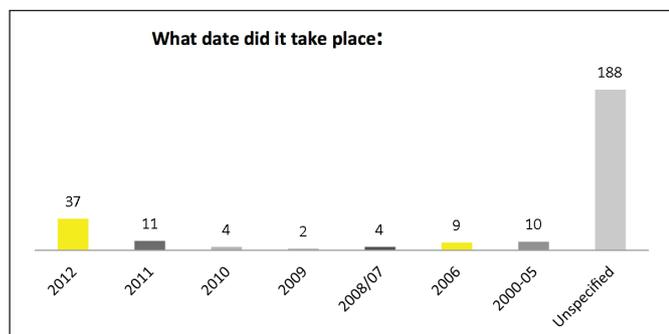
The response to the question "In what school year did the bullying on the bus begin?" (Graph 3) indicates that it generally started when the student commenced secondary school in Year 7. 102 recorded that it started in this year, representing 40% of the total respondents.

3. What school year did it start?



In answering “What date did it take place?” (Graph 4) 188 did not specify the date bullying commenced so this is inconclusive. However, the majority of those who did specify said that bullying took place in 2012, representing 48% of respondents.

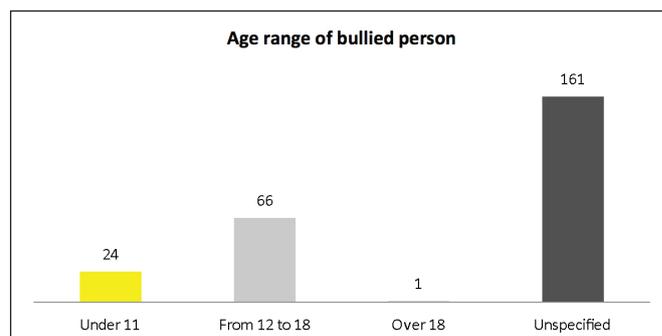
4. What date did it take place?



Responses to the question “What Local Education Authority is the school in?” did not seem to indicate a particular geographical “hot spot” for bullying. It seems generally to occur randomly throughout the country. Horsham and the adjacent village, Southwater, in West Sussex, have 25 returns and West Sussex in total has 37. This untypical grouping of results may be because of what happened to the author’s son, Ben, and the resulting media interest. The survey was announced on the author’s Facebook page and many of Ben’s school friends are in contact on this social network site and may have drawn the attention of their friends and acquaintances to the survey.

When asked “What happened? Describe the incident of bullying on the bus, please give as much detail as you feel comfortable with”, 46 respondents stated that the bullying was verbal in nature; 11 said it was physical; 71 said that they were both physically and verbally bullied; other forms of bullying included one incidence of sexual bullying (unspecified as to what this might be), stealing money of which there were two incidents, the circulation of a video (what it was depicting was not mentioned) and there were two reported incidences of homophobic bullying. These results are based on what was reported in the survey but it should be borne in mind that the fact that it was reported as physical bullying does not mean that verbal bullying did not take place and vice versa. Similarly, because there are two incidences where the respondent chose to note that homophobic bullying took place or that money was stolen does not mean those reporting other forms of bullying were not bullied in this way.

5. Age range of bullied person

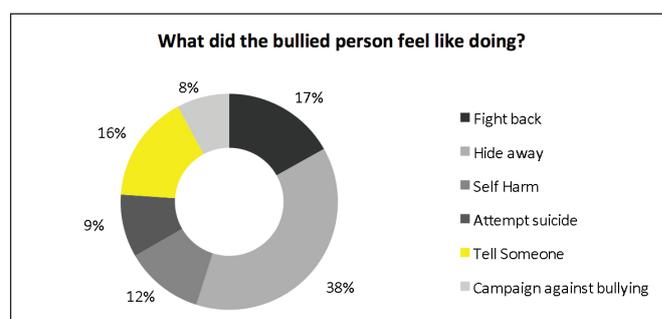


The question “As time went by how did this make you/the young person, feel?” was largely answered with “humiliated”, but “angry” and “sad” were also significant emotions. Respondents were given the opportunity of recording that they “were not particularly bothered” but none reported this to be the case. However, only those that had been particularly affected would be most likely to complete the survey. To the question “anything else” many respondents expressed significant negative feelings such as fear, confusion, low self esteem, loneliness and depression.

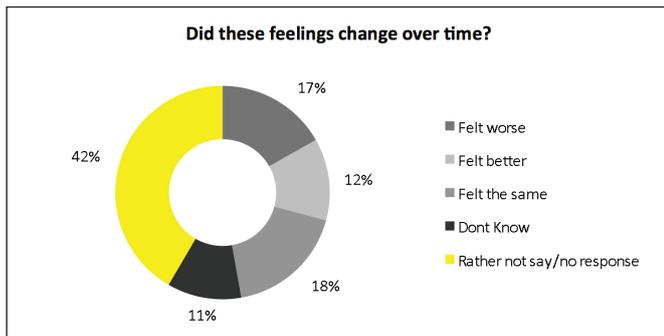
The types of bullying reported included: having items of clothing and personal belongings stolen, such as ties, bags, coats, etc; verbal abuse; physical abuse such as hitting, spitting, throwing objects, throwing liquids.

Six respondents said they would rather not say and 21 commented in the column “anything else” to say things like they tried not to get on the bus again, developed an eating disorder, explained how difficult they found it to tell someone and, when they did, not much action was taken. Of the total only 41 said they felt like telling someone, which is fewer than half the number of people who said they would hide away.

6. What did the bullying make the bullied person feel like doing:

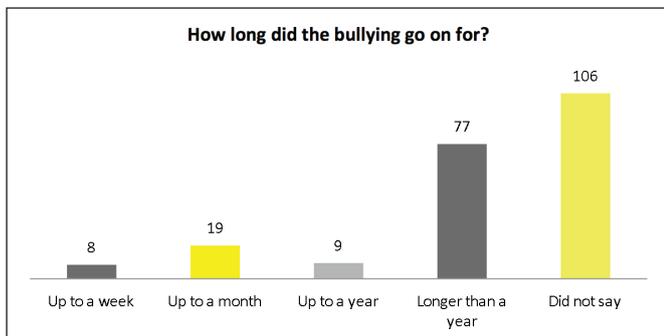


7. Did these feelings change over time?



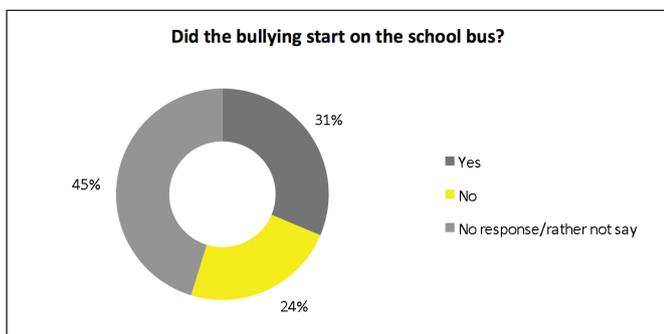
Graph 7 shows that a significant proportion of respondents felt worse over time or that there was no change.

8. How long did the bullying go on for?



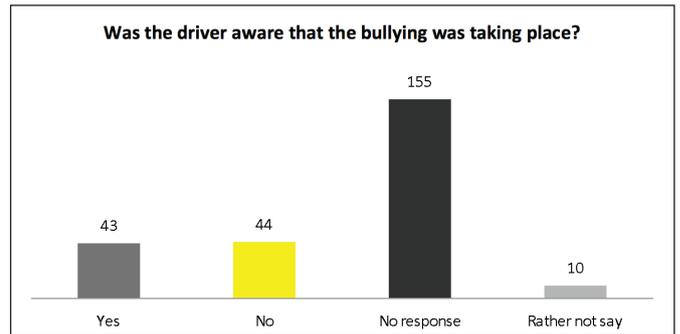
It seems that the bullying was generally of a medium to long term nature and it is a matter of concern that 77 respondents reported that it had gone on for longer than a year. This may indicate that no supervising adult or teacher seems to have noticed or if they had that no effective action was taken.

9. Did the bullying start on the school bus?

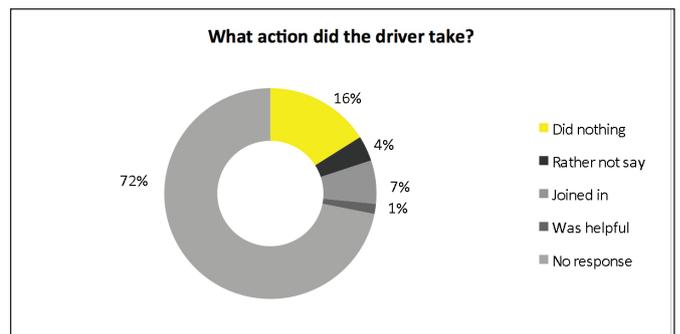


This is somewhat difficult to analyse as there are a significant number of non responders but there are quite a large number of respondents for whom the bullying did start on the school bus, 31% of the total.

10. Was the driver aware that the bullying was taking place?



11. What action did the bus driver take?

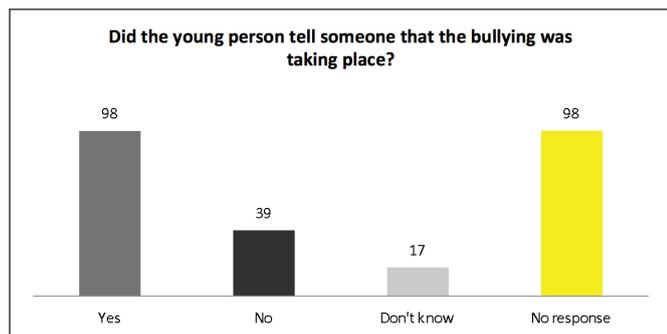


Forty-three drivers (Graph 10) were reported as knowing the bullying was taking place. Respondents reported (Graph 11) that most, if not all, were judged as not caring and even taking part in the bullying. It can be seen that a notably small number, 4 in fact, said the bus driver was helpful.

The figure of 43 drivers who knew that the bullying was taking place represents 17% of the total respondents to the survey. However, as a percentage of those who responded to the specific question it is 44%.

Seventeen drivers were reported as having joined in the bullying and this is 6.7% of the total number of respondents taking part in the survey. However, it is 23.9% of those who felt able to respond to this specific question.

12. Did the young person tell someone that the bullying was taking place?



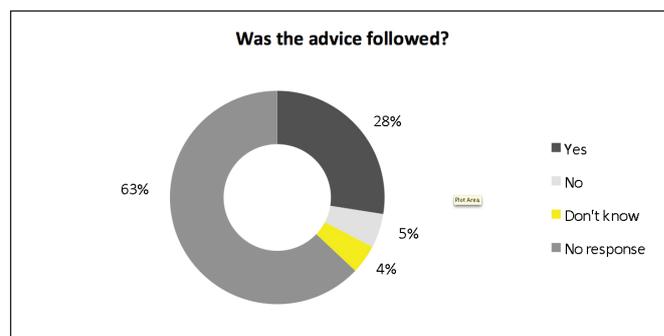
As part of this question respondents were asked to indicate from a list if someone was informed that bullying was taking place. Of those that answered the question with “yes” most spoke to a combination of individuals and agencies. Some spoke to two of these such as a parent and a friend or a friend and a teacher, etc. Some referred to speaking to ‘everyone’ as well as looking for online help. The advice respondents received varied considerably and indicates a lack of joined up thinking in dealing with bullying. Examples of advice were:

- “Don’t cry and fight back”
- “Ignore them, be strong”
- “Ignore it, it is probably your fault anyway”
- “Tell teachers, parents wrote to school, teachers did nothing”
- “Told it was hormones and would pass, didn’t”
- A number of “ignore it” entries
- “Try and stay away from bullies”
- “Sit somewhere else”

There were a very few positive responses that resulted in a resolution of the problem. There were a number of “sit somewhere else”, “ignore them” and “stay away from the bullies”. There were one or two where the respondent was told it was their fault. One respondent thought being bullied was a normal part of the journey and only when she mentioned it to her parents did she find out that it wasn’t!

Two responses referred to the fact that it happened outside school so the school told them it could not deal with it. In this instance it should be stated that the Children’s Act 2004 (section 10), established a duty for local authorities and their partners to co-operate to make arrangements to improve children’s well-being and for local authorities and partner agencies “to safeguard and promote welfare” of children. This includes action to prevent bullying on the journeys to and from school, including on school buses. Schools, therefore, could be said to have a formal responsibility to take action when bullying occurs off school premises and are certainly responsible for dealing with bullying on the dedicated school bus.

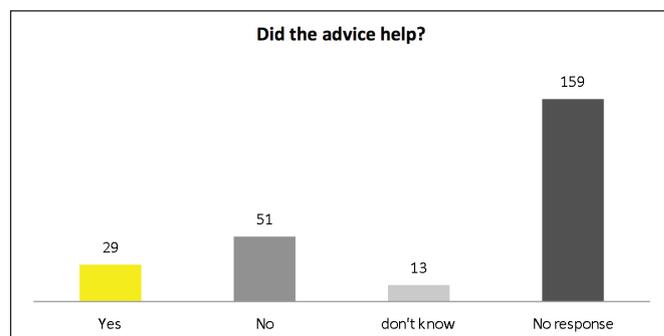
13. Was the advice followed?



It seems from the comments made by respondents that a small number of the “yes” responses in Graph 13 should really have been “no”. For instance, in four cases the bullying stopped because parents took their children off the bus. Four students were advised to retaliate and this seems to have resolved the situation in some of these cases.

14. Did the advice help?

In those cases where the parents intervened or the school had an effective anti bullying strategy, bullying seems to have stopped. However, where the student was advised to ignore the bullying or to be strong or similar, it generally continued.



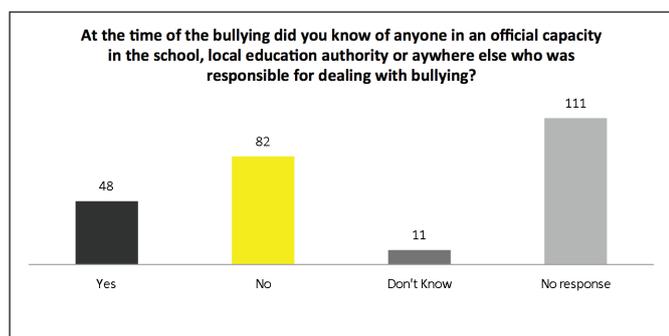
With regard to “Did the Advice Help?” (Graph 14), one response indicated that the “bullies” had not realised the consequence of the actions and are now friends with the “victim”. Another recorded that the teacher said the bully’s father had died a couple of years before and shouted at the victim for reporting him for bullying. One respondent reported that the teachers said it was her fault despite reporting serious physical abuse. Five of the “don’t know” responses went on to indicate in the “please explain” column that the bullying continued. Twenty-nine of the “yes” responses were also equivocal and indicated that the bullying had not entirely stopped, therefore this figure indicates a more positive situation than may in fact be the case.

With regard to the questions “why was the advice not followed?” and “if nobody was told why not?”

answers were ambiguous but a general impression is that:

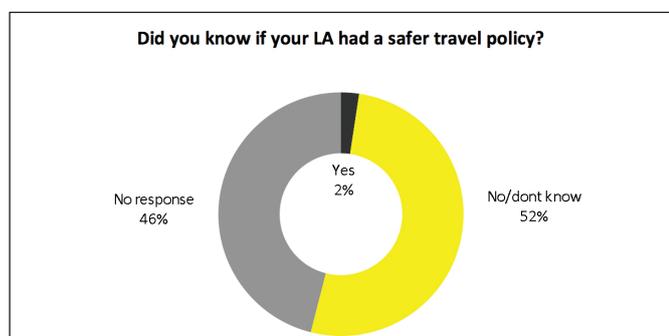
- “It was not working”;
- “Teachers don’t care”, one head teacher was reported as denying that bullying occurred in the school;
- Fear;
- Embarrassment;
- Did not want to be known as a “grass”;
- “I’ve always been bullied so why should things change if someone is told”;
- Did not want family to know that they were gay;
- “Don’t want to make things worse”.

15. At the time of the bullying episode did you know of anyone in an official capacity in the school, local education authority or anywhere else who was responsible for dealing with bullying?



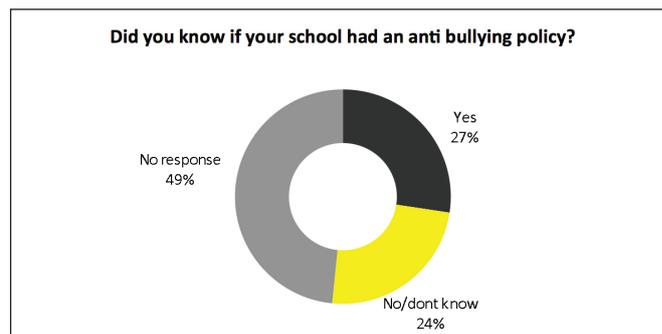
One respondent stated that the school had an anti bullying campaigner but she was the one doing the bullying. Another said there were about twelve people they could go to but as they were too confused as to which one of these they should go to they did nothing.

16. Did you know if your local authority had Safer Travel Policy?



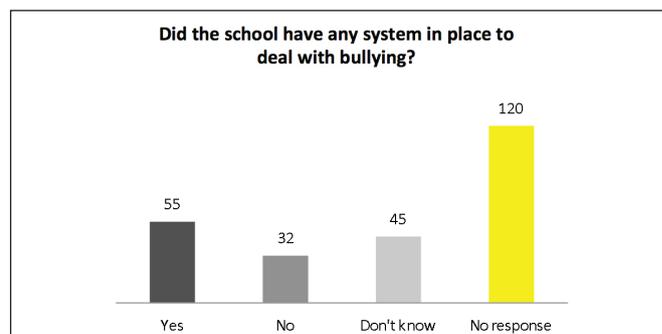
The responses to this question are self explanatory, they indicate that most respondents were unaware of a Safer Travel Policy.

17. Did you know if your school had an anti bullying policy?



All schools are required to have an anti bullying policy and all parents and students should receive a copy. It is a concern that 47% of those responding to this question (Graph 17) did not know about it.

18. Did the school have any systems in place to deal with bullying?



Only a small percentage taking part in the survey answered “yes” to the question in Graph 18, ‘did the school have any systems in place to deal with bullying?’ which is also a serious concern.

There were only 27 entries or 10% of the total in the section “if yes please give details”. Of these most seemed to have been effective with one referring to a peer mentoring scheme, others to active and effective involvement of staff. One respondent expressed the view that the policy and methods only applied in school and during school hours. Five others referred to methods that were ineffectual, one of which referred to the comprehensive anti bullying policy on the school’s web site but commented that the staff said that the bullies were “only girls” and “it’s only a bit of teasing”.

Conclusions

The survey should be seen as a realistic snapshot of what is happening on dedicated school buses and a general indication of the effects and consequences of bullying in general. Although the intention of the survey was to focus on the dedicated school bus, anecdotal evidence suggests that the situation is not much better on public service buses. To put the level of responses in context it should be noted that on the one hand bullied children feel that making an issue of bullying could make matters worse. Although in this instance they ought to feel safe because they are anonymous yet the responses indicate they still seem to feel vulnerable. On the other hand they often have very low self esteem, which makes them feel it is their fault or no one will feel they are worth bothering with.

The responses to the survey indicate a significant problem of bullying on dedicated school buses. It seems to have had serious consequences for many of the bullied children responding. Thirty respondents reported self harming, 24 considered suicide while 97 just wanted to hide away. That “fear”, “anger” and “embarrassment” were also significant emotions adds to the concern.

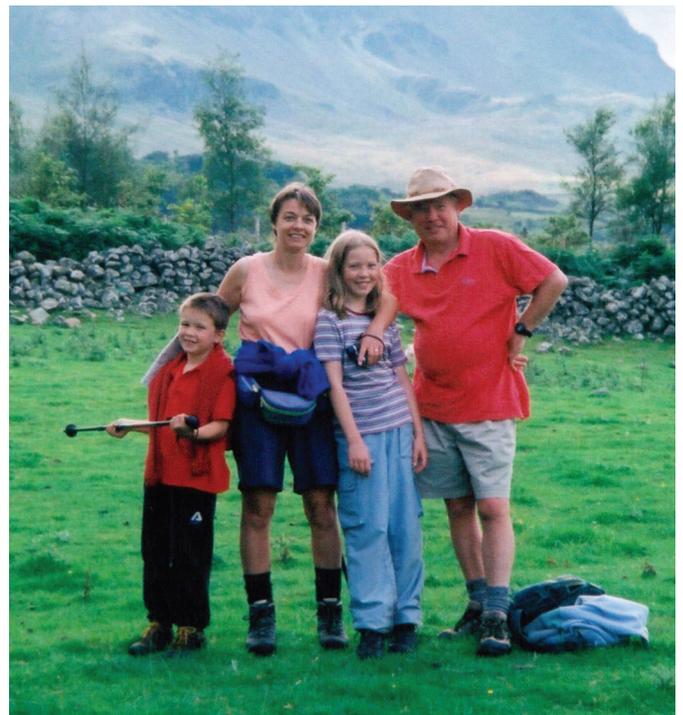
The indications are that most bullying on the school bus started when the student commenced secondary school in Year 7 (and it is probably the case that this relates to bullying in general). As stated, the survey shows that 102 recorded that it started in that year, representing 40% of the total respondents. Children moving from the top year of primary school are confident of where they fit within the school and of their peer group, and moving to secondary school puts them to some extent at the “bottom of the pile” with all the pressures and insecurities this engenders. Therefore, the time when children are moving from Year 6 in primary school to Year 7 in secondary school should be recognised as a time of particular vulnerability. This vulnerability is compounded by the fact that they are often moving from a smaller primary school where they know most of their fellow students to a much larger secondary school with many more pupils from perhaps a greater variety of social groups.

It is clear that the role of the driver is significant. Only four were recorded as taking action to alleviate the bullying, 41 were reported as taking no action even when many of them were reported as knowing what was going on, and a very worrying 17 were reported as joining in!

Only six respondents knew about the Safer Travel Policy. While 69 respondents knew that their school had an anti bullying policy it is worrying that an almost equal number, 61, did not. A significant number did not know who to turn to in the event of bullying or whether the school had any systems in place to deal with bullying. This may indicate that the school did not have an effective, if any, system in place.

While a few reported that support was forthcoming from the school and that practical, effective action was taken, a large majority reported that they received little help from the school staff. Where some sort of help was provided, it was generally found to be ineffectual.

That bullying takes place on dedicated school buses and that it involves both verbal and physical abuse such as spitting, punching, slapping and pushing is clearly demonstrated. Items of clothing and school work (books, etc) being stolen and thrown around, even off, the bus was also reported. In two cases money was stolen. Other reports refer to drink being spilled on the victim.



Comment

Apart from some notable exceptions, bullying on school buses is clearly an area of child vulnerability that seems to have received insufficient attention. In what other situation are as many as 50 or more children forcibly restricted in a confined space for periods of commonly up to an hour, with a single, untrained, adult present who is undertaking a separate task requiring their full attention? When students are taken on school outings the ratio of adults to students is strictly controlled. If students of both sexes are involved supervisors are required to be of both sexes, first aiders are required, yet on the dedicated school bus none of this is considered to be necessary. The only adult present is the driver of the bus.

Drivers of school buses, whether public service routes or dedicated school services, are recruited on account of their training, qualifications and ability to drive a bus. As part of their role they have a basic duty of care towards their passengers, which extends to ensuring that they are transported safely. In the particular case of dedicated school buses the driver is usually the sole adult on the bus and might therefore be assumed to have a further implied, or at least nominal, responsibility for the behaviour of the children while in his/her charge.

As a minimum safeguard, most LEAs require drivers of dedicated school buses to undergo a Criminal Records Bureau/Disclosure & Barring Service check, to ensure that they have not been convicted for offences against children. However, no training or assessment is generally provided to ensure that drivers of school buses are able to relate to children and equipped to deal with such child behaviour issues as may arise during school bus journeys.

The findings of this survey indicate that there is a proven risk of school bus drivers reacting inappropriately towards the young people in their charge. At the least they may fail to notice or to report peer bullying, thus leaving vulnerable children without a responsible adult to turn to, or at worst, either through ignorance or wilful intent, they may themselves take part in acts of bullying.

It is pertinent to ask whether the driver of a bus can reasonably and safely be expected to monitor children's behaviour whilst giving their full attention to the serious undertaking of driving. But if not the driver, then where is the 'responsible adult' who can intervene to safeguard children from bullying during their daily journey to and from school? This is a question which requires an urgent and unequivocal answer.

The psychological effects of bullying on children are potentially long term and are significant even in the short term. It seems from the responses given by the victims of bullying that a number of schools do not adequately understand the complex nature of bullying and appear unclear as to how to deal with it. The responses indicate that there is a lack of joined up thinking between the relevant agencies in relation to dealing with bullying and an absence of a coherent strategy or clear procedures.

It is compulsory for schools to enforce measures that will encourage good behaviour and prevent all forms of bullying, including the provision of an anti bullying policy (education.gov.uk/schools/pupilsupport/behaviour/bullying). The results of this survey indicate that in many cases it is not properly implemented. When systems are in place to deal with bullying it seems that they are frequently ineffective.

Owing to the complex nature of bullying and varying needs of both the victims and the bullies, it is essential that any procedure for identifying or dealing with bullying should be flexible and be applied specifically to the individuals involved. It is generally unsatisfactory to have a policy in place that simply states "if child A responds in manner B, action C should be taken". It is self evident that children, like the rest of us, are individuals and must be dealt with as such. Any procedure must be efficient and effective in order to alleviate the bullying without delay. It is important to assess accurately what is taking place, however it is potentially risky to undertake a painstaking investigation before taking speedy action.



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“If there are any other comments or points to be raised please write them below” produced a general dissatisfaction with the way children are monitored on school buses and in the way that schools do or do not deal with it. There are a number of quite harrowing entries of which the following is a selection:

- “Despite speaking with the school pretty much daily nothing seems to change. They have suggested that my grandson is exaggerating or lying. They have said it’s “just boys being boys” and we shouldn’t make such a big deal about it. Because it’s little shoves and putting foot out, and whispered name calling. My Grandson’s self esteem is so low it’s non-existent.”
- “School buses are unsupervised. ANYTHING can go on and the driver doesn’t know. I got threatened and hit and spat on and shouted at every day for years and no one even saw other than other students on the bus who didn’t care. Buses should be supervised, the bullies wouldn’t do as much to people if an adult was there. Telling the driver doesn’t help you as they have to drive and can’t do anything.”
- “I’d rather be beaten up than given regular verbal abuse constantly as would many others.”
- “The school had an anti-bullying policy but it was all face and no action taken. They were terrible at alleviating my fears.”
- “The school did not follow their anti-bully policy. They ultimately blamed the victim when they were unable to solve the problem, and made him a scapegoat. In fact, the teachers were a party to the bullying. The school’s reputation and ofsted grade were far more important than my son’s safety. I withdrew my son from school as a result.”
- “The most important thing I have learned, is this topic needs to be talked about. The child needs to know they can talk to someone however bad things get. My son is a bit more confident that he has someone to tell if anything happens. But he is a very sad little boy who is only 11. It will take years for him to gain his confidence and to trust anyone in authority. But I did state to him that any time he felt like doing something to himself tell me and we would remove him from the school situation. He comes first, everything else comes second.”
- “Several times meetings between bullies and myself in Year Head’s office, made it worse, self harmed and attempted suicide from age 14, once physically retaliated by hitting a bully, felt so bad about it, turned myself in to Year Head the next day. Bullying (among other things) has contributed to severe depression that I’ve been trying to recover from for over 10 years, at one point I stopped catching the bus home, then heard that bullies had started on a younger pupil, so to prevent them being hurt in the way I was, I returned to the bus, to continue receiving the taunts/abuse myself, because I couldn’t bear anyone else having to feel the way I did and I couldn’t feel any worse.”

- “This is not an isolated incident, it happens on every bus every school year and there is no escape for young people - they either face a 3 mile walk or have to grin and bear it. Bus drivers have been known to throw victims off bus, rather than perpetrators, as the majority will side with bully rather than be targeted.”
- “I feel the bullies are better protected than the person being bullied - this has to change!”
- “The bully made me less confident as the years went by, even now and I’m nearly 30. It made me leave school at 13.”
- “Thanks for providing this survey, hope it helps. I am an adult now who is still suffering from stress disorder and social anxiety because of childhood and teenage bullying. It stole my confidence and sometimes I feel like I am dead inside. Can’t tell you how many times I have thought about suicide. I want to be normal, to be able to smile and let my hair down but I can’t. I feel like an outsider watching as the world spins and I am still in that playground, sat by myself and am trying to get myself well again.”
- “Schools should take bullying more seriously and not just hope that it will go away. They should also offer help with bullying on the buses and not just ignore it as it happens off of the school site.”



Recommendations

- All dedicated school bus drivers should be given appropriate training as to how to behave when dealing with children, how to respond in the event of bullying and how to avoid becoming involved in the bullying itself;
- All dedicated school bus drivers should be assessed as to being suitable and safe to transport children;
- A properly trained adult or “chaperone” other than the bus driver should be provided for all dedicated school buses;
- It should be made clear to all which agencies and individuals are directly responsible for resolving incidents on the school bus and these individuals must be properly trained;
- A professional body of experts and practitioners in child behaviour should be created to set up and frequently monitor a national procedure for assessing and dealing with bullying. This should be flexible, avoid being generic and take into account individual requirements;
- Every school should have in place an efficient, effective and up to date procedure for dealing with bullying, ideally including peer mentoring schemes with proper pastoral care for students.

This is not an exhaustive list and those who have greater knowledge and experience than I will be in a better position to decide what more is needed to prevent the consequences reported in the survey.

There are a number of charities doing excellent work for bullied children and I would like particularly to recommend the Anti Bullying Ambassadors scheme operated by The Diana Award. This is a cheap and highly effective system for implementing peer mentoring in schools. I would also like to recommend the counselling work undertaken by Kidscape as being of particular value in dealing with children in extremis from bullying. Any consideration of what might be done to alleviate bullying in schools should at the very least start with considering these and the many other important initiatives being practised in the voluntary sector.

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4Children
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Beat Bullying
British Youth Council
Family Lives
Kidscape
Red Balloon
Stand Up Foundation

Should I have neglected to acknowledge someone or some organisation I apologise unreservedly! To all those who have helped in any way I am truly grateful.

Paul Vodden



Useful contacts and links



www.4children.org.uk



www.bullying.co.uk



www.bulliesout.com



The Diana Award
www.diana-award.org.uk



www.redballoonlearner.co.uk



www.kidscape.org.uk



www.busk-uk.co.uk



@VoddenReport
#StopBusBullying
#SBB



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RIP Ben Vodden

If you are interested in promoting our survey or this report on your website please email:
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