



Anti-Bullying Policy 2024/2025



2024/2025 Anti-Bullying Policy for Stockham Primary School

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Introduction and Aims

At Stockham Primary School we are committed to working with children, staff, governors and parents/carers to create a school environment where similarities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. This policy aims to help both prevent and tackle bullying in equal measure.

The Vision

‘Stimulating Curiosity, Raising Aspiration and Inspiring Ambition.’
Confident to explore an unknown future.

Mission

With children at the heart of all we do we inspire passionate, resilient, independent and confident learners.

Aims

- To prepare children to be the best they can by establishing lifelong learners.
- To create a safe, stimulating and vibrant environment which creates positive attitudes to learning.
 - To engender a thirst of learning inspired by quality teaching.
- To support our children in becoming respectful, happy and motivated learners with a belief in themselves.
 - To celebrate each child’s uniqueness, individuality, talents and achievements.
- To build strong collaborative partnerships with families and the local community.
 - To develop a positive learning culture throughout the school.

Bullying of any kind is unacceptable and will never be tolerated at our school.

At Stockham Primary School we expect our children to follow and work with the values listed below:

Our core values which underpin our mission.

Under an umbrella statement of ‘Respect for All’ our core learning values are:

Collaborate
Give it a go
Stay focussed
Show resilience
Take responsibility
Think things through

We actively encourage every child to embrace and live by the above values, thereby developing knowledge, skills and attitudes which enable them to develop as reflective learners and grow to be stable, educated, respected and respectful adults in modern Britain. It is our duty to prepare every child for what will be expected of them by society, their secondary school, workplace or further study setting.



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The purpose of this policy is to ensure a consistency of approach to hurtful behaviour and bullying within our school community. While we must understand that we are all individuals, everybody has the right to feel safe, all of the time.

While bullying and making mistakes is a fact of life, bullying will not be tolerated in or outside of our school.

This policy should be read in conjunction with the following school policies:

- Behaviour Policy
- E-Safety / Cyberbullying Policy
- Equalities Policy
- Exclusions Policy
- Relationship and Sex Education Policy
- Child Protection & Safeguarding Policy
- SEND Policy
-

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments, a one-off playground scuffle, or when the occasional trick or joke is played on someone. It is bullying if it is done '**several times on purpose**' (**STOP**). Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

S.T.O.P

The word 'STOP' is used to identify bullying:

SEVERAL

TIMES

ON

PURPOSE

It can also mean:

Start Telling Other People.

Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying. In our school community:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving.



What is bullying?

‘Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face and online’

Anti-Bullying Alliance



When someone says or does something
unintentionally hurtful
and they do it once, that's
RUDE.

When someone says or does something
intentionally hurtful
and they do it once, that's
MEAN.

When someone says or does something
intentionally hurtful and they *keep doing it*—
even when you tell them to stop or show
them that you're upset—that's
BULLYING.

Whether intended or not, hurtful behaviour must be challenged.

Everybody has the right to feel safe.

No form of bullying will be tolerated in our school and all incidents will be taken seriously.

When dealing with bullying-related incidents, schools must refer to the Equality Act 2010 and the 9 protected characteristics within it.

Children and young people who are at most increased risk of being the victims or perpetrators of bullying can be those who:

- are in foster care or residential homes (Children We Care For)
- are understood to be at risk from a range of safeguarding or Child Protection issues – e.g. organised crime groups
- have specific special educational needs – e.g. Autism
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start school or an activity group mid term
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence
- have experienced physical or emotional trauma



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- have a parent that was a victim of bullying
- experienced poverty or deprivation
- are perceived as different in some way

Types of bullying:

Bullying behaviours can include:

The repeated negative use of bodily contact to intentionally hurt others.

Physical harm – e.g. hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods.

The repeated negative use of speech, sign language, or verbal gestures to intentionally hurt others.

Verbal harm – e.g. name calling, insulting, teasing, 'jokes'/banter ([click here](#) to view the Anti-Bullying Alliance's 'Banter or Bullying?' webpage), mocking, taunting, gossiping, secrets, threats. Reference to upsetting events - e.g. bereavement, divorce, being in care.

The repeated negative use of actions, which are neither physical nor verbal, to intentionally hurt others.

- Non-verbal harm – e.g. staring, body language, gestures.
- Indirect harm – e.g. excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures.

The repeated negative **use of technology as a medium** to intentionally hurt others.

- Cyber harm – e.g. text messaging, instant messaging, internet chat rooms, the misuse of social media applications, the misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions and nasty inbox messages.

The repeated negative treatment of another **incited by a parent/carers**.

We acknowledge that some acts of bullying will constitute a criminal offence ([Bullying and the law – Anti-Bullying Alliance](#)). In these cases, we would seek advice from local services. For example, our Police Liaison Officer, the Local Authority's Anti-Bullying Officer and the Locality and Community Support Services (LCSS).

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school.

'Where bullying outside school is reported to school staff, it should be investigated and acted on.'
(DfE Preventing and Tackling Bullying, p.6)

For more information, refer to the below Department for Education (DfE) publications:

[Bullying outside school](#)

[Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)

[Education and Inspections Act \(2006\)](#)

Bullying can take place on the way to and from school, before or after school hours, at the weekends, during the holidays and in the wider community. The nature of cyberbullying means that it can impact on pupils'

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well-being beyond the school day. Staff, parents/carers and pupils must be vigilant to bullying outside of school and report it in the same way that they would if they witnessed bullying in school.

We will follow the same procedures when it becomes apparent that bullying outside of school is affecting members of our school community. However, if the individual or group causing harm to a member of our community does not attend Stockham Primary School, we will seek advice and guidance from local services (e.g. Schools, Police, Children's Social Care) to ensure action is initiated to address the bullying behaviour.

Possible indicators of bullying

We recognise that the following behaviours may suggest that someone is being bullied:

- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration
- changes in behaviour and attitude
- school refusal
- bullying other children
- damaged or missing clothes / money / property
- asking for more money than usual or stealing money
- withdrawn or changes in their usual behaviour patterns or attitude
- distressed or emotional and finds it hard to articulate their feelings
- changes in their eating patterns
- changes in their online activity
- shows evidence of self-harming or even for extreme cases potential suicide
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body - some may refuse to change for PE
- repeatedly comes to school without dinner money or a packed lunch
- seems afraid to be alone and requires more adult interaction
- This list is not exhaustive. In addition, these behaviours could also indicate other issues for which schools may refer to their Behaviour and Child Protection and Safeguarding Policies for guidance

School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- A Child-Friendly Anti-Bullying Policy ensures all pupils are aware of the Anti-Bullying Policy and our expectations. This is displayed in every classroom.
- Anti-Bullying Ambassadors represent every class across the school. They meet regularly and work in partnership with staff and other children to consider ways we can continue to effectively prevent and tackle bullying at Stockham Primary School.
- Restorative approaches provide support to those who may have been affected by conflict or bullying behaviours. For more information on Restorative Practice, visit Oxfordshire County Council's Anti-Bullying webpage.
- All staff are trained in Generalist Safeguarding; effectively preventing and tackling all forms of bullying; reporting concerns; and where to go for help and support.



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- At Stockham Primary School, we have high expectations of behaviour which we promote through our school values.

RE/PSHE lessons include opportunities for pupils to understand about how we are all unique.

The RSHE programme of study includes opportunities for pupils to learn:

- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- Regular school assemblies, in addition to Anti-Bullying Week in November, help raise pupils' awareness of bullying and derogatory language.
- Difference and diversity are celebrated across the school through diverse displays, books and images
- The school values of equality and respect are embedded across the curriculum – we strive to be inclusive in everything that we do.

Reporting – Roles and Responsibilities

Governors

The Governing Board have a duty to ensure the school has policies in place to effectively prevent and tackle all forms of bullying and for reviewing the effectiveness of such policies.

Headteacher

It is the responsibility of the headteacher, with the support of senior leaders, to implement the school's Anti Bullying Policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school, with the support of the Designated Safeguarding Lead.

The headteacher must ensure that the Anti-Bullying Policy is consistently implemented by all staff by setting the standards of behaviour expected and by supporting staff, through appropriate training, in the implementation of the policy.

The Headteacher, supported by class teachers, is also responsible for ensuring expectations of behaviours are clear to all children and that children know what to do if they or somebody else is being mistreated or bullied.



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Where appropriate, the headteacher should seek advice in order to address complex cases of bullying; it is not always possible to effectively resolve every case by following the steps outlined in 'Dealing with an Incident' section. Indeed, every case will be unique.

Anti-Bullying Lead

The Anti-Bullying Lead, with the support of the headteacher and Anti-Bullying Ambassadors, is responsible for ensuring measures are in place to effectively prevent and tackle all forms of bullying.

In addition, the Anti-Bullying Lead is responsible for ensuring every member of the school community is clear on the approach to preventing and tackling bullying at Stockham Primary School

Our Anti-Bullying Lead is: Miss Helen Werrell.

Staff (Teaching and Non-Teaching)/ Adult visitors

All adults encountered by the children at school have a responsibility to model and promote respectful relationships, both in their dealings with the children and with each other, as their example has a huge influence on the children. All adults have a duty to encourage positive behaviours and challenge any negative

behaviours. At Stockham Primary School, we believe that the behaviour we walk past is the behaviour we accept.

All adults at Stockham Primary School should aim to:

- create a positive environment with high expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contributions of all.

Staff, governors and regular volunteers are trained to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If adults become aware of bullying, they should reassure the children involved that they will act, follow the steps outlined in 'Dealing with an Incident' and inform their class teacher without delay.

Pupils

All children have a duty to report bullying. If children become aware of hurtful behaviour, they should reassure the children involved that they will act and inform an adult without delay.

Role of Parents / Carers

At Stockham Primary School, we aim to work closely with parents/carers so that our children receive consistent messages about appropriate ways to behave in and out of school. Behaviour expectations are



clearly communicated via parent newsletters and our website.

We expect all parents/carers to support their child's learning and to co-operate with the school. We work hard to build positive relationships with parents/carers and will always inform parents/carers if we have concerns about their child's welfare or behaviour.

If the school uses reasonable sanctions to manage a child's behaviour, it is essential that parents/carers support the actions of the school. If parents/carers have concerns about the way that their child has been treated, they should initially contact the class teacher. If concerns remain, parents/carers should speak with a member of the Senior Leadership Team. If after this, concerns remain, parents/carers should speak to the headteacher.

For more information, go to Oxfordshire County Council's ["Help if your child is being bullied"](#)

Dealing with an Incident

When bullying has been reported, the following actions will be taken:

Stage 1

a) As it can be difficult to identify the bully and bullied in situations of conflict, and once children are calm enough to engage in conversation, staff will work through the 5 restorative steps with any child involved in conflict/bullying.

What are the '5 Steps of Restorative Practice'?

Step 1: Tell the story - What has happened? Start from the beginning... What happened just before that?

Step 2: Thoughts and Feelings - What were/are you thinking? What were/are you feeling? How do you think they are feeling?

Step 3: Ripples of harm – Who has been harmed and how have they been harmed? What has been the most difficult thing for you?

Step 4: Needs – What do you need in order to find closure? What do you need to move forward?

Step 5: What next? What do you think will make things better? What needs to happen?

Children may initially do this on a reflection form, if emotions are running high, and then talk to staff. Appropriate next steps will be agreed (e.g. restorative meeting, letter of apology, etc.) and the class teacher and parents, of all children involved, will be notified.

b) The incident will be recorded on CPOMS without delay.

Stage 2

For serious behaviour incidents, skip to Stage 3.

Should children continue to behave in a way that is hurtful to others, Stage 1 will be repeated and the child causing harm will be treated in-line with the school's Behaviour Policy to safeguard any children who have



been harmed by their behaviour. This may, for example, be a period of internal exclusion (1 or 2 days off the playground) and will be decided by the headteacher.

Staff will offer support to any children who have been harmed and take necessary action to make sure they feel safe and reassured – with the children's consent, this may involve a restorative meeting that produces a written agreement between all children involved.

For any children who have suffered harm, we will assess their needs and, where possible, provide in-school welfare support. For significant cases and cases that constitute a criminal offence, children can be referred to [SAFE! Support for Young People Affected by Crime](#), with the consent of their parent/carer.

Stage 3

If a child reaches Stage 3, the school should also work with the parents/carers to initiate an Early Help Assessment (EHA) and Team Around the Family (TAF) – multi-agency meeting - to consider what action is necessary, and in the child's best interests. Should the family refuse to engage with school in this process, the school will seek support from the Locality and Community Support Service (LCSS) to engage the family. TAF meetings should take place every 6 weeks. Progress against PSP goals should be reviewed as part of the TAF.

* At Stage 3, the headteacher should also refer to the Learner Engagement Team's [Guide for school leaders and agencies supporting school-age children / young people at risk of exclusion from school](#).

In all of these cases, a multi-agency meeting should be arranged to reduce the risk of exclusion:

- If a child has an **Education Health and Care Plan** you must contact your SEN Officer to discuss the risk of exclusion
- If the child is a **Looked After** you must contact the Virtual School for Looked After Children
- If the child is open to social care (**Child in Need or Child Protection**) you must contact the social worker

Safeguarding

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action.

Special Educational Needs and Disabilities (SEND)

The headteacher should take account of any contributing factors when dealing with incidents of bullying. Early intervention to address underlying causes of bullying behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. Under the Equality Act 2010, schools must not discriminate. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

Should the behaviour of a child with any SEN or disability be causing significant harm to others and there is an Education and Health Care Plan (EHCP) in place, the school must request an emergency annual review.



Recording and Reporting

Stockham Primary School records incidents of bullying on CPOMs and analyses patterns of behaviours as part of Senior Leadership meetings. Reflection sheets, completed by children as part of our restorative approach, are filed in a folder which is stored in the main office. Feedback is made available for governors via the headteacher's report.

Pupil Voice

Pupil voice is central to the culture and ethos of our school. We use pupil voice to evaluate how relevant this policy is to children's lives and ensuring they feel safe and able to learn.

Monitoring and Evaluation

The headteacher is responsible for reporting to the Governing Board on how this policy is being enforced and upheld. The governors are in turn responsible for monitoring the effectiveness of this policy via the termly headteacher's report, school monitoring visits and focus groups with pupils. Should a parent/carer wish to pursue a complaint regarding bullying, they should refer to the school's Complaints Policy before making direct contact with the Governing Board.

This policy is reviewed every 12 months.

Date of last review: September 23

The policy should be read in conjunction with:

- [Keeping Children Safe in Education 24](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))



Appendix 1

What can you do if you are being bullied?

Whenever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.

Some useful strategies are listed below:

- Be assertive – stand up to them, look them directly in the eye, tell them to stop and mean it
- Stay in a group, bullies usually pick on individuals
- Get away as quickly as you can
- Tell someone you trust – it can be a teacher, a teaching assistant, a midday supervisor, a parent, a friend, a brother, a sister or a relative
- If you are scared, ask a friend to go with you when you tell someone. If you don't feel you can talk to someone about it, write it down and give it to a trusted adult
- When you tell an adult about the bullying give them as many facts as you can (What? Who? Where? When? Why? How?)
- Keep a diary of what has been happening and refer to it when you tell someone
- Keep on speaking out until someone listens and helps you
- Never be afraid to do something about it and quick
- Don't suffer in silence
- Don't blame yourself for what is happening
- Call a helpline:
- <https://anti-bullyingalliance.org.uk/>
- <https://www.kidscape.org.uk/>
- <https://bulliesout.com/>
- <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>



Appendix 2

What can you if you see someone being bullied?

(The role of the bystander)



Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger. Some strategies are listed below:

- Don't smile or laugh at the situation
- Don't rush over and take on the bully yourself
- Don't be made to join in
- If safe to do so, encourage the bully to stop bullying
- If you can, let the bully know that you do not like his or her behaviour
- Shout for help
- Let the victim(s) know that you are going to get help
- Tell a member of staff as soon as you can
- Try and befriend the person being bullied
- Encourage the person to talk to someone and get help
- Ask someone you trust about what to do
- If you don't feel you can talk to someone about it, write it down and give it to a trusted adult
- Call a helpline for some advice:
- <https://anti-bullyingalliance.org.uk/>
- <https://www.kidscape.org.uk/>
- <https://bulliesout.com/>
- <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>



Appendix 3 – DESIGNED BY A CHILD IN YEAR 6

When is it bullying?

Several
Times
On
Purpose

Our promise to you is to ALWAYS treat bullying seriously. You have the right to feel happy and safe at Stockham.

Bullying can be...

- Emotional:** Hurting your feelings, leaving you out.
- Physical:** Punching, kicking, spitting and hitting.
- Verbal:** Being teased, calling of names.
- Racist:** calling names because of the colour of your skin or religion.
- Cyber:** Saying unkind things by text, email or online.

What is bullying?

A bully is someone who hurts another child on purpose by using behaviour which is meant to hurt, frighten or upset that child. It is never acceptable to hurt or harm others.

Who can I tell?

- Any trusted adult in the school e.g. your teacher, the teaching assistant or mid-day supervisor.
- An adult at home such as your parents
- A friend

If you are being bullied

Start Telling Other People

**Be an upstander
not a bystander**

FRIENDSHIP

What will happen if you bully?

- You must take responsibility for your actions and accept the sanctions given.
- You need to take steps to repair the harm you have caused.
- You need to talk to an adult about your worries and concerns.



Appendix 4

Restorative Approach

Following any kind of disagreement or breach of school rules all parties take part in a restorative discussion.

- Everyone must be given enough time to calm down before the restorative discussion takes place.
- Pupils can conduct the restorative discussions themselves depending on their age, and the severity of the disagreement. Otherwise, it must be an adult that was involved in the incident who supports with the discussion.
- All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach, and the language used in discussions is fair, consistent and respectful.

Discussions are held in a calm, quiet, private place. Both the victim (If there is one) and perpetrator attend the restorative discussion and the following questions are asked:

1. What happened?
2. Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
3. Who did this affect? Staff, pupils and others. Include others who witnessed the incident.
4. How did it make you feel? How did it make them feel? How has the victim been affected by what you did?
5. What each person was thinking and feeling at the time, before and since.
6. What needs to happen now to put it right? With support the pupils form their own agreement. When possible, and as appropriate to their age and stage of development the children identify appropriate actions e.g. write an apology letter, a verbal apology or draw a 'sorry' picture.
7. How can we stop this happening again in the future? What could the pupil do differently next time?

Restorative conversations question starters

- 1. What happened? (Beginning, middle, end)**
- 2. What were you thinking and what were you feeling at the time? How are you feeling now?**
- 3. Who has been affected? You may need to suggest some examples here. What is the worst thing from this?**
- 4. What needs to happen to make you feel better?**
- 5. How are we going to move forward? What needs to happen now? How can I help you?**



Appendix 5

Cyber Bullying

The best way to stop online bullying is through prevention.

1. Make screen time a social activity, encourage your child to play on their tablet in the same room as you, so you can see where on the internet your child is playing. Allowing kids to take their screens into their bedrooms can encourage secretive behaviour.
2. Encourage children to talk to you about what they're doing online by asking them questions as they play. This is a good way to develop a trusting relationship with your child about what they are doing online and allows a way for you to introduce the notion of online safety without being preachy.
3. Explain to your child that just as we don't talk to strangers in the street, so we shouldn't talk to strangers online.
4. Keep your online passwords to yourself so that your kids can't download inappropriate games or change your privacy settings.
5. Set boundaries from the start. Explain to your child what they are allowed to do online and what they should do if they find inappropriate content (i.e. disconnect and tell a trusted adult). Limit screen time by turning off the wifi or providing another incentive to stop after an agreed time. If that agreement is broken restrict access for a period of time.
6. Social networks have a minimum age restriction for a reason, usually 13 years old. Follow the guidelines which are in place for your children's safety. If your child is already on social networks, use the privacy settings on offer and turn off locations on apps like Facebook and Instagram.
7. Be careful what pictures or videos you upload of your children and ask them to exercise the same caution. Once a picture is shared online it cannot be taken back.
8. Explain to your child that they should only add people they know and trust to friends/followers lists online. If talking to strangers they should keep their personal information safe and location hidden.
9. Encourage them to talk to you if someone is being unkind or if they are not sure of something online. Discussion with a parent is key.