

Holme Grange School

Including the Early Years Foundation Stage (Little Grange and Reception Classes)



Tackling Bullying Policy

Date:	Amendment:	Reviewed by:	Authorised by:
Dec 2019	Next review Due		
Dec 2018	Reviewed & Revised	J Cooke	

Introduction

This Policy is written in the firm belief that every pupil at Holme Grange School has the right to enjoy their learning and recreation free from intimidation, oppression or abuse. We are fortunate to enjoy a positive environment, which we strive to maintain and improve continually. In preparing this Policy, we have taken into consideration the DfE guidance *Preventing & Tackling Bullying* (July 2017) and *Cyberbullying: Advice for headteachers and school staff* (2014). This policy is to be read in conjunction with the School's Safeguarding Policy.

At Holme Grange School, our community is based upon respect, good manners and fair play. Providing safe and happy places to learn is essential to achieving school improvement, raising achievement, promoting equality and diversity and ensuring the safety and well being of all the members of the school community

Holme Grange School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting the school in maintaining high standards of behaviour. It is essential that school and homes have consistent expectations of behaviour and that they co-operate closely together. Acceptance of this policy forms part of our standard terms and conditions.

As a community, we will not tolerate any unkind actions or remarks, as these can be considered as acts of bullying. Any instance of bullying is a serious matter. Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable and will always be dealt with. We encourage our pupils to be supportive of each other and to report any instance of bullying to a teacher.

Our policy is based upon the principles and ideals set out in the '**Holme Grange Way**' which acts as the pupils' Code of Conduct.

The Holme Grange Way

Treat other people as you would be treated

Forgive

Share

Be honest and live with integrity

Listen to each other

Be kind and helpful

Do your best to be your best self

THE SCHOOL'S RESPONSE TO BULLYING

At Holme Grange School, we always treat bullying, including allegations of bullying, very seriously. It conflicts sharply with the School's policy on equal opportunities, as well as with its social and moral principles. Bullying can be so serious that it causes psychological damage, eating disorders, self-harm and even suicide, and, whilst bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

DEFINITION OF BULLYING

In the context of this policy, the following definition will be used:

Bullying may be defined as: a behaviour that may be repeated over time and intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer – it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email).

Bullying can happen anywhere and at any time. We always treat it very seriously. It conflicts sharply with the school's policy on equal opportunities, as well as with its social and moral principles.

A further definition, which is provided by the Anti-Bullying Alliance, is: "The intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim".

Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to special educational needs.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Cyber bullying.

DEFINITIONS¹

Bullying around Race, Religion and Culture:

Religious bullying involves treating people badly because of their religious backgrounds or beliefs, saying bad things about a religious background or belief, calling someone names or telling jokes based on his or her religious beliefs.

Sexual Bullying:

Sexual bullying includes behaviours such as leaving someone out or treating them badly because they are a boy or a girl, making someone feel uncomfortable because of their sex, making sexist comments or jokes, touching, pinching or grabbing someone in a sexual way, making crude comments about someone's sexual behaviour, spreading a sexual rumour about someone or calling someone gay, lesbian, a fag or other such names.

Disabled Bullying:

Disabled bullying includes behaviours such as: leaving someone out or treating them badly because of a disability, making someone feel uncomfortable because of a disability or making comments or jokes to hurt someone with a disability.

Homophobic Bullying:

Homophobic bullying involves any hostile or offensive action against lesbians, gay males, bisexual or transgender people or those perceived to be lesbians, gay, bisexual or transsexuals. Actions might include verbal, physical or emotional (social exclusion) abuse, harassment, insulting or degrading comments, name calling, gestures, taunts, insults or jokes, offensive graffiti, humiliation, ridiculing or refusing to work or cooperate with others because of their sexual orientation.

Cyber Bullying:

Cyber bullying is the use of Information and Communication Technology (ICT), particularly mobile phones and other mobile devices and the Internet to deliberately upset someone else. It can be an extension of face to face bullying providing the bully with another route to harassing their target. It involves the invasion of home and personal space. It takes different forms: threats and intimidation, harassment or 'cyber stalking', vilification, defamation, exclusion or peer rejection, impersonation, unauthorised publication of private information or images and manipulation.

Mr Bill Belsey, the creator of the web site: www.cyberbullying.org defined this unpleasant and particularly intrusive phenomenon in the following terms:

"Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others."

Cyberbullying can involve Social Networking Sites, like Bebo, Snapchat, Instagram, Facebook and Myspace, emails and mobile phones used for SMS messages and as cameras. It is also understood that new social networking sites are created and used every day.

There are the following different forms of peer-on-peer abuse: sexual violence, sexual harassment, physical abuse, sexting (youth-produced sexual imagery), initiation/hazing type violence and rituals. All of these are defined in the Safeguarding Policy.

At Holme Grange School we realise the positive and the negative potential of these technologies. Consideration is given to the acceptable use of technology within the school setting. All children and parents are required to sign an annual Code of Conduct with regards to the use of technology.

Special Educational Needs and disabilities:

Children with SEN and disabilities are a diverse population. They have many skills and talents. They also have a wide range of very different needs. This includes children with complex health needs, children with learning disabilities, children with sensory impairments and children with social and behavioural needs. Some of these children will require support in school, some will not. For all children with SEN and disabilities discrimination based on their needs can be a challenge. Children with SEN and disabilities may:

- be adversely affected by negative attitudes to disability and perceptions of difference;
- find it more difficult to resist bullies;
- be more isolated, not have many friends;
- not understand that what is happening is bullying;

- have difficulties telling people about bullying.

By clear preventative steps and an open policy against bullying, we hope that Holme Grange will remain as free as possible from the problem.

However, sometimes children can be and are nasty to each other and all adults in a school need to have help in how to deal with such situations.

The elements of the School's policy are:

- * Bullying (verbal or physical) is **not** tolerated. Everyone is expected to ensure that it does not happen and each person has the responsibility to tell - this is not telling tales.
- * **Bullying is wrong** and all members of the School, children and adults, have a responsibility to report any incidents.
- * Any reports of bullying will be taken seriously.
- * The Headteacher should be informed of any incidents of bullying.
- * The Headteacher will decide whether parents should become involved.
- * Teachers should use the curriculum to get across messages about acceptable behaviour - drama, discussion groups, role play, PSHE lessons, assemblies etc.
- * The prevention of bullying is everybody's business.
- * Staff are to complete the appropriate Daybook template on the Engage (MIS).

If in doubt - speak to the appropriate Head of School, Deputy Head or Headteacher

Signs of Bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoiled by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self confidence
- Frequent visits to Matron with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

Preventative Measures

We take the following preventative measures:

- We discuss, monitor and review our anti-bullying policy on a regular basis.

- We use appropriate Assemblies to explain the school policy on bullying. Our PSHE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other.
- Other lessons, particularly RS, English and Drama highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place.
- All reported incidents are recorded on Engage and investigated at once. SMT monitor reported incidents with a formal review at least termly.
- We support staff to promote positive relationships and identify and tackle bullying appropriately.
- We have a strong and experienced pastoral team of Tutors, SENCos, Head of Pre-Prep, Prep and Eaton Grange and Heads of House who are trained in handling any incidents as an immediate priority, and are alert to possible signs of bullying.
- Staff have had training in spotting cyber bullying
- We are a Stonewall recognised school
- Our pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies.
- Staff are always on duty at times when pupils are not in class and patrol the school site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour.
- School displays advise pupils where they can seek help, including details of confidential help lines and web sites connecting to external specialists, such as Childline, Kidscape, Get Connected, Samaritans and posters are displayed around the school to remind children of who they can talk to.
- We provide leadership training to our Pupil leadership team (Head of School, Deputy, Head of Sport, Head Boys/Girls and their team of prefects/heads of House]/ and Year 6 Peer Mentors, which specifically covers the importance of offering support and assistance to younger and to vulnerable pupils.
- **We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils** (Ref: Sec 89/5 of the Education & Inspections Act 2011)
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures.
- We report to parents/carers regarding their concerns on bullying and deal promptly with complaints. Parents in turn work with the school to uphold the Tackling Bullying policy.

Advice for children regarding how to deal with bullying/Cyberbullying is contained in Appendix A & B

Telephone Help Lines

Childline 0800 1111 Anti-Bullying Campaign 0171 378 1446

TACKLING CYBERBULLYING

Mobile, Internet and wireless technologies have increase the pace of communication and brought benefits to users worldwide; but their popularity provides increasing opportunities for misuse through

'cyberbullying'. School staff, young people and parents have to be constantly vigilant and work together to prevent this form of bullying and tackle it whenever it occurs.

In addition to the preventative measures described above, Holme Grange School:

- Expects all pupils to adhere to its Acceptable Use (Pupils) Policy and Code of Conduct for the safe use of the internet. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use.
- May impose sanctions for the misuse, or attempted misuse of the internet.
- Issues all pupils with their own user profile to access the School's network, which is secure, filtered and monitored.
- Has regard to [UKCCIS guidance](#) for teaching to equip young people for a digital life including:
 - Offering guidance on the safe use of social networking sites and cyberbullying through the PSHE scheme which covers blocking, removing contacts from 'buddy lists' and sharing personal data.
 - Offering guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- Mobile phones are not permitted in Pre-Prep or Prep school and must be left in the School office if required for travelling to and from School but only if permission has been given by the Head teacher.
- From Year 9, Eaton Grange students can bring mobile phones into school however phones must not be used in school. If a pupil wishes to use their phone, permission must be sought from a member of staff.
- A regular workshop on safety which includes aspects of cyber-bullying for pupils, parents and staff is hosted by an external specialist.
- Draws pupils, particularly when on trips and excursions, to the rule that the use of cameras on mobile phones is not allowed in washing and changing areas

Who is most vulnerable?

Because of the anonymity that new communications technologies offer, anyone with a mobile phone or internet connection can be a target for cyberbullying. What's more, bullies can reach much larger numbers within a peer group than they can with conventional bullying, for example, vindictive comments posted on a website can be seen by a large number, as can video clips sent by mobile phone.

School Policy

We have a Code of Practice which promotes safe internet etiquette; this is agreed and signed by all parents/carers. Pre-Prep and Prep School Pupils are not allowed to bring a mobile phone into school or take one with them on a school trip.

As part of the ICT curriculum pupils will be taught about safe internet etiquette and the risks of new communication technologies, the consequences of their misuse and how to use them safely.

All e-communications used on the school site or as part of school activities off-site are monitored. We advise our pupils never to give out personal contact details online or post photographs of themselves on sites. We advise our pupils that they should not respond to abusive emails, text messages or phone calls and should always tell an adult.

Security systems are in place to prevent images and information about pupils and staff being accessed improperly from outside the school. We will work with other outside agencies to manage cyberbullying. **We will take action if a pupil is being cyberbullied or is bullying someone else.**

Procedures for dealing with Bullying

We will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through whole school activities.
- Train all staff including teaching assistants and non teaching staff to identify bullying and follow school policy and procedures on bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Staff meet regularly to discuss pastoral concern which will be logged onto the RAG sheet.

If an incident of bullying is reported, the following procedures are adopted:

- The member of staff to whom it was reported or who first discovers the situation, will control the situation, reassure and support the pupils involved.
- He/she will inform an appropriate member of the pastoral team as soon as possible.
- The member of staff will calmly explain the range of disciplinary measures that are potentially involved.
- The victim will be interviewed on his/her own and asked to write an account of events.
- The bully, together with all others who were involved, will be interviewed individually and asked to write an immediate account of events.
- The incident must be recorded as a Daybook entry on Engage (MIS)
- All tutors and the Head of School should be informed.
- The victim will be interviewed at a later stage by a member of the pastoral team, separately from the alleged perpetrator. It will be made clear to him/her why revenge is inappropriate. He/she will be offered support to develop a strategy to help him or herself.
- If a child is at risk of serious harm, then the matter should be treated as a safeguarding issue and the School's safeguarding procedures would be followed.
- The alleged bully will be interviewed at a later stage by a member of the pastoral team, separately from the victim, and it will be made clear why his/her behaviour was inappropriate and caused distress. He/she will be offered guidance on modifying his or her behaviour, together with any appropriate disciplinary sanctions.
- The parents/guardians of all parties should be informed and invited into school to discuss the matter. Their support should be sought.
- A way forward, including disciplinary sanctions and counselling, should be agreed. This should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures.
- A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode.
- A monitoring and review strategy will be put in place.
- In very serious cases, and only after the Head teacher has been involved, it may be necessary to make a report to the Police or to the Social Services. However, it is the policy of Holme Grange to attempt to resolve such issues internally under the school's own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely.

Involvement of pupils / students

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure students know how to express worries and anxieties about bullying.
- Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools.
- Publicise the details of helplines and websites.
- Offer support to students who have been bullied.
- Work with students who have been bullying in order to address the problems they have.
- Have an annual Kindness Week where the focus is on being kind and not bullying

Liaison with parents and carers

We will:

- Ensure that parents / carers know whom to contact if they are worried about bullying.
- Ensure parents know about our complaints procedure and how to use it effectively.
- Ensure parents / carers know where to access independent advice about bullying.
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying

EYFS Children

Even the youngest children are encouraged to behave towards each other with kindness and consideration. They have to learn to look after their own possessions and to respect other's possessions. We expect them to be honest, helpful and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity. The Head of Pre-Prep is in day-to-day charge of the management of behaviour in the Pre-Prep Department.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and

- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

• The Safeguarding Policy	• The teaching of Citizenship and PSHE Education
• Complaints policy	• The Pupil Code of Conduct
• Behaviour Policy	• The Pupil Acceptable Use Policy

Monitoring & review, policy into practice

We will review this Policy at least once every two years as well as if incidents occur that suggest the need for review. The school uses the guidance by the DFE* and the Anti-Bullying Alliance** to inform its action planning to prevent and tackle bullying.

Responsibilities

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- SMT to take a lead role in monitoring and reviewing this policy.
- The Headteacher, Senior Managers, Teaching and Non Teaching staff to be aware of this policy and implement it accordingly.
- Pupils to abide by the policy.

[Preventing and Tackling Bullying \(July 2017\)](#)

[Cyberbullying: Advice for Headteachers and School Staff \(2014\)](#)

***Anti Bullying Alliance guidance*

http://www.anti-bullyingalliance.org.uk/Page.asp?originx_4237co_4721421398769u17h_2007627412x

Review schedule:

Effective Date of Policy:	November 2012
Reviewed:	December 2013
Reviewed:	December 2014
Reviewed:	December 2015
Reviewed:	December 2016
Reviewed:	December 2017
Reviewed:	December 2018 (JCO)
Next Review:	December 2019

Appendix A.

Advice for young people (taken from: [Kidscape](#))

How to respond to bullies - practical tips for being assertive

When you are being bullied, it's really hard not to show that you are upset or angry, we are human after all. But by not giving the bully the reaction they want, you will be able to take back the control and stop the bullying cycle in its tracks. How can this be done? By learning to be assertive!

What does it mean to be assertive?

Being assertive is about being at ease and feeling confident around others without being forceful or aggressive. Although this does come easier to some, nobody is born assertive - it is something that is learnt. First of all, look at the different styles of communication. Generally they can be divided into three main categories:

- Being **passive** is to behave as if other people's rights matter more than yours;
- Being **aggressive** is to behave as if your rights matter more than other people's;
- Being **assertive** is to respect yourself and others equally.

People usually behave in a mixture of the ways described above. However, those who are mostly aggressive are likely to bully others, and those who are mostly passive are often likely to be a target of bullying.

Speaking assertively

The following methods can be used to respond to bullies when they say something offensive. Remember, the key is to be assertive, which means not getting aggressive or insulting back.

Start saying no: Before you can try out any of the methods below, you must learn how to feel comfortable saying no. For a tiny word, it can feel very hard to say, but it's completely within your right to use it. Most importantly, say 'no' as if you mean it. Say it forcefully, clearly and loud enough to be heard. To be most effective, it must be backed up with the assertive body language explained in the next section.

When someone asks you to do something: Keep saying no until the bully gets the message. This method is based on repetition, and is something Kidscape refers to as the 'broken record' technique.

When someone says an insulting comment: No matter how hard it is, try not to let the comment upset or anger you. Pretend you are surrounded by a protective bubble or fog that swallows up the words before they can touch you. If the comment is based on truth, respond "that's right". If the comment is false, respond "it's possible" or "that's your opinion". We like to call this 'fogging'!

Remember to stay safe! These techniques should only be used when you feel safe. If you feel under threat, always YELL to attract attention, RUN away from danger and TELL an adult immediately. If you are being threatened for a possession, hand it over. No object, no matter how new or expensive, is more important than your safety.

Using body language

Being assertive isn't just about how you respond to others verbally, but is also apparent in your body language - i.e. the way you hold yourself physically. Bullies pick on people who they think won't stand up for themselves, and will often target those who look nervous. Here are a few simple things you can do to 'stand tall' and appear confident (even if you don't feel it!).

- Keep your back straight;
- Hold your head high;
- Walk with purpose;

- Take a deep breath and relax your shoulders;
- Unfold your arms and try not to fidget;
- Hold eye contact.

Using an assertive voice

When you use a verbal response with a bully, it's important to use an assertive voice, one that is strong, calm and sounds confident. Take a deep breath before speaking and don't let the bully rush you.

Being assertive

Practising these skills

Being assertive has been proven to drastically reduce bullying. However, practising is key. These methods may not work instantly, but with regular use they will make a huge difference to the way that others treat you. There are some exercises you can do with your parents/carers or a trusted friend or teacher.

Role play: Team up with someone to role play typical bullying scenarios; getting them to play the bully. Discuss what the bully might say, prepare an action plan, and then practise your assertive response (saying no, broken record and fogging). You might want to role play further responses to any comebacks you might get from the bully.

Mirror work: Look at yourself in a full length mirror. How are you standing? Practise the assertive body language that is outlined above. Once you are feeling confident (or if you don't have a full length mirror), get someone else involved. Ask them to mirror the way you are standing, and judge how you think they appear.

Eye contact: Look someone in the eyes in a relaxed, non-aggressive way. Have a competition to see who looks away first. You can also practise this privately each time you have a conversation with someone you know and feel comfortable with. If you find eye contact difficult, you can look at the bridge of someone's nose instead.

Appendix B

How to deal with cyberbullying (from Kidscape)

Cyberbullying can seem like a never ending torment, especially when there are many people involved. But there are steps you can take, and people you can talk to in order to make it stop.

Recognise it

Know what to look out for: Cyberbullying comes in [many different forms](#); make sure you know how to recognise it when it happens.

Find the cause: Try to establish who is behind it, and why they may have targeted you. Make sure you keep the evidence, as without proof, it will be hard to make a complaint.

Report it

Unless you report cyberbullying to an adult, it is very unlikely to stop. Start by talking to your parents or guardians about the types of cyberbullying you have experienced. They will be able to help you in reporting it to the following people:

The school: The school has a responsibility to protect you from bullying, even if it happens offsite, online or over the phone. Ask your parents to schedule a meeting with your teacher, and be prepared to talk to them about who has been involved.

Service providers: There are very simple steps you can take to report cyberbullies who contact you by phone, email and on social media. These are all outlined [here](#).

The police: Forms of cyberbullying such as threatening phone calls or messages may be an illegal offence that the police can help with. Ask your parents to contact your local police station for more information.

Prevent it

Don't respond: Never get involved in arguments online, as this will only escalate the situation and make it much worse.

Block the bullies: You can easily prevent cyberbullies from being able to contact you by following our [cyber safe settings](#).

Increase your privacy: Unfortunately, some people use the internet to cause harm to others. Don't let this small group ruin your experience, but be sensible with the information you share. Follow our [privacy guidelines](#) to keep yourself protected.

Respect your online presence: It is easy to forget that the cyber world is the real world, and what you share online can have huge consequences. It is therefore so important that you always [think before you post!](#)