

Safer online, together



Read. Watch. Play. Practise.

Bring Bobby's story into everyday learning with the picture book, musical videos, games and puppets.

Small steps. Clear choices.

Primary and SEND settings. Adapt the language, pace and communication choices for each pupil. No testing, time pressure or need to share a personal experience.

Before you begin

Staff: read pages 2-3 and agree your school's response route. These learning resources are not a safeguarding policy, assessment or reporting service. DSL review is required before school use.

Prepare a safe session

Agree the help route

Check the school's safeguarding policy, designated safeguarding lead (DSL) and deputy contacts. For England, use current KCSIE; elsewhere use the relevant national guidance. Complete the staff details below before delivery.

Make participation accessible

Offer pointing, eye gaze, signing, speech or the pupil's usual AAC. Use familiar symbols alongside words; these drawings are prompts, not a validated symbol system. Read aloud, allow processing time and offer a quiet break or opt-out.

Keep examples fictional

Talk about Bobby, not "Who has this happened to?" Never request addresses, passwords, messages or personal stories in a group. Do not use scores as a measure of safeguarding understanding.

Prepare the media

Preview the story and videos for your group. Keep volume comfortable and pause before a worrying scene. In games, treat mistakes as practice, not blame. Use adult-supported play if hazards or deductions cause distress.

Local details - staff copy

DSL / deputy: _____

Contact / location: _____

If unavailable, follow this school route: _____

Staff review date: _____

When a pupil shares a worry

Listen and reassure

Stay calm. Take the concern seriously. Say: “Thank you for telling me. This is not your fault. I will help.” Do not promise secrecy; explain that you must share with people who can help keep them safe.

Respond without investigating

Use the pupil’s communication method and allow time. Avoid leading questions or asking them to repeat their story to multiple people. Write their words and relevant observations accurately; distinguish facts from interpretation.

Act promptly

Pass the concern to the DSL or deputy immediately using school procedures. Do not assume another person has done so. If they are unavailable, use the policy’s escalation route; do not delay action needed to protect the child. Immediate danger: call 999.

Handle devices and evidence safely

Do not ask pupils to forward upsetting material. For suspected nude or sexual imagery of children: do not view, copy, print, save or share it, or ask a child to download it. Refer to the DSL and UKCIS guidance. Follow school procedures for other messages and evidence.

Keep support going

Store records only in the school’s secure safeguarding system, not on this public website or in a class display. Agree appropriate follow-up and check the pupil knows how to seek help again. The DSL coordinates referrals and contact with families where appropriate.

If something does not feel right



STOP

Pause. You can move away from the screen.

THINK

How do I feel? I do not have to work it out alone.

TELL

Tell someone I know and trust.

Not sure? Ask for help.

Worried, confused, uncomfortable or scared? That is enough reason to ask. If the first person cannot help, tell another trusted person.

CAUGHT IN THE NET

COMMUNICATION BOARD • POINT / LOOK / SAY

I can show how I feel



All feelings are welcome

You can feel more than one thing. You do not need the exact word. Use your own communication aid if you prefer.

Help is always an option

Point to a feeling, say a word, use a sign or show “Help”. You can skip this board and ask for support straight away.

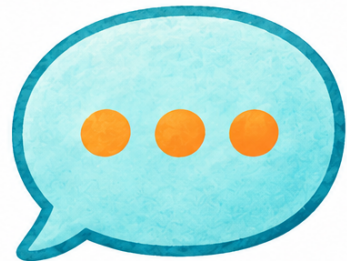
I need some help



A game



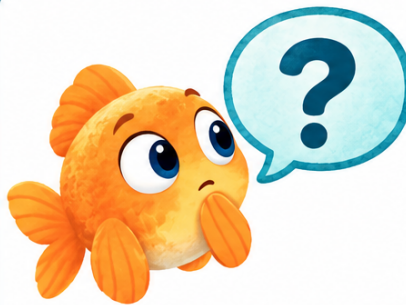
A video



A message



A picture



Something else



Help me

My next choice

I want a break. / I want someone with me. / I want to talk somewhere quiet. / I do not know yet.

For the person supporting me

Accept pointing, looking, signing or AAC. Do not require every box to be answered. This board starts a conversation; it does not investigate a concern. Follow your safeguarding procedure if a worry is shared.

People who can help me

Someone at school

Name or draw a teacher, teaching assistant or another trusted person.

Someone outside school

Name or draw a parent, carer, family member or another trusted person.

Another person I can tell

If one person is unavailable or I still need help, I can tell someone else.

I can practise saying

“Can you help me?” / “Something does not feel right.” / “I need to tell you something.”
Pointing or using my communication aid counts too.

Keep this private

Complete with a trusted person. Do not publish names, contact details or completed sheets online. Someone met only online is not the same as someone I know and trust in real life.

Three short shared sessions

1 / Read and notice

Share the book until Bobby notices something feels different. Ask: "What does Bobby notice?" Offer the feelings board or usual AAC. Model STOP - THINK - TELL. Finish with one help-seeking choice, not a personal disclosure.

2 / Watch and choose

Preview and select a short musical chapter. Pause before a choice. Use one scenario card, then play one Bubble Chat or Safety Quest challenge together. Ask: "What could Bobby do next?" Reassure after every answer.

3 / Puppets and practice

Use Bobby to model asking for help. A staff member or the octopus puppet responds calmly. Pupils may watch, point, sign or join in. Try a different scenario; end with a trusted-person plan completed privately.

Notice learning, not performance

Can the pupil access a way to ask for help, recognise a feeling or select a safer next step? Accept support and repeated practice. Never use a wrong answer, silence or game score as evidence that a pupil is safe or unsafe.

CAUGHT IN THE NET

PUPPET ACTIVITY • MODEL A CALM RESPONSE

Bring Bobby into the room



A pretend message

Bobby: “Someone in my game asked which school I go to. I feel unsure.”

Guide: “Thank you for telling me. You can keep that private. Let’s ask someone you know and trust to help.”

Offer two next steps

“Share the school name” or “Keep it private and ask for help”. If a pupil chooses the first, say: “We can practise another choice. Bobby can keep it private.” No penalty or shaming.

Keep Sharky gentle

Sharky represents this story’s misleading online identity. Do not surprise, chase or frighten pupils, or teach that every unfamiliar person is dangerous. Focus on the behaviour and Bobby’s choices, not how an avatar looks.

End with confidence

Bobby practises “Help me” using words, a sign or a board. Say: “You can ask for help even if you clicked, replied or shared something.” Return to a calm, enjoyable activity.

Pause and choose / cards 1-4

1 / People online

Bobby wants to play with someone. A: someone he knows in real life. B: anyone who sends a request.

Safer: A. Check with a trusted person too; a familiar name or avatar is not proof of identity.

2 / Personal information

A player asks for Bobby's school and address. A: share them. B: keep them private and ask for help.

Safer: B. You can keep personal details private.

3 / A prize link

A pop-up says "Free coins! Click NOW!" A: pause and check with someone trusted. B: click quickly.

Safer: A. Pressure and prizes are reasons to check first.

4 / An upsetting video

A video makes Bobby scared. A: send it to friends. B: stop watching and tell someone trusted.

Safer: B. Bobby does not have to deal with it alone.

Pause and choose / cards 5-8

5 / Suitable content

A game is rated for older players. A: change his age. B: check with someone trusted.

Safer: B. Choose something suitable together.

6 / A worrying message

A message makes Bobby uncomfortable. A: stop replying and tell someone trusted. B: keep it secret.

Safer: A. A trusted person can help decide what to do with the message.

7 / A photo request

An online player asks for Bobby's photo. A: send it to keep them happy. B: pause and ask for help before sharing.

Safer: B. Bobby does not owe anyone a picture.

8 / Meeting up

Someone met in a game wants to meet Bobby. A: arrange it alone. B: do not arrange it; tell someone trusted.

Safer: B. An online contact is different from someone known and trusted in real life.

Safer online at home

Start with what they enjoy

Talk about favourite games and videos. Roblox, YouTube and other services can offer fun and learning, but experiences and features vary. Ask “What do you like?” and “What helps you feel comfortable?” without blame.

Make a shared plan

Agree suitable content, contacts and breaks. Review privacy, chat, purchases and parental settings together. Settings support safety but do not replace relationships, conversation or help-seeking.

Practise the same message

STOP - THINK - TELL someone you know and trust. Make “Help me” available in the child’s usual communication method. Reassure them that asking for help is okay even after a mistake.

When something worries them

Listen calmly, thank them and explain how you will help. Do not demand a demonstration of upsetting content. Contact the school’s safeguarding lead about a concern. Immediate danger: 999. CEOP supports reports of online child sexual abuse.

Explore together

Read, watch and play: beatbotzedu.com/caught-in-the-net.html

Family advice: internetmatters.org/inclusive-digital-safety/

CEOP: ceop.police.uk/Safety-Centre/

School contact (complete locally): _____

Support routes and review

Learning, not a reporting service

This pack provides original learning activities and communication prompts. It is not clinical advice, safeguarding training, statutory guidance or a substitute for local procedures. No external organisation endorses this pack.

Choose the right support

School concern: use the school's safeguarding route. Immediate danger: call 999. CEOP: concerns about online child sexual abuse, not general bullying or account support. Internet Matters: practical learning and family advice, not an emergency response service.

Review before use

Prepared 5 October 2026. Staff response wording draws on KCSIE and UKCIS guidance linked below. Check current guidance, links and local policy before use. KCSIE applies in England; schools elsewhere must use their own national framework.

Local review

Reviewed by DSL / school lead: _____

Review date: _____ Next review: _____

Adaptations / communication support: _____

Keeping children safe in education (England)

Current statutory school safeguarding guidance; use the edition in force and your local policy.

[Open official guidance / support link](#)

UKCIS: responding to image-sharing incidents

Staff and DSL guidance, not a pupil activity.

[Open official guidance / support link](#)

Internet Matters: Inclusive Digital Safety

Advice for families and professionals supporting children with additional needs.

[Open official guidance / support link](#)

CEOP Safety Centre

Report concerns about online child sexual abuse; not a general technical-help or bullying service.

[Open official guidance / support link](#)