



Richmond Hill Primary Academy

e-Safety Scheme of Work

January 2017





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e-Safety Scheme of Work

*Filter a website and you protect a student for a day.
Educate students about online safety in the real world
environment and you protect your children for a
lifetime.*

At RHPA, we believe e-Safety awareness and understanding is of great importance for our pupils who are growing up with technology at every turn. E-Safety is taught both as part of the Computing curriculum and as an independent subject in its own right. E-Safety is integrated wherever relevant within our day-to-day practice and cross-curricular links are made within our Prevent and SMSC agendas.

Children are exposed to a developing e-Safety programme throughout their time in school, accessing age-appropriate messages and content that help them: to use technology safely, respectfully and responsibly; to recognise acceptable as well as unacceptable online behaviours; and to identify where to seek advice and help should they have any concerns about their online experiences.

All children share an understanding of the SMART (Safe – Meeting – Accepting – Reliable – Tell) rules for e-Safety and there are key reminders and help routes displayed throughout school.

E-safety is still at an early stage in its development and we are still trying to get to grips with the impact that online activity has on our behaviour and how we live our lives. Add to this the fast moving nature of technology and we are faced with a subject which evolves at an exponential rate across all facets of society.





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Matters of e-Safety reach well beyond the typical safeguarding issues which tend to highlight the subject within schools, other elements to consider include: privacy and security; copyright and plagiarism; self-image and relationship; health and well-being; as well as, the perpetual nature of our digital footprint. The wider psychological aspects of modern culture, the reasons behind online behaviours and the effects of overusing technology also offer further contemplation.

The level of risk associated with technology can be traced back to one key principle - *human behaviour* - and e-Safety education needs to consider how it can have the most positive impact upon this. With this in mind, we not only need to keep our children informed of how they can keep themselves safe, we also need to delve deeper into the 'why' of behaviour. *Why do children act in the way that they do online?* Of course, the complexities of these two aspects reach well beyond the school gate but if we can persevere to at least shine some light on these areas then we can begin to develop a culture of positive behaviour and limit the risk of the online world to the pupils in our care.

Through this scheme of work we seek to:

- **empower** our children to behave in a manner that will reduce risk and enable them to experience all the positive opportunities which are available to them online
- **develop and embed** positive attitudes and behaviours over time, offering a flexible approach that allows for the ever-changing terrain that e-safety endures
- **offer** a safe and open environment in which children can comfortably draw on the support and help available should they find themselves in a troubling situation





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This scheme is:

Enduring ... with the main aim to develop lifelong habits which will protect but not smother our students as they inevitably venture into the online environment which is their world

Efficient ... it seeks to offer quick, easy and effective inputs within a backdrop of multi-sensory reminders and opportunities to practice knowledge and skills learnt

Embracing ... taking into account the wider aspects of digital literacy and forging the necessary links between e-safety as a subject and the real-world experiences which cause it to be an essential part of today's curriculum

Embedded ... not only throughout the whole school, from nursery to Year 6, but holistically within our wider SMSC curriculum as well

Empowering ... promoting the positive potential of the online community and showing children how they can keep themselves safe in a wide range of situations

Evidential ... we are seeing great improvements not only in our children's awareness of e-safety but in parents' and staff's too

Enjoyable ... all of the planned sessions and activities are child-centred with the focus on an engaging and age-appropriate experience which will have the most impact for our children

Evolving ... seeking to be as pro-active as possible but always responsive to the needs of our children and their families





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Half-termly workshops

- Delivered by a dedicated subject specialist
- Builds on prior knowledge and understanding by following the developmental guidelines of this scheme
- Reminds children of the help routes available to them both within and outside of school
- Follow-up activity back in class to embed the message and encourage teacher involvement
- Evidence of learning maintained in exercise books

Rapid Response to Concerns

- Record keeping & relevant sharing via CPoms system
- Involvement of outside agencies (e.g. Police)
- Regular review of planned inputs and adjustments as necessary

Dedicated Whole-School Assemblies

- Linked to relevant special events / days
- In response to current news topics and issues throughout school or the wider community

What does this e-Safety scheme look like throughout school?

Digital Leaders Programme

- Positive role-models throughout the school
- Aiding school-based research and keeping school informed of current e-Safety matters within year groups
- Offering support and guidance to peers
- Helping to promote the e-Safety message from a grass-roots level

Home / School communication

- Information leaflets, parent workshops, parent questionnaires, etc.

Displays and reminders throughout school

- Whole-school e-Safety display
- SMART Rules displayed in every classroom and in corridors
- Child-friendly help routes and reminders displayed in all classrooms and in corridors

Dedicated e-Safety Staff Committee

- Staff from across the school
- Seeking to keep abreast of any e-Safety developments
- Keeping colleagues informed
- Promoting the e-Safety scheme of work alongside associated agendas
- Managing and developing the e-Safety Action Plan and curriculum









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Half-Termly Coverage

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Staying SMART	Staying Kind	Staying Safe	Staying Critical	Staying Healthy	Staying Accountable
e-Safety		Understanding why and when we need to be careful online	Understanding the 'real' nature of online relationships	Understanding the importance of online privacy and security	Understanding the limitations of online information	Understanding the impact of technology on our health and wellbeing	Understanding the effects of different online behaviours
Prevent & Safeguarding Agendas		What does 'being British' mean?	Identifying Racism	Grooming and child exploitation	Stereotypes and the media	Extremism and Radicalisation	Human Rights and Freedom of Speech
British Values		Developing our British Values	Rule of Law	Mutual respect <i>(inc. respect for self)</i>	Democracy	Tolerance of those of different faiths and beliefs	Individual Liberty
Events to consider		<ul style="list-style-type: none"> National Inclusion Week Children in Need Remembrance Day Anti-bullying week Human Rights Day 		<ul style="list-style-type: none"> LGBTQ History Month Safer Internet Day Anti-bullying Day Comic Relief National Happy Day 		<ul style="list-style-type: none"> World Health Day RHPA Healthy Week RHPA Prize Night International Day of Friendship End of school year – Summer holidays 	





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How this scheme of work links to the EYFS and Primary Curriculums:

EYFS: Development Matters

- **Personal social emotional development: Making Relationships**

Early Learning Goal, includes: *They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.*

- **Personal social emotional development: Self Confidence and Self Awareness**

Early Learning Goal, includes: *They say when they do or don't need help.*

- **Personal social emotional development: Managing Feelings and Behaviour**

Early Learning Goal, includes: *Children ... talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules.*

- **Physical development: Health and Self-care**

Early Learning Goal, includes: *Children ... talk about ways to keep healthy and safe.*

- **Understanding the world: People and communities**

Early Learning Goal, includes: *They know about similarities and differences between themselves and others, and among families, communities and traditions.*

- **Understanding the world: technology**

Early Learning Goal, includes: *Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.*





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KS1: Computing POS

- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

KS2: Computing POS

- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact





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Whole-School Progression in e-Safety (developed from: www.somersetelim.org assessment grids)

Children can ...		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Stay SMART	Stay Kind	Stay Safe	Stay Critical	Stay Healthy	Stay Accountable
EYFS	F1	talk about ways in which they access technology and the internet	understand what is meant by 'kind' and 'unkind'	understand the difference between friends and strangers	recognise that unknown links and attachments might pose a risk	talk about what a 'healthy balance' means with regards to technology	talk about 'good manners' and their impact
	F2	talk about ways in which they access the internet, considering any risks they may have encountered	talk about how being 'kind' or 'unkind' makes people feel	understand the difference between friends and strangers online	tell an adult about something unexpected or worrying online	talk about how long they spend online ... considering if this is too long or not	recognise what is classed as 'polite' and what is not
KS1	Year 1	understand that whilst the internet offers positive opportunities there is also an element of risk	understand why it's important to be kind and polite	understand what personal information is and the importance of keeping passwords private	understand the need to tell an adult about something unexpected or worrying online	understand the importance of using age appropriate websites	agree and follow sensible e-Safety rules, understanding why this is important
	Year 2	understand the positive opportunities offered by the internet, as well as some of the risks involved	understand why it is important to be kind and polite in real life and online	understand that not everyone is who they say they are online, recognising the importance of keeping passwords and personal information private	understand the need to tell an adult about something unexpected or worrying online, recognising the importance of choosing age appropriate games, websites and apps	understand why they should only go online for a short amount of time	understand how to recognise the things that happen online which must be shared with an adult





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Lower KS2	Year 3	know that whilst the internet offers positive opportunities there is an element of risk	practise posting positive comments online	know what makes a secure password and why they are important, including protecting personal information when online	ask an adult before downloading files and games from the internet, recognising websites and games that are age appropriate	make good choices about how long to spend online	know how to use the safety features of key websites as well as how to report concerns to an adult
	Year 4	discuss that whilst the internet offers positive opportunities there is also an element of risk associated with online activity	comment positively and respectfully online and through text messages	choose a secure password and screen name when using a website, talking about ways they can protect themselves and others from harm online	understand the need to ask a trusted adult before downloading files and games from the internet, choosing websites, apps and games which are age appropriate	help friends to make good choices about the time they spend online	know that anything shared online can be seen by others and how to use the safety features of key websites, as well as who to report concerns to
Upper KS2	Year 5	explain how the internet offers positive opportunities - whilst identifying the associated element of risk	explain the importance of communicating kindly and respectfully	choose a secure password and screen name, knowing to protect these alongside other personal information	discuss the importance of choosing an age-appropriate website, app or game, as well as explaining the need to protect devices from harm	talk about the dangers of spending too long online or playing a game	explain the need to protect themselves and others, knowing the best ways to do this (inc: reporting concerns to an adult), as well as understanding that anything posted online can be seen, used and may affect others
	Year 6	explain how to make the most of the positive opportunities offered online, identifying how to limit the risks involved	explain the consequences of not communicating kindly and respectfully	protect passwords and other personal information; explaining the consequences of sharing too much about oneself online	protect devices from harm on the internet	explain the consequences of spending too much time online or on a game	support friends to protect themselves and make good choices online, including reporting concerns to an adult





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Ideas for Video Links and Resources (most relevant to Year Groups)

- responsibility for use of these suggested links and resources lies solely with the facilitator or teacher in charge of planning
- ideas and links on this list should always be carefully vetted with regards to suitability for cohort, as well as security issues, in advance of any e-Safety sessions
- this list is NOT exhaustive ... available resources are constantly being updated so every effort should be made to research and consider the most up-to-date provision

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Stay SMART	Stay Kind	Stay Safe	Stay Critical	Stay Healthy	Stay Accountable
EYFS	F1	Online music video: The Technology Song for Kids	Book: Webster's Email by Hannah Whaley	Book: Webster's Friend by Hannah Whaley	Childnet online resource: The Adventures of Smartie the Penguin	Book: Webster's Bedtime by Hannah Whaley	Book: Webster's Manners by Hannah Whaley
	F2						
KS1	Year 1	Disney Education online video clip: Safety Smart Online – Wild About Safety with Timon and Pumba (preview)	Childnet Book / online resource: DigiDuck's Big Decision	CEOP online video: The Adventures of Lee and Kim – Animal Magic	Safer Internet Day online video 2017 – KS1 Ask Before You Watch	Explore the thinkUknow website : <i>Suggest: Games - Have Fun & Be Careful</i>	Discover Education online video – KS1 Safer Internet Day rhyme
	Year 2		Safer Internet Day online video 2016 – KS1 Respecting Differences	CEOP Superhero Sid online music video			





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Lower KS2	Year 3	Childnet online video: The Adventures of Kara Winston and the SMART Crew	ThinkUKnow online resource: Cyber Café	CEOP thinkUKnow downloadable video resource: Play Like Share (1) – Block Him Right Good, Alfie!	CEOP thinkUKnow downloadable video resource: Play Like Share (3) – They Have Fans But We Have Friends!	ThinkUKnow online resource: Cyber Café	CEOP thinkUKnow downloadable video resource: Play Like Share (2) –Who's Magnus?
	Year 4		Online video: suffering in Silence	Test password strength at: howsecureismypassword	Online Video: Horrible Histories: Beware the Download		Online Video: Horrible Histories: Internet Videos are Forever
Upper KS2	Year 5	Online video: Internet Safety – Newsround – Caught in the Web	KidSMART website – Social Networking	CEOP online video: KS2 ' Jigsaw '	Childnet downloadable resources for primary: Trust Me	Explore the thinkUknow website 8-11 :	KidSMART website – Digital Footprint
	Year 6		Childline video: Amy Louise's Story – Online Bullying	Tracy Beaker online video – Come Alone Carmen		<i>Suggest: Gaming - How to have Fun & How to stay in control</i>	Childline online video: Building Confidence after online bullying
		Tracy Beaker online video – Cyberbullying		NSPCC online video: Lucy and the Boy			
		Digizen online video: Let's Fight it together		Test password strength at: Cyberaware or Password Meter			












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Some Useful Websites:

<p>CEOP</p> <p>Child Exploitation and Online Protection</p> 	<p>A command of the National Crime Agency. Use this site to report concerns about e-Safety and to access CEOP's wide range of resources, inc. links to the thinkUknow websites</p>	<p>https://ceop.police.uk/safety-centre/</p>
<p>Think U Know</p> 	<p>CEOP's resource portal</p>	<p>https://www.thinkuknow.co.uk/</p>
<p>Childnet International</p> 	<p>A non-profit making organisation. Use this site to access a range of information and resources, including leaflets for parents; the KidSMART website; as well as, the Smartie the Penguin and SMART Crew resources</p>	<p>http://www.childnet.com/</p>
<p>UK Safer Internet Centre</p>  	<p>A partnership of three leading charities: Childnet, IWF (Internet Watch Foundation) and SWGfL (South West Grid for Learning). Use this site to get access to information as well as links to the Safer Internet Day resources</p>	<p>https://www.saferinternet.org.uk/</p>
<p>Childline</p>  <p>ONLINE, ON THE PHONE, ANYTIME</p>	<p>An NSPCC service providing support, help and advice to children and young people</p>	<p>https://www.childline.org.uk</p>
<p>Internet Matters</p> 	<p>A collection of resources for lesson planning and teacher training, as well as downloadable materials for parents / carers. Also, offers links to all the key e-Safety websites</p>	<p>https://www.internetmatters.org</p>





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Half-Termly Lesson & Activity Planning Checklist

- ✓ Use the [Lesson Plan Templates](#) to ensure Learning Intention, Cross-Curricular Links and Assessment Focus Points are achieved
- ✓ Use the [Lesson PowerPoint Template](#) to help ensure a consistent whole-school lesson structure with clear references to the learning aspects identified in this scheme and reminders of help routes available to pupils in and out of school
- ✓ Choose [interactive resources](#) and design activities which will engage students at their level whilst ensuring the delivery of the key message and Learning Intention
- ✓ Include a [Data Collection / Research question during input](#) to help inform next half-term's lesson and to monitor trends and evaluate impact of sessions / scheme of work over time
- ✓ Ensure there is evidence of the [specialist input](#) (suggest: PicCollage of lessons and key learning aspects) in children's exercise books
- ✓ Advise [parents/carers](#) of e-Safety events and lessons happening in school. E.g. sticker in diary, leaflets home, Twitter, etc.
- ✓ Provide [class teachers with a 20 – 30 minute activity](#) which they can complete with children back in class over the week following the specialist input ... this work should be evidenced in children's exercise books and monitored during book scrutiny by Computing Subject Lead and SLT
- ✓ Update [whole-school display](#) by using best samples of classroom activities, helping to embed learning covered by promoting the key messages
- ✓ Update [a record of all e-Safety focused lessons](#), activities and assemblies each half-term as evidence and then use this to update RHPA website





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Aspiring to Outstanding: e-Safety Development

In our most recent Ofsted report (January 2017), the dedicated e-Safety lessons which form the backbone of this scheme were recognised as a contributing factor to our *effective* safeguarding practices and *very effective* prevent agenda. Hoping to build on that success, we continue to develop this scheme and to take inspiration from the recommendations for good and outstanding practice.

What Ofsted has to say about e-Safety: *(Ofsted: Inspecting e-Safety in Schools, 2014)*

In the context of an inspection, e-safety may be described as the school's ability:

- to protect and educate pupils and staff in their use of technology
- to have the appropriate mechanisms to intervene and support any incident where appropriate.

The breadth of issues classified within e-safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material
- **contact:** being subjected to harmful online interaction with other users
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm.

The report, *The safe use of new technologies (Ofsted, 2010)*, recommends that schools:

- audit the training needs of all staff and provide training to improve their knowledge of and expertise in the safe and appropriate use of new technologies
- work closely with all families to help them ensure that their children use new technologies safely and responsibly both at home and at school
- use pupils' and families' views more often to develop e-safety strategies
- manage the transition from locked down systems to more managed systems to help pupils understand how to manage risk; to provide them with richer learning experiences; and to bridge the gap between systems at school and the more open systems outside school
- provide an age-related, comprehensive curriculum for e-safety that enables pupils to become safe and responsible users of new technologies
- work with their partners and other providers to ensure that pupils who receive part of their education away from school are e-safe
- systematically review and develop their e-safety procedures, including training, to ensure that they have a positive impact on pupils' knowledge and understanding






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Aspiring for Outstanding e-Safety Practice: A Plan in Action

Areas we are currently seeking to develop in an effort to ensure good and outstanding practice through this scheme of work and associated agendas

 Key features of good and outstanding practice <i>(Ofsted: Inspecting e-Safety in Schools, 2014)</i>		RHPA Action Points
Whole school consistent approach	<p>All teaching and non-teaching staff can recognise and are aware of e-safety issues.</p> <p>High quality leadership and management make e-safety a priority across all areas of the school (the school may also have achieved a recognised standard, for example the e-Safety Mark).</p> <p>A high priority given to training in e-safety, extending expertise widely and building internal capacity.</p> <p>The contribution of pupils, parents and the wider school community is valued and integrated.</p>	<ul style="list-style-type: none"> • Staff CPD (twilight by e-Safety consultant) • Achieve recognised standard (360 e-Safety mark) • Development of steering committee • Development of pupil voice and school/home communication
Robust and integrated reporting routines	<p>School-based reporting routes that are clearly understood and used by the whole school, for example online anonymous reporting systems.</p> <p>Report Abuse buttons, for example CEOP. Clear, signposted and respected routes to key members of staff. Effective use of peer mentoring and support.</p>	<ul style="list-style-type: none"> • Broaden and promote reporting routes • Key staff members identified within key stages – steering committee • CEOP report button included on all available platforms • Digital leaders program
Staff	<p>All teaching and non-teaching staff receive regular and up-to-date training.</p> <p>One or more members of staff have a higher level of expertise and clearly defined responsibilities.</p>	<ul style="list-style-type: none"> • Staff CPD • Regular bulletins / updates • E-Safety Lead – clearly defined responsibilities & CEOP Ambassador trained





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Policies	<p>Rigorous e-safety policies and procedures are in place, written in plain English, contributed to by the whole school, updated regularly and ratified by governors.</p> <p>The e-safety policy should be integrated with other relevant policies such as behaviour, safeguarding and anti-bullying.</p> <p>The e-safety policy should incorporate an Acceptable Usage Policy that is understood and respected by pupils, staff and parents.</p>	<ul style="list-style-type: none"> • Up-to-date policy • Clear procedures for e-safety practice; reporting and education • Integration with safeguarding, prevent, SMSC agendas • Promotion of Acceptable use Policy – pupils, staff and parents
Education	<p>An age-appropriate e-safety curriculum that is flexible, relevant and engages pupils' interest; that is used to promote e-safety through teaching pupils how to stay safe, how to protect themselves from harm and how to take responsibility for their own and others' safety.</p> <p>Positive rewards are used to cultivate positive and responsible use.</p> <p>Peer mentoring programmes.</p>	<ul style="list-style-type: none"> • Progressive whole-school scheme of work / workshops • Opportunities for children to practise skills in the real world (e.g. blogging; networking) ... positive recognition of achievements • Digital leaders program
Infrastructure	<p>Recognised Internet Service Provider (ISP) or Regional Broadband Consortium (RBC) together with age-related filtering that is actively monitored.</p>	<p>*see SLT / D.Smith*</p>
Monitoring and Evaluation	<p>Risk assessment taken seriously and used to good effect in promoting e-safety.</p> <p>Using data effectively to assess the impact of e-safety practice and how this informs strategy.</p>	<ul style="list-style-type: none"> • Risk assessment updated in light of new risks / concerns as they present • Regular assessment and incident evaluation – leads to development of scheme of work / lessons and assemblies
Management of Personal Data	<p>The impact level of personal data is understood and data is managed securely and in accordance with the statutory requirements of the Data Protection Act 1998.</p>	<p>*see SLT / D. Smith*</p> <ul style="list-style-type: none"> • Risk assessment of teacher management of data • Promote / develop staff use of 365

