e-Safety & Prevent

Scheme of Work

September 2017

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.

Anon - online quote

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.

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 adapts suitably to the ever-changing terrain which 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

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 … schools following the scheme are seeing great improvements, not only in children's awareness of e-safety but in parents' and staff's too

Enjoyable … all of the planned sessions and activities should be 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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e-Safety & Prevent Scheme of Work

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

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

Home / School communication

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

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 *(inc. respect for self)*	Democracy	Tolerance of those of different faiths and beliefs	Individual Liberty
Events to consider		• National Inclusion Week • Children in Need • Remembrance Day • Anti-bullying week • Human Rights Day		• LGBTQ History Month • Safer Internet Day • Anti-bullying Day • Comic Relief • National Happy Day		• World Health Day • School Healthy Week • School Prize Night • International Day of Friendship • End of school year – Summer holidays	

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.*

The national curriculum for computing aims to ensure that all pupils are responsible, competent, confident and creative users of information and communication technology …

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

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
EYFS	**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
KS1	**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

Half-Termly Lesson Planning

Supporting Documents

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TRANSFORMING FUTURES COLLABORATIVELY

Half-Termly Lesson & Activity Planning Checklist

- ✓ Use the Lesson Plan Templates to ensure the key Learning Intention and Cross-Curricular Links 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, as well as 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

- ✓ Make a note of children considered potentially at risk based on response to discussion and attitude towards the learning covered – refer to class teacher

- ✓ Ensure there is evidence of the specialist input (suggest: PicCollage of lesson 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 being discussed that half-term

- ✓ Update a record of all e-Safety & Prevent focused lessons, activities and assemblies each half-term as evidence and then use this to update school website

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 / F2	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
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: *Suggest: Games - Have Fun & Be Careful*	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			

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

Useful Websites:

CEOP *Child Exploitation and Online Protection*	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	https://ceop.police.uk/safety-centre/
Think U Know	CEOP's resource portal	https://www.thinkuknow.co.uk/
Childnet International	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	http://www.childnet.com/
UK Safer Internet Centre	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	https://www.saferinternet.org.uk/
Childline	An NSPCC service providing support, help and advice to children and young people	https://www.childline.org.uk
Internet Matters	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	https://www.internetmatters.org

Some useful lesson activities to consider …

Make use of Kagan Co-Operative Learning strategies to help keep children active and involved during the short half-termly lesson inputs, some simple activities to consider are:

Mix, Pair, Share		Children circulate around room to music or whilst chanting, when the music stops they pair up with another child to discuss the answer to a question or to share ideas on a topic presented … complete 2 – 3 times
Quiz, Quiz, Trade		Similar to above but not completed in cycles … children have their own 'quiz' (question) and asks partner to answer. Once complete the children 'trade' (swop) their quizzes
Rally Robin		In pairs, children have a set time to bounce ideas / answers back and forth – taking turns
Round Robin		In groups of 3-4, teams have a posed question and some individual think time before each member of the group takes a turn to share their ideas with the rest

Don't forget …

- My Turn, Your Turn (MTYT) … great for recital / rote learning activities … Teacher says and children repeat, try using different voices (e.g. a grumpy bear, a wicked witch, a quiet mouse)

- Popcorn … children call out answers in response to teacher question, jumping around from one pupil to the next

- Magic Wand / Hand … sweep your arm / wand over the carpet and as your hand goes over the children's heads they are allowed to shout out their answer / response to the question at hand

Aspiring to Outstanding

Next Steps

Aspiring to Outstanding: e-Safety Development

In RHPA's 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 the school's *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 Ofsted's 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

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

Use this plan to consider areas for development in your setting …

Ofsted **Key features of good and outstanding practice** *(Ofsted: Inspecting e-Safety in Schools, 2014)*		**School Action Points**
Whole school consistent approach	All teaching and non-teaching staff can recognise and are aware of e-safety issues. 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). A high priority given to training in e-safety, extending expertise widely and building internal capacity. The contribution of pupils, parents and the wider school community is valued and integrated.	
Robust and integrated reporting routines	School-based reporting routes that are clearly understood and used by the whole school, for example online anonymous reporting systems. Report Abuse buttons, for example CEOP. Clear, signposted and respected routes to key members of staff. Effective use of peer mentoring and support.	
Staff	All teaching and non-teaching staff receive regular and up-to-date training. One or more members of staff have a higher level of expertise and clearly defined responsibilities.	

Policies	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. The e-safety policy should be integrated with other relevant policies such as behaviour, safeguarding and anti-bullying. The e-safety policy should incorporate an Acceptable Usage Policy that is understood and respected by pupils, staff and parents.	
Education	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. Positive rewards are used to cultivate positive and responsible use. Peer mentoring programmes.	
Infrastructure	Recognised Internet Service Provider (ISP) or Regional Broadband Consortium (RBC) together with age-related filtering that is actively monitored.	
Monitoring and Evaluation	Risk assessment taken seriously and used to good effect in promoting e-safety. Using data effectively to assess the impact of e-safety practice and how this informs strategy.	
Management of Personal Data	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.	