Busbridge Infant School e-safety policy

September 2020

Writing and reviewing the e-safety policy

The e-safety Policy is part of the School Development Plan and relates to other policies including those for ICT, anti-bullying and for child protection.
The appointed e-safety coordinator is Mr Holmes.
Our e-safety Policy has been written by the school, building on best practice and government guidance. It has been agreed by senior management and approved by governors.
The e-safety Policy and its implementation will be reviewed annually.

The e-safety Policy was revised by:

It was approved by the Governors on: **October 2020**

Teaching and learning

Why is the internet and digital communications important?

The internet is an essential element in 21st century life for education, business and social interaction. The school has a duty to provide students with quality internet access as part of their learning experience. Internet use is a part of the statutory curriculum and a necessary tool for staff and pupils. The use of Ipads and laptops in class makes learning more accessible for all learners and helps to engage the pupils in cross curricular learning on a regular basis. The school internet access is provided by Surrey County Council through a regional
broadband contract, which includes filtering appropriate to the age of pupils.

Our aim is to provide pupils with the knowledge and skills to use the internet in a safe way:

- Pupils will be taught what internet use is acceptable and what is not and given clear objectives for internet use.
- Pupils will be educated in the safe, effective use of the internet in research, including the skills of knowledge location, retrieval and evaluation.
- Pupils will be shown how to publish and present information appropriately to a wider audience.
- Pupils will be taught how to evaluate internet content
- Pupils should be taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.

- Pupils will be taught how to report unpleasant internet content e.g. closing a program, navigating back to the previous page and informing an adult.

For pupils whose parents lack economic or cultural educational resources, the school aims to provide access to ICT in all areas of learning and for all levels of familiarity and digital literacy.

The school will seek to ensure that the use of internet derived materials by staff and by pupils complies with copyright law. For children with social, familial or psychological vulnerabilities, further consideration should be taken to reduce potential harm.

<u>Managing internet Access</u>

Information system security

- School ICT systems security will be reviewed regularly.
- Virus protection will be updated regularly.
- Security strategies will be discussed with the Local Authority.
- Pupils must not reveal personal details of themselves or others, or arrange to meet anyone without specific permission.
- Staff to pupil communication must only take place via the school approved and monitored Virtual Learning Environment (VLE).
- The school will consider how e-mail from pupils to external bodies is presented and controlled.
- The forwarding of chain letters is not permitted.

Published content and the school web site

- The contact details on the Web site should be the school address, email and telephone number. Staff or pupils' personal information will not be published.
- The provider will take overall editorial responsibility and ensure that content is accurate and appropriate.

Publishing pupils' images and work

- Photographs that include pupils will be selected carefully and will not include children that have opted out of having their images published.
- Pupils' full names will be avoided on the Web site or learning platform, as appropriate, including in blogs, forums or wikis, particularly in association with photographs.

- Written permission from parents or carers will be obtained on entry before photographs of
pupils are published on the school Web site.
- Parents should be clearly informed of the school policy on image taking and publishing, both on school and independent electronic repositories

Social networking and personal publishing on the school learning platform

- The school blocks access to social networking sites, and educates pupils using the VLE (as a platform similar to a social network) in their safe use e.g. use of passwords.
- Pupils will be advised never to give out personal details of any kind which may identify them or their location.
- Pupils must not place personal photos on any social network space provided in the school
learning platform (VLE).
- Pupils and parents will be advised that the use of social network spaces outside school
brings a range of opportunities; however it does present dangers for primary and secondary
aged pupils.
- Pupils will be advised to use nicknames and avatars when using social networking sites.

Managing filtering

- The school will work in partnership with Surrey County Council to ensure systems to protect pupils are reviewed and improved.
- If staff or pupils come across unsuitable on-line materials, the site must be reported to the e-safety Coordinator.
- Senior staff will ensure that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.
- A log of any incidents will be kept and signed off by the e-safety co-ordinator as and when they occur.
- Where appropriate, incidents should be shared with other members of staff in order to help prevent future online filtering issues and improve all staff's ability to use technology safely.

Online learning for children away from school

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's

social care and as required, the police. We will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by Busbridge Infant School to communicate with pupils.
- Staff should record, the length, time, date and attendance of any sessions held.

All staff at Busbridge Infant school will be reminded of the following policies:

- Staff code of conduct
- Acceptable users' policy
- Social media guidance

Managing emerging technologies

- Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.
- Mobile phones and associated cameras will not be used during lessons or formal school time.
- Staff will use a school phone where contact with pupils is required.

Protecting personal data

- Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 2018.

<u>Policy Decisions</u>

Authorising internet access

- All staff must read and sign the 'acceptable use of school ICT resources' before using any
  school ICT resource.
- The school will maintain a current record of all staff and pupils who are granted access to school ICT systems.
- At Key Stage 1, access to the internet will be by adult demonstration with directly supervised access to specific, approved on-line materials.
- Parents will be asked to sign and return a consent form.
- Any person not directly employed by the school will be asked to sign an 'acceptable use of school ICT resources' before being allowed to access the internet from the school site.

Assessing risks

- The school will take all reasonable precautions to prevent access to inappropriate material. However, due to the international scale and linked internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer. Neither the school nor SCC can accept liability for the material accessed, or any consequences of internet access.
- The school will monitor ICT use to establish if the e-safety policy is adequate and that the implementation of the e-safety policy is appropriate and effective.

Handling e-safety complaints

- Complaints of internet misuse will be dealt with by a senior member of staff.
- Any complaint about staff misuse must be referred to the head teacher.
- Complaints of a child protection nature must be dealt with in accordance with school child protection procedures.
- Pupils and parents will be informed of the complaints procedure.
- Pupils and parents will be informed of consequences and sanctions for pupils misusing the internet and this will be in line with the schools' behaviour policy.

<u>Communications Policy</u>

Introducing the e-safety policy to pupils

- Appropriate elements of the e-safety policy will be shared with pupils
- E-safety rules will be posted in all networked rooms.
- Pupils will be informed that network and internet use will be monitored.

- Curriculum opportunities to gain awareness of e-safety issues and how best to deal with them will be provided for pupils. This should be addressed each year as students become more mature and the nature of newer risks can be identified.

Staff and the e-safety policy

- All staff will be given the School e-safety Policy and its importance explained.
- All staff will sign to acknowledge that they have read and understood the e-safety policy and agree to work within the agreed guidelines.
- Staff should be aware that internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential.
- Staff that manage filtering systems or monitor ICT use will be supervised by senior management and have clear procedures for reporting issues.

Enlisting parents' support

- Parents' and carers' attention will be drawn to the School e-safety Policy in newsletters, the school brochure and on the school web site.
- The school will ask all new parents to sign the parent /pupil agreement when they register their child with the school.
- Parents should be given e-safety training with a focus on education and having an overview of tools to allow them to take control whilst not undermining trust.
- Often children do not wish to be constantly online but lack sufficient alternatives for play, travel interaction and exploration. Parents should be encouraged, where possible to interact with their children on the internet as well as provide other opportunities for learning and recreation.

ICT curriculum overview

	autumn 1	autumn 2	spring 1	spring 2	summer 1	summer 2
Topics	superheroes	Snap, crackle and pop	In the land of make believe	Walk on the wild side	Mayday! Mayday!	Island Adventure
Y1	Comic Life: Using buttons to create a Comic Book Cover for Superhero	Book Creator/Camera/Video: Using icons in simple programmes to make things happen (pictures, pictures with captions, photos and video recordings)	RM Starting Graph: Collect, input, print and interpret data using simple graph programmes.	Web Browsers: Using ICT to find out information	Programming: Bee-bots (Ipads)	Toontastic: Using buttons to create a Cartoon story of a journey in a new setting

Topics	Africa	Space	Explorers	Chocolate	Plants	Authors
Y2	Transum Logic Turtle: Programming a sprite using an algorithm	Research and Book Creator: Using a web browser to access information Creating a multimedia book with pictures, video and text and saving, editing it.	Research and Making a moving sprite in BYOB Using a web browser to access information Programming a sprite that responds to keyboard commands	Research and Linked to science: making a habitat using BYOB Using a web browser to access information Writing an algorithm for a simple animation of Jack and the beanstalk	Research and Making an animation of the life cycle of a plant on BYOB Using a web browser to access information Creating a Storyboard and animation of the lifecycle of a plant Adding extra sprites programmed to move in an unpredictable way	

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	A Bucketful of Toys	Zoom to the Moon	Emergency! Can you help?	Tails and Feathers	It's a Bear!	Splash!
	To use a range of computer programmes To program a Bee-Bot to follow a route	To paint firework pictures using computer programmes	To paint an emergency vehicle using a computer programme To program a Bee-Bot to follow a map	On the computer create a night time picture	On the computer create bear pictures, graphs and direct a Beebot to go on a bear hunt	On the computer create a block graph, paint mini-beasts, draw an underwater picture with a caption and program a Beebot to go travel around a treasure map

E-safety assembly plan – reception

Autumn 1

These lessons can be used throughout the year as mental starters to recap the e-safety issues we have covered in our Autumn 1 assemblies.

Mental starters will be delivered at the beginning of lesson where ICT is in use in the EYFS and KS1. Additionally, in KS1 computing lessons e-safety mental starters will be used to recap and reinforce the schools e-safety policy and acceptable use of the school internet. School and home e-safety learning will be delivered using the safe environment of the school's VLE where applicable. All social media or unapproved websites must not be used to teach e-safety.

Learning Objective	Teaching Activity	Steps to success	resources
Assembly 1 Smartie the Penguin To tell an adult when I use the internet	Show the class an Ipad. Ask them if they know how to get out of an app and back to the menu screen? Show them the button in the middle at the bottom. Explain that if they ever need to close an app they can press that button. They might need to close an app if they don't like what they see. If this happens they can press the button and tell an adult. Explain to the children that they are going to be thinking about the internet and different types of technology. Start by asking some simple 'show-of-hand' questions: Who has used a computer/laptop at home? Who has a tablet at home, or has played on one? Who likes to play games online? Who has an Xbox / Wii / Nintendo DS / PSP / PlayStation etc.? Who has been on the internet before? What are their favourite websites and why do they like them? Who watches TV online? Read Smartie the Penguin (t drive; ICT; Assemblies; Reception; Assembly 1) Recap the song and discuss your favourite moment in the story. What did Smartie learn?	I can learn the stop and think song I know that an adult should know when I am on the internet.	Smartie the penguin PowerPoint
Assembly 2 Smartie colouring in To be able to give advice on how to safely use the internet	Show the class the web browser on the Clevertouch. Look at the back arrow button in the top left corner. Explain that this button will take you back to the screen that you were on before. You can press this button if you accidentally click on something or if you see something that you don't like. If you need to use the button to close something you don't like remember to tell your teacher or an adult so they can help you find the right page next time. Point to the red box in the top right corner and explain that this button will close the window if they are done using the browser or they don't like what they see. Again they should tell an adult if they need to use this button to get rid of something they don't like. Watch the video Child focus 'E-safety' on YouTube	I can give advice on how to use the internet safely I know I should tell an adult if I am using the internet	Smartie colouring

	https://www.youtube.com/watch?v=d5kW4pI_VQw Discuss what happened in the video. What would Smartie the penguin have said? *Before you tap, tap, tap,* *You need to think, think, think* *And tell someone!* Give out the Smartie colouring sheets (in Assembly2 resources). Have the class colour in Smartie and write some advice like "ask an adult", or "always ask". A simple reminder of the story and video.		
Assembly 3 Timone and Pumba Keeping ourselves safe and others too	Watch the video **'**Wild about Safety with Timone and Pumbaa: Safety Smart'. https://www.youtube.com/watch?v=M-njh8mFvVk Explain to the children that they are going to be thinking about the internet and different types of technology. Start by asking some simple 'show-of-hand' questions: Who has used a computer/laptop at home? Who has a tablet at home, or has played on one? Who likes to play games online? Who has an Xbox / Wii / Nintendo DS / PSP / PlayStation etc.? Who has been on the internet before? What are their favourite websites and why do they like them? Who watches TV online? What do we already know we should do when we use the internet? What did Smartie teach us? Before you tap, tap, tap you must think, think, think and tell someone. What do you think Timone and Pumba are telling us? That we need to be careful and safe when we use the internet not just being careful not to drop our computer/phone etc. but to think think think about what we share. Have the class role play asking each other some information about themselves: "Where do you go to school?" "before I tap, tap, tap, I'll think, think, think and tell someone" Now an adult can help you be safety smart when online.	I know what online safety is I know I need to be safe when I use devices	Timone and pumba video
Assembly 4 Digiduck To be aware of other people when using the internet	Read the story digiduck. Pause at appropriate points to discuss how the characters are feeling. When the story is finished discuss what happened and what we can learn from digiducks experiences.	I know how to behave online I know about people's feelings	Digiduck story
Assembly 5 Digiduck	Recap the digiduck story. Ask the class if they remember what lessons we learned from it? Can we make a poster to help others be kind when they use the internet?	I can give advice about being online I can make a poster	Digi duck poster Digiduck story

	Using the template in resources for this week have the class add some simple advice such as "be kind", "always be nice to people".		
Assembly 6 Hectors World To be aware that you should not share information online	Watch the video https://www.thinkuknow.co.uk/5_7/hectorsworld/Episode1/ Discuss what happened in the video and what advice you would give to the characters thinking back over the Smartie and Digiduck stories. Role play giving a friend advice about using the internet at home or at school. What will keep us safe? Tap, tap, tap, think, think, think etc.	I can give advice about online safety I am aware of online safety	Hectors world video

E-safety assembly plan year 1

Autumn 1

These lessons can be used throughout the year as mental starters to recap the e-safety issues we have covered in our Autumn 1 assemblies.

Mental starters will be delivered at the beginning of lesson where ICT is in use in the EYFS and KS1. Additionally, in KS1 computing lessons e-safety mental starters will be used to recap and reinforce the schools e-safety policy and acceptable use of the school internet. School and home e-safety learning will be delivered using the safe environment of the school's VLE where applicable. All social media or unapproved websites must not be used to teach e-safety.

Learning Objective	Teaching Activity	Steps to success
Assembly 1 To keep your information private	Show the class an Ipad. Ask them if they know how to get out of an app and back to the menu screen? Show them the button in the middle at the bottom. Explain that if they ever need to close an app they can press that button. They might need to close an app if they don't like what they see. If this happens they can press the button and tell an adult. Watch Details details: https://www.thinkuknow.co.uk/5_7/hectorsworld/ Discuss what the characters learnt in the cartoon. What advice would you give the characters?	I can recall the ideas in the story
Assembly 2 To know who you can share with online To ask an adult if you need help	Show the class the web browser on the Clevertouch. Look at the back arrow button in the top left corner. Explain that this button will take you back to the screen that you were on before. You can press this button if you accidentally click on something or if you see something that you don't like. If you need to use the button to close something you don't like remember to tell your teacher or an adult so they can help you find the right page next time. Point to the red box in the top right corner and explain that this button will close the window if they are done using the browser or they don't like what they see. Again they should tell an adult if they need to use this button to get rid of something they don't like. Watch Welcome to the carnival: https://www.thinkuknow.co.uk/5_7/hectorsworld/ Discuss what the characters learnt in the cartoon. What advice would you give the characters? Role play helping out the characters in the story.	I know my information is for me only

| Assembly 3

To be aware that other people are online
To be aware that information is private
To keep your information to yourself | Watch it's a serious game:
https://www.thinkuknow.co.uk/5_7/hectorsworld/
Discuss what the characters learnt in the cartoon.
What advice would you give the characters?
Make a class poster using the clever touch to promote online safety regarding keeping you information private. | I know other people use the internet

I know not to share my information |
|---|---|---|
| Assembly 4

To know how to keep our information safe | Show the class the school VLE
Ask them how we can log onto the VLE?
Who should know your password?
How can you keep your password safe?
Who can you trust with your password?
Make a poster promoting online privacy the CleverTouch. What should we include that reminds us to keep our information safe?
Fill in the poster and ask the class to give reasons why it is important. | I remember Protect Private Information |
| Assembly 5

To be kind to people online | Open the VLE and go to a discussion
Read the part of the digiduck story when the pig has his feelings hurt.
Ask what happens if you are unkind to people in real life? How do they feel? Explain that this is the same online.
Make a poster on the clever touch using the class' ideas about how we should behave online:
Respect
Themselves and
Others
Role play a scene where someone is nice on the school vle with the class and one where someone is unkind and discusses what would happen if someone was unkind. They would have their password taken away. | I know to be kind to people online

I can remember Respect Themselves and Others |
| Assembly 6

To be aware of online safety | Watch timone and Pumba video
https://www.youtube.com/watch?v=M-njh8mFvVk&t=5s
Discuss why it is important to stay safe online.
Make a poster that promotes staying safe online:
Who we talk to
What information we give out
What to do if we don't like something
Discuss all that we have learnt from digiduck and Smartie, Timone and Pumba. What message would you give to the reception children about straying safe online? | I can explain online safety

I can remember Stay Safe Online |

E-safety assembly plan year 2
Autumn 1

These lessons can be used throughout the year as mental starters to recap the e-safety issues we have covered in our Autumn 1 assemblies.

Mental starters will be delivered at the beginning of lesson where ICT is in use in the EYFS and KS1. Additionally, in KS1 computing lessons e-safety mental starters will be used to recap and reinforce the schools e-safety policy and acceptable use of the school internet. School and home e-safety learning will be delivered using the safe environment of the school's VLE where applicable. All social media or unapproved websites must not be used to teach e-safety.

Learning Objective	Teaching Activity	Steps to success
Assembly 1 Safe and sensible use of ICT and the internet	Show the class an Ipad. Ask them if they know how to get out of an app and back to the menu screen? Show them the button in the middle at the bottom. Explain that if they ever need to close an app they can press that button. They might need to close an app if they don't like what they see. If this happens they can press the button and tell an adult. Discuss using the VLE. Who should we tell our password to? Why? What should post on the discussion board? Who can see what you wrote? Make an Appropriate use policy poster on the board using the children's ideas for how we can use the VLE safely and in a friendly way.	I can explain what to do if I see something I don't like I know to keep my information safe
Assembly 2 Safe use of tablets and phones What to do when things go wrong	Show the class the web browser on the Clevertouch. Look at the back arrow button in the top left corner. Explain that this button will take you back to the screen that you were on before. You can press this button if you accidentally click on something or if you see something that you don't like. If you need to use the button to close something you don't like remember to tell your teacher or an adult so they can help you find the right page next time. Point to the red box in the top right corner and explain that this button will close the window if they are done using the browser or they don't like what they see. Again they should tell an adult if they need to use this button to get rid of something they don't like. Read the 'buddy the dog' story PowerPoint from resources. Discuss what happens in the story and how the children would stay safe when using their tablets or phones.	I can explain what to do if I see something I don't like I know to ask an adult when I use the internet
Assembly 3 SMART rules for online safety Stay safe Don't Meet people Accepting requests Reliable sources Telling an adult	Use the 'SMART' PowerPoint. Discuss the points made on each of the slides. Did buddy use the SMART rules last week? Can you remember the song? Recap the song buddy sang.	I know to be SMART online I can explain what being SMART is.
Assembly 4 What to do if you don't like something	Use slide one from the discussion prompt PowerPoint. Ask the class to discuss with a partner what they would do if they saw something that upset them online. What if they were using an Ipad or laptop? Who should they tell? Have the pairs act out what they have discussed: Start them off with "I don't like this!"...	I know how to get away from things I don't like online I know to tell an adult

	Resources: Discussion prompt PowerPoint slide 1	
Assembly 5

How to behave online | Use slide 2 from the discussion prompt PowerPoint. Remind the class about the appropriate use poster we made. Talk about if they have ever felt upset about something someone has said to them in the playground? Is it ok to say things about people in the playground? No. Just because you can't see a person when you write online doesn't mean it is any less hurtful or wrong to write silly things about them. We should always be nice to each other even when it is online. Have to class think up nice things they could write on a class discussion on the VLE.

Resources: Discussion prompt PowerPoint slide 2 | I know to be kind online |
| Assembly 6

Keep your information safe | Use slide 3 from the discussion prompt PowerPoint.
Ask the class what they know about the people that run websites? Do we know them at all? What did we learn from Buddy the dog? If you don't' know someone online then it is the same as talking to a stranger in real life. What would they do if they were prompted to fill in information online? Discuss. Tell an adult. Leave the site. Do something else.

Resources: Discussion prompt PowerPoint slide | I know that I need to keep my important information safe

I know not to speak to strangers online |