

Keyingham Primary
E-safety policy



Policy Approved: March 2026
Review Date: March 2028

Rationale

The education of learners in online safety is an essential part of the school's online safety provision. Our approach is informed by the Department for Education's guidance "*Teaching Online Safety in Schools*" (2019) and the statutory safeguarding framework outlined in *Keeping Children Safe in Education (KCSIE)*. We are committed to not only meeting but exceeding the minimum expectations set out in this guidance, ensuring that online safety is fully embedded across all aspects of school life. Children and young people need the help and support of the school to recognise and avoid online safety risks and build their resilience. Online safety should be a focus in all areas of the curriculum, and staff should reinforce online safety messages consistently. The online safety curriculum should be broad, relevant, and provide clear progression, with opportunities for creative activities and real-world application, and will be provided in the following ways.

Aims

- teach learners to become responsible, respectful and competent users of data, information and communication technology.
- teach learners to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- equip learners with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.
- exceed the minimum government recommended/statutory guidance for online safety.

Guidelines

Online safety has a high profile at Keyingham for all stakeholders. We ensure this profile is maintained and that pupil needs are met by the following:

- a relevant up-to-date online safety curriculum which is progressive from Early Years to the end of Year 6.
- a curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our learners.
- training for staff and governors which is relevant to their needs and ultimately positively impacts on the learners.
- scheduled pupil voice sessions and learning walks steer changes and inform training needs.
- through our home/the school links and communication channels, parents are kept up to date with relevant online safety matters, policies and agreements via newsletters, social media links, and the school website. They know who to contact at the school if they have concerns.
- staff have read the Trust ICT Acceptable Use Policy which are signed and copies freely available on the Trust website.
- our trust Safeguarding and Child Protection Policy clearly states how the monitoring of online safety is undertaken and the school's Behaviour Policy states how any incidents/infringements to it are dealt with.
- filtering and monitoring systems for all our online access

We aim to provide online safety for all learners and our teachers will ensure that:

- the online safety curriculum is delivered and links made to this whenever appropriate
- they stay up-to-date with current online safety information/vocabulary
- they complete staff online surveys and attend appropriate training sessions
- they read, understand and help promote the school's eSafeguarding policies and guidance
- they read, understand and adhere to the school staff Acceptable Use Policy
- ensure that all online safety incidents are logged promptly and escalated following the school's safeguarding procedures
- they develop and maintain an awareness of current eSafeguarding issues and guidance
- they model safe and responsible behaviours in their own use of technology
- they embed eSafeguarding messages in learning activities across all areas of the curriculum.
- they supervise and guide learners carefully when engaged in learning activities involving technology
- they understand and are aware of incident-reporting mechanisms that exist within the school

The designated online safety lead will ensure that:

- pupil voice for online safety is completed annually and results used to inform planning and teaching
- internet safety days and visitors are planned to enhance the importance of online safety
- any up-to-date online safety information is shared with staff/parents/children as appropriate
- they promote an awareness and commitment to eSafeguarding throughout the school
- they are the first point of contact on all eSafeguarding matters
- they develop an understanding of current eSafeguarding issues, guidance and appropriate legislation
- they ensure that all members of staff receive an appropriate level of training in eSafeguarding issues through staff CPD
- eSafeguarding education is embedded across the curriculum
- eSafeguarding is promoted to parents and carers via newsletters, social media links, and the school website
- Safeguarding incidents are logged correctly using CPOMs.

Implications for the whole school will be:

- a series of specific eSafeguarding-related lessons will be provided in every year group/specific year groups as part of the Computing curriculum/PSHE curriculum/other lessons.
- we will celebrate and promote eSafeguarding through assemblies and whole-school activities, including promoting Safer Internet Day each year.
- we will discuss, remind or raise relevant eSafeguarding messages with learners routinely wherever suitable opportunities arise during all lessons; including the need to protect personal information, consider the consequences their actions may have on others, the need to check the accuracy and validity of information they use and the need to respect and acknowledge ownership of digital materials.
- any internet use will be carefully planned to ensure that it is age appropriate and

- supports the learning objectives for specific curriculum areas.
- learners will be made aware of where to seek advice or help if they experience problems when using the internet and related technologies; i.e. parent or carer, teacher or trusted staff member, or an organisation such as Childline or the CEOP report abuse button

At Keyingham, we recognise that some learners, including those with Special Educational Needs and Disabilities (SEND) or other vulnerabilities, may require additional support to develop their understanding of online safety. We ensure that online safety education is adapted to meet individual needs where appropriate, providing targeted resources, scaffolded teaching, and additional adult support when necessary. Staff are aware of the specific risks that vulnerable learners may face online and are proactive in offering extra guidance and reassurance to help build their resilience and ability to navigate online environments safely.

The school uses Smoothwall filtering and monitoring systems to help safeguard learners online. These systems automatically detect, block, and log any attempts to access inappropriate or harmful material, as well as monitor online behaviour for signs of potential safeguarding concerns. Any detected infringements are reviewed by the safeguarding team and appropriate action is taken in line with school policy.

Appendix 1:

The majority of online safety at Keyingham is taught through the Project Evolve toolkit. Project Evolve resources each of the 330 statements from UK Council for Internet Safety's (UKCIS) framework "[Education for a Connected World](#)" with perspectives; research; activities; outcomes; supporting resources and professional development materials.

Please see a summary below of the content taught across different year groups.

General Structure of Project Evolve Online Safety by Year Group

Project Evolve categorises online safety learning into **eight core strands/themes** that are developed progressively across year groups:

- **Self-image and identity**
- **Online relationships**
- **Online reputation**
- **Online bullying**
- **Managing online information**
- **Privacy and security**
- **Health, well-being and lifestyle**
- **Copyright and ownership**

These strands appear consistently from early years through to secondary age and are linked to age-appropriate statements of knowledge, behaviour and skills.

Early Years / Reception

Even before Year 1, online safety learning emphasises *very basic awareness* of technology and rules for safe, supervised use.

Typical content includes:

- Recognising everyday devices and their purpose
- Identifying simple rules about using technology safely
- Simple ideas about personal information and privacy
- Talking about being kind online and offline

These early activities build foundational awareness around technology and safety.

Years 1 & 2

Year 1

- Begin exploring **self-image and identity** online
- Understand the concept of **online reputation**
- Develop basic awareness of **online relationships**
- Introductory ideas about **privacy and security**

- Discuss **health, well-being and lifestyle** online
- Learn about **copyright and ownership** in simple terms (Themes structured around the EFACW framework)

Year 2

- Build on Year 1 themes with slightly deeper understanding
- Continue with **self-image and identity**
- Explore **online reputation** and safe interactions
- Cover **online relationships** in more detail
- Introduce **managing online information**
- Continue **privacy and security** and **health/well-being**
Again, all tied to age-appropriate outcomes from EFACW.

Years 3 to 6

For Years 3–6 most schools using Project Evolve follow a **(half-termly or termly) theme-based programme** across the eight strands. Each year group *deepens and broadens* pupils' understanding of online safety. Although I don't have direct access to the full page, typical progression based on curriculum planning examples includes:

Year 3 & 4

- Stronger focus on **online relationships and bullying**
- Growing emphasis on **managing online information**
- More detail on **privacy and security settings**
- Ethical use and creative ownership concepts

Year 5 & 6

- Increased emphasis on reputation and digital footprint
- Deeper questions about **health, lifestyle and wellbeing** online
- Critical thinking about content and behaviour
- Respectful communication and reporting risks
Schools often align these with PSHE and computing units.