



# KEYINGHAM PRIMARY

## E-Safety Policy

Policy Owner (Position)	Mike Copley (Deputy Head & DSL)
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## Rationale

The education of pupils in online safety is an essential part of the school's online safety provision. 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 across the curriculum. The online safety curriculum should be broad, relevant and provide progression, with opportunities for creative activities and will be provided in the following ways.

## Aims

- To teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- To teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- To equip pupils 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.
- To exceed the minimum government recommended/statutory guidance for online safety.

## Guidelines

Online safety has a high profile at Keyingham Primary School 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 pupils.
- training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils.
- 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. 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 school policy clearly states how monitoring of online safety is undertaken and 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 pupils 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
- they report any suspected misuse or problem to the eSafeguarding Coordinator
- 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 pupils carefully when engaged in learning activities involving technology
- they understand and be 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
- 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 pupils 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.
- pupils 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

	Appendix 1 – e-safety curriculum progression
EYFS	The children use the story of Smartie the Penguin to allow them to learn about ESafety in an age-appropriate way. The children learn the importance of telling an adult if they see anything that upsets and scares them or if someone, they don't know contacts them. The children also learn that not everything they see online is true.
Year 1	<p>To log in safely.</p> <p>To start to understand the idea of 'ownership' of their creative work.</p> <p>To learn how to find saved work in the Online Work area and find teacher comments.</p> <p>To learn how to search Purple Mash to find resources.</p> <p>To become familiar with the types of resources available in the Topics section.</p> <p>To become more familiar with the icons used in the resources in the Topics section.</p> <p>To start to add pictures and text to work.</p> <p>To explore the Tools section of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New.</p> <p>To explore the Games section on Purple Mash.</p> <p>To understand the importance of logging out when they have finished.</p>
Year 2	<p>To know how to refine searches using the Search tool.</p> <p>To know how to share work electronically using the display boards.</p> <p>To use digital technology to share work on Purple Mash to communicate and connect with others locally.</p> <p>To have some knowledge and understanding about sharing more globally on the Internet.</p> <p>To introduce Email as a communication tool using 2Respond simulation.</p> <p>To understand how we talk to others when they aren't there in front of us.</p> <p>To open and send simple online communications in the form of email.</p> <p>To understand that information put online leaves a digital footprint or trail.</p> <p>To begin to think critically about the information they leave online.</p> <p>To identify the steps that can be taken to keep personal data and hardware secure.</p> <p>To gain a better understanding of searching the Internet.</p>
Year 3	<p>To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.</p> <p>To understand how the Internet can be used to help us to communicate effectively.</p> <p>To understand how a blog can be used to help us communicate with a wider audience.</p> <p>For children to consider if that they read on websites is true?</p> <p>To look at some 'spoo' websites. To create a 'spoo' webpage.</p> <p>To think about why these sites might exist and how to check that the information is accurate.</p> <p>To learn about the meaning of age restrictions symbols on digital media and devices.</p> <p>To discuss why PEGI restrictions exist.</p> <p>To know where to turn for help if they see inappropriate content or have inappropriate contact from others.</p> <p>To learn how to use email safely.</p>
Year 4	<p>To understand how children can protect themselves from online identity theft.</p> <p>Understand that information put online leaves a digital footprint or trail and that this can aid identity theft.</p> <p>To Identify the risks and benefits of installing software including apps.</p> <p>To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.</p> <p>To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.</p>

	<p>To select an appropriate website from search results and begin to consider if the content is reliable.</p> <p>To identify the positive and negative influences of technology on health and the environment.</p> <p>To understand the importance of balancing game and screen time with other parts of their lives.</p> <p>To assess whether an information source is true and reliable.</p>
Year 5	<p>To gain a greater understanding of the impact that sharing digital content can have.</p> <p>To review sources of support when using technology.</p> <p>To review children's responsibility to one another in their online behaviour.</p> <p>To know how to maintain secure passwords.</p> <p>To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this.</p> <p>To be aware of inappropriate text, photographs and videos and the impact of sharing these online</p> <p>To learn how to reference sources in their work.</p> <p>To search the Internet with consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.</p> <p>Ensuring reliability through using different methods of communication.</p>
Year 6	<p>Identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location.</p> <p>Identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon</p> <p>Identify the benefits and risks of giving personal information and device access to different software.</p> <p>To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.</p> <p>To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour.</p> <p>To understand how information online can persist and give away details of those who share or modify it.</p> <p>To understand the importance of balancing game and screen time with other parts of their lives, e.g. explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health.</p> <p>To identify the positive and negative influences of technology on health and the environment.</p> <p>To understand how to contribute to an existing blog.</p> <p>To understand how and why blog posts are approved by the teacher.</p> <p>To understand the importance of commenting on blogs.</p> <p>To peer-assess blogs against the agreed success criteria.</p>