



Effective Date: January 2023

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Review Committee:

Primary Local Governing Board

Review Date: January 2025

Owner:

Head of Primary School

Rationale

The education of *pupils* in online safety is an essential part of the academy's online safety provision. Children and young people need the help and support of the academy 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

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

Guidelines

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

- delivering a relevant up-to-date online safety curriculum which is progressive from Early Years to the end of Year 6
- delivering a curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils, as well as featuring in Keeping Safe Days
- providing training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils
- scheduling pupil voice sessions and learning walks and ensuring that these steer changes and inform training needs
- keeping parents up to date with relevant online safety matters, policies and agreements. They know who to contact at the academy if they have concerns
- ensuring that staff have read the Trust ICT (Information & Communication Technology) Acceptable Use Policy and making copies freely available on the academy intranet and Trust website
- ensuring effective 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 are 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 academy's eSafety policies and guidance
- they read, understand and adhere to the academy ICT Acceptable Use Policy
- they report any suspected misuse or problem to the eSafety Officer
- they develop and maintain an awareness of current eSafety issues and guidance
- they model safe and responsible behaviours in their own use of technology
- they embed eSafety 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 are aware of incident-reporting mechanisms that exist within the academy.

The designated online safety lead will ensure that:

- pupil voice for online safety is completed annually and results are used to inform planning and teaching
- internet safety days 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 eSafety throughout the academy
- they are the first point of contact on all eSafety matters
- they develop an understanding of current eSafety issues, guidance and appropriate legislation
- they ensure that all members of staff receive an appropriate level of training in eSafety issues through staff CPD (Continuing Professional Development)
- eSafety education is embedded across the curriculum
- eSafety is promoted to parents and carers
- Safeguarding incidents are logged correctly using CPOMs (Child Protection Online Management System).

Implications for the whole academy will be:

- a series of specific eSafety-related lessons will be provided in every year group/specific year groups as part of the Computing curriculum / PSHE (Personal, Social, Health and Economic) curriculum / other lessons. These will be increased if the need arises in particular year groups (see appendix 1 for e safety progressive objectives)
- we will celebrate and promote eSafety through assemblies and whole- academy activities, including promoting Safer Internet Day each year (RSE (Relationship and Sex Education) online relationships can be found on the website)
- we will discuss, remind or raise relevant eSafety 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 (The Child Exploitation and Online Protection Centre) report abuse button
- staff will sensitively advise parents of E-safety issues outside of the school working day and work in partnership to help resolve any issues outside of school.

Appendix 1

	Online Safety
Year 1	<p>To start to introduce to the children the idea of 'ownership' of their creative work</p> <p>To know how to find saved work in the Online Work area and find teacher comments</p> <p>To know how to search Purple Mash to find resources</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>
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 'spoof' websites. To create a 'spoof' 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>
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>
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. 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 a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. 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>