

Fairfield Primary School

E Safety Policy

Protecting young people (and adults) properly means thinking beyond the traditional school environment. Where once the desktop computer was the only way to access the internet, now many mobile phones and games consoles offer broadband connections.

Pupils may be working online in school, at home or in an internet cafe. They may have personal devices not covered by network protection and therefore the emphasis should be on getting everyone to **understand the risks** and act accordingly.

It should already be obvious that e-safety is a **child safety** (not an ICT) issue, and indeed it should not be managed primarily by the ICT team. There are a wide range of interest groups that are involved in the implementation of the e safety policy including:

- headteacher
- governors
- SMT
- Class teachers
- Support staff
- Parents/carers
- LEA
- ISP

It should be an extension of general safeguarding and led by the same people, so that, for instance, [cyber bullying](#) is considered alongside real-world bullying.

To ensure a whole establishment approach to e safety we have in place the following measures:

- **An Acceptable Use Policy (AUP).**

This policy details the ways that staff, pupils and all network users (including parents) can and cannot use ICT facilities. It has been agreed by staff and embedded in all schemes of work, policies etc. The AUP outlines procedures for acceptable use, data/network protection, reporting incidents and rules of responsible internet use.

The rules of responsible internet use are displayed in all classes and the ICT suite. The pupils are made aware of them when using ICT and are aware of potential risks and how to practice safe responsible behaviour whenever and wherever online.

The AUP is also available for parents on the school website along with the rules of responsible use and esafety guidelines.

- **Cyberbullying**

Cyberbullying is considered alongside real world bullying and is addressed in the school's anti-bullying policy. Guidelines for preventing and reporting cyberbullying are covered in the AUP, rules of responsible internet use and keeping your child safe documents.

- **Firewalls and Security**

The school and LEA have firewall protection and filtering in place. Where necessary, secure areas are password protected with only the relevant staff given access to usernames and passwords. Pupils are aware of the rules of responsible internet use and the importance of reporting any incidents and keeping passwords safe.

- **Schemes of Work**

E safety is highlighted in all schemes of work and is discussed with the pupils when undertaking any activities that involve ICT.

- **Safe surfing initiatives**

Junior pupils take part in safe surfing initiatives that are run in conjunction with the South Wales Police.

The following offers guidance for all staff and pupils on:

- **Teaching and Learning/ Supporting staff in the development of e-safety skills**
- **Safe Internet Use**
- **Sources of advice.**

Teaching and Learning.

Supporting staff in the development of e-safety skills

E-safety awareness is based on an ongoing programme of education within the school for all staff. In order to assist children and young people to stay safe when using the technologies, staff are aware of the issues, both existing and emerging.

* Staff receive information and training on e-safety issues and new and emerging technologies on a regular basis.

* There is a clear process for staff to report difficulties or concerns which they might encounter.

* New staff receive information on the school's [acceptable use policy](#) as part of their induction process, and sign to confirm their acceptance of the terms.

* Staff are encouraged to incorporate e-safety activities and awareness within their curriculum areas. These activities monitored and supported across the school.

Safe internet use

The evaluation of online resources is necessary to determine the reliability, accuracy and currency of the material. Teachers should critically evaluate websites when selecting resources for use in the classroom, and pupils should also be taught the value of this process as part of their core digital literacy skills development.

Consider the following:

Accuracy and currency

When evaluating online resources you should consider the following:

- Does the information appear to be accurate?
- Is it based on opinion or fact?
- Are additional references given?
- Can the information be verified from other sources, whether online or hard copy?
- Is the spelling and grammar correct?
- Is the content dated?
- When was the content last updated?
- Are all links up-to-date and valid?
- Are any areas of the site 'under construction'?

Authority and coverage

You should also consider:

- Does the content have authority?
- Where does the content originate from?
- Is it clear who is the author and publisher of the site?
- Are they qualified to provide information on this topic?
- Is the material biased?
- Can the author be contacted?
- Where is the content published? What is the domain name of the website? Is it published by a large organisation, or on a personal website?
- Does the website cover the topic fully?
- Does the site provide information/advice/ideas/other choices?
- Does it provide links and references to other materials?
- If links to other materials are provided, are these evaluated or annotated to provide further information?
- Does the site contain any advertising? Does this influence the content?

Audience and relevance

You should also consider:

- Who is the intended audience for this content?
- Is the content easy to read and understand?
- Is the site specifically aimed at children? If so, is the level and tone of the content appropriate?
- Is the site specifically aimed at adults? If so, beware of inappropriate material.
- Is the content relevant?
- Does the material provide everything that is needed?
- Could more relevant material be found elsewhere, for example in a book or magazine?

Educational focus

You should also consider:

- Is there an explicit educational focus to the content?
- Will it support learners with different learning styles? How does it use media to cater for people with auditory, visual, kinaesthetic or other learning preferences?
- Does it have links, or refer to, the appropriate stages of the National Curriculum or examination body?

Ease of use

In addition you should consider:

- Is the site easy to use?
- Is the site well structured?
- Is it easy to find relevant information?
- Is the content in an easy to use format?
- What facilities does the site provide to help locate information?
- Does it have a search facility? Is the menu navigation logical? Does it provide a site map or index?
- Does the site load quickly?
- Is the site attractive in design?
- Is the content copyright, or can it be used providing the source is acknowledged?
- Is the site technically stable?

Sources of advice

Becta provides a range of publications, resources and support for various audiences dealing with aspects of e-safety.

Publications for school leaders and senior managers

Safeguarding children online - a guide for school leaders

Aimed at school leaders, this useful guide looks at how Becta is supporting the safe use of technology in schools and highlights key things that you should be thinking about in this area. It is available for downloading from [Becta publications](#).

E-safety: Developing whole school policies to support effective practice

This publication provides guidance for schools on developing appropriate policies and procedures to ensure safe use of communications technologies by the children and young people in their care. It outlines the risks, suggests an educational framework for schools, and gives an overview of the internet safety responsibilities of all key stakeholders in a child's education. It provides practical strategies to

follow, drawn up in consultation with the police, should major problems be encountered. It is available for downloading from [Becta publications](#).

Publications for classroom teachers

Signposts to safety: Teaching e-safety at Key Stages 1 and 2

This publication gives an overview of online technology, including the risks benefits and issues, and explains why even very young children should be taught how to use technology safely and responsibly. It includes useful resources and ideas for incorporating internet safety within the curriculum at Key Stages 1 and 2, and is available for downloading from [Becta publications](#).

Publications for support staff

Becta has worked with the Teacher Development Agency (TDA) to help produce the following publications available from the TDA website.

[TDA induction materials for teaching assistants in primary schools – ICT](#)

These courses have been designed to support teaching assistants in developing an understanding of ICT in schools, with a particular focus on safety and security

Publications for local authorities and local safeguarding children boards

Becta has also produced a number of e-safety publications specifically for local authorities and local safeguarding children boards (LSCBs). Further information is available from [Becta publications](#).