E-Safety/Safeguarding

The systems in place:

- Our server has the software VEEM uploaded. This ensures our data is backed up and saved offsite. It is also encrypted.
- We have 'Fortigate' (Router) which is our web filtering and blocks unauthorised websites. Norden receives a weekly e-mail with a report of blocked sites attempting to be accessed.
- Our emails are filtered using 'Barracuda'.
- INSET in September has an allocated slot for Safeguarding, incorporating E-Safety and protecting the child at home and in school. (Staff read the KCSIE document amendments/additions and sign to say they have read this and agree to follow the guidelines outlined)

Curriculum:

- Online safety units of learning are taught at the beginning of each academic year. This is addressed and referred to, regularly, in lessons throughout the year, with quizzes and lesson starters. E-Safety is addressed at the beginning of each term, with a specific E-Safety unit of learning taught in September, for each year group. E-Safety runs through all lessons with a clear focus on safe use of the internet and social media.

- The progression and continuity document outlines the Composite and components covered to address online safety and safe use of social media:

Year Band	E-Safety Objectives taught
Year 1	How to keep safe online. What is a password and why should we keep them safe? What is an avatar and how does it help you stay safe? How do we make sure our work is stored safely?
Year 2	Searching and Sharing How to keep safe online: What is a password and why should we keep them safe? What is an avatar and how does it help you stay safe? How do we make sure our work is stored safely? E-Mail Introduce Email as a communication tool using 2Respond simulations.

	Understand how we talk to others when they are not there in front of us. Open and send simple online communications in the form of email. <u>Digital Footprint</u> Understand that information put online leaves a digital footprint or trail. Begin to think critically about the information they leave online. Identify the steps that can be taken to keep personal data and hardware secure
Year 3	<u>Safety in Numbers</u> Know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. Understand how the Internet can be used to help us to communicate effectively. Understand how a blog can be used to help us communicate with a wider audience. <u>Fact or Fiction?</u> Consider if what can be read on websites is always true. Look at a 'spoof' website. Create a 'spoof' webpage. Think about why these sites might exist and how to check that the information is accurate. <u>Appropriate Content and Ratings</u> Learn about the meaning of age restrictions symbols on digital media and devices. Discuss why PEGI restrictions exist. Know where to turn for help if they see inappropriate content or have inappropriate contact from others.
Year 4	<u>Going Phishing</u> Understand how children can protect themselves from online identity theft. Understand that information put online leaves a digital footprint or trail and that this can aid identity theft. <u>Beware Malware</u> Identify the risks and benefits of installing software including apps. <u>Plagiarism</u>

	Understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. Identify appropriate behaviour when participating or contributing to collaborative online projects for learning Healthy Screen-Time Identify the positive and negative influences of technology on health and the environment. Understand the importance of balancing game and screen time with other parts of their lives.
Year 5	Responsibilities and Support when Online Gain a greater understanding of the impact that sharing digital content can have. Review sources of support when using technology. Review children' responsibility to one another in their online behaviour. Protecting Privacy Know how to maintain secure passwords. Understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this. Be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. Citing Sources Learn about how to reference sources in their work. Search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. Reliability Ensuring reliability through using different methods of communication.
Year 6	Message in a Game Identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location. Identify secure sites by looking for privacy seals of approval, e.g., https, padlock icon. Identify the benefits and risks of giving

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<tr><td></td><td>personal information and device access to different software.

Online Behaviour
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.
Have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour.
Begin to understand how information online can persist and give away details of those who share or modify it.

Screen Time
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.
Identify the positive and negative influences of technology on health and the environment.</td></tr>
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(This document is available to all staff o:drive, planning, computing, curriculum, new curriculum planning, '**Computing**'.)

- PSHE: Dimensions curriculum –
  Year 6 – Autumn 1 – Fake News
  Year 5 - Spring 2 – Communication – Physical, emotional and mental health incorporates safety, consideration of others and how to deal with negative pressures.
  Year 4 – Autumn 1 – Online privacy, internet use, age limits
  Year 3 – Autumn 1 – E-safety and online chat, on line privacy, E-protection
  Year 2 – Autumn 1 – Staying safe, good versus bad, responsibility
  Year 1 – Internet safety – E-safety
  EYFS – Personal, Social and Emotional – building relationships (children need to learn about managing real life relationships before learning about those on-line.

- Take part in the annual Safer Internet Day but make children aware that this learning for one day, it is something to think about each time devices are used and the internet is accessed.

Website:

- Our website has a prompt to ask people to accept the school's safeguarding policy, before accessing the site. This prompt contains a direct link to the school's safeguarding policy.
- Under the heading, 'Key Information', there is a 'safeguarding' page containing information on Child protection and Safeguarding, Encompass, Keeping Children safe in Education and information for adults as to what to do if they are worried a child is being abused.
- Under the heading, 'Key Information', there is a 'safeguarding' page containing information for parents on 'Internet Safety': Information and Online resources, conversation starters, Internet safety Information Booklet for Parents and the school's safe use of social media policy.