

# Digital Learning Team

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## Digital Safety Curriculum Guidelines for Schools

Emerging technologies, social media and the Internet are an integral part of children's lives. Whether on a computer, a games console or mobile device, children and young people are increasingly accessing the Internet whenever they can and wherever they are. This has enabled entirely new forms of social interaction to emerge and with it new risks and concerns surrounding Digital Safety.

In order to empower schools to deliver quality Digital Safety education we are providing a selection of suggested age appropriate curriculum resources. This is designed as a starting point for a Digital Safety Curriculum, which will need to be regularly reviewed to ensure it stays relevant in the constantly changing digital world. It is not designed to be a static document; instead it should be amended to suit each educational establishment, and reviewed on an annual basis to ensure the resources are still available and relevant.

NB: Throughout this document we have used the term 'Digital Safety' to encompass all the issues surrounding the safe use of the Internet, digital media and social media. Ofsted and other organisations use the terms 'E-Safety', 'Internet Safety' and 'Online Safety' to refer to the same.

### **School Link Police Officers**

Every Secondary School in the City now has a dedicated Police School Link Officer. Further information about the project can be found [here](#). It is important to liaise with your local officer as they have a responsibility to '*deliver inputs and promote diversionary and preventative work*', which may include delivering Digital Safety lessons. Despite being based at Secondary schools, School Link Officers may also be available to deliver some Digital Safety work in primary schools, so it is important to discuss your programmes of work in order to avoid duplication of materials. In primary schools, your Community Police Officer may also be trained to deliver CEOP Digital Safety training.

### **Digital Safety: Role and Responsibilities**

It is recommended that each school should have a named member of staff with responsibility for overseeing Digital Safety across their establishment. This is particularly important in Secondary Schools where Digital Safety education may be undertaken by a variety of departments and staff.

Schools may choose to combine this with the Child Protection Officer role, the ICT Coordinator role or as part of a promoted post remit. It should preferably be a member of staff with good knowledge and understanding of the new technologies but does not need to be a technical member of staff.

The Digital Safety Coordinator-

- Has a leading role in establishing and reviewing the school Digital Safety policies/documents/programmes of work.
- Ensures that all staff are aware of the procedures that need to be followed in the event of a Digital Safety incident taking place.
- Provides training and advice for staff and parents when necessary.
- Meets regularly with others in the school and community to discuss current issues, review incident logs and filtering.
- Receives reports of Digital Safety incidents and creates a log of incidents to inform future Digital Safety developments.

(The school will need to decide how these incidents will be dealt with and whether the investigation/action/sanctions will be the responsibility of the Digital Safety Coordinator or another member of staff etc.)

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## Key Features of Good Practice

The Scottish Government and Education Scotland have recently published a set of indicators to help schools ensure that their approach to Digital Safety is “good and innovative”. Digital Safety education should be embedded across the curriculum, forming part of Health and Wellbeing, and be clearly linked to relationship and behaviour policy and practice. Further support is set out in the following publications – [“Guidance on Developing Policy to Promote the Safe and Responsible Use of Mobile Technology in Schools”](#) and [“Better Relationships, Better Learning, Better Behavior”](#).



### Internet Safety in schools Key features of good and innovative practice



- There is a robust relationships and behaviour policy in place, which takes account of e-safety.

	Key features	In place?	Not sure	Not in place?
<b>Establishment</b>	All staff can recognise and are aware of e-safety issues.			
	High quality leadership and management make e-safety a priority across all areas of the school (the school may also have achieved a recognised standard, for example, the e-Safety Mark).			
	A high priority is given to training in e-safety, extending expertise widely and building internal capacity.			
	The contribution of pupils, parents and the wider schools community is valued and integrated.			
<b>Robust and integrated reporting routines</b>	School-based reporting routes that are clearly understood and used by the whole school, for example, online anonymous reporting systems.			
	Report Abuse buttons, for example, CEOP. Clear, signposted and respected routes to key members of staff. Effective use of peer mentoring and support.			
<b>Staff</b>	All staff receive regular and up-to-date training.			
	One or more members of staff have a higher level of expertise and clearly defined responsibilities.			
<b>Policies</b>	Rigorous e-safety policies and procedures are in place, written in plain English, contributed to by the whole school and regularly updated.			
	The e-safety policy should be integrated with other relevant policies such as promoting positive relationships, safeguarding and anti-bullying.			
	The e-safety policy should incorporate an Acceptable Usage Policy that is understood and respected by pupils, staff and parents.			
<b>Education</b>	An age-appropriate e-safety curriculum that is flexible, relevant and engages pupils' interest; that is used to promote e-safety through teaching pupils how to stay safe, how to protect themselves from harm			

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	and how to take responsibility for their own and others' safety.			
	Positive relationships encourage and cultivate positive and responsible use.			
	Peer mentoring programmes.			
<b>Infrastructure</b>	Recognised Internet Service Provider (ISP) or Regional Broadband Consortium (RBC) together with age- related filtering that is actively monitored.			
<b>Collaboration</b>	Practices and procedures are in place to ensure joint working with other relevant agencies.			
<b>Monitoring and Evaluation</b>	Risk assessment taken seriously and used to good effect in promoting e-safety.			
	Using data effectively to assess the impact of e-safety practice and how this informs strategy.			
<b>Management of personal data</b>	The impact level of personal data is understood and data is managed securely and in accordance with the statutory requirements of the Data Protection Act 1998.			
	Any professional communications that utilise technology between the school and pupils/students, their families or external agencies should: <ul style="list-style-type: none"> <li>• Take place within clear and explicit professional boundaries</li> <li>• Be transparent and open to scrutiny</li> <li>• Not share any personal information with a child or young person.</li> </ul>			

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## Self- Review Indicators

It is highly recommended that you take time to rate your establishment using the three Digital Safety indicators below. These are taken from the [NAACE Self Review Framework for ICT](#) (Formerly BECTA), which is an excellent self-evaluation tool for schools and covers many different aspects of ICT. Further comprehensive guidance can be accessed through the free, online review tool [360 Degree Safe Scotland](#).

<b>1b-5 Safeguarding</b>			
4	3	2	1
The school is aware of its responsibilities to provide a safe and secure ICT environment for its staff and pupils. There are relevant policies in place, including an Acceptable Use Policy, which are understood and adhered to by many staff and pupils.	The school is fully aware of its responsibilities and takes appropriate action to ensure that ICT usage by all staff and pupils is responsible, safe and secure. It has a coordinated approach to the development and implementation of its e-safety policy.	E-safety is embedded within the wider school culture. Policies are comprehensive and regularly reviewed in line with developments in technology and practice. There is coordinated and robust implementation of safeguarding policies by all staff, governors and pupils within and beyond the school and practice is monitored. The school engages regularly with stakeholders to promote the e-safety of pupils and staff within beyond the school.	The school is vigilant in identifying and responding to new challenges for e-safety. Through constructive dialogue it encourages pupils, parents/carers, other stakeholders and the wider community to contribute to ongoing developments in e-safety policy and practice, and helps them to deal with e-safety challenges they encounter.

<b>2a-7 Planning for e-safety</b>			
4	3	2	1
Planning has begun to address the development of pupils' e-safety awareness and the skills needed to make safe and responsible use of ICT. This is not yet implemented throughout the school.	Planning provides opportunities for pupils to develop an awareness of some aspects of e-safety and some of the skills needed to make safe and responsible use of ICT.	Effective planning ensures that pupils have the opportunities to develop an awareness of their digital footprint, e-safety issues and the skills that enable them to make safe and responsible use of ICT.	Systematic planning ensures that pupils have opportunities to develop both an understanding of their digital footprint, e-safeguarding issues and a range of e-safety strategies, skills and behaviours. Plans are regularly reviewed and updated in the light of changing technology, risks and practice.

<b>3b-5 Effective and safe use of digital resources</b>			
4	3	2	1
Some pupils are aware of the issues and risks involved in the use of ICT. They are aware of the school's policy and the need to adopt appropriate and responsible behaviours. However, few pupils have sufficient knowledge and skills to enable them to make safe use of digital resources.	Most pupils are aware of the issues and risks involved in the use of ICT and are aware of school policy and the need to adopt appropriate and responsible behaviours. However, not all pupils have sufficient knowledge and skills to enable them to make safe and effective use of digital resources.	All, or nearly all, pupils understand the issues and risks involved in the use of ICT. They are aware of school policy and the need to adopt appropriate and responsible behaviours. Most pupils have a good range of knowledge and skills to enable them to make safe and effective use of digital resources both within and beyond the school.	All, or nearly all, pupils consistently adopt safe practices both within and beyond the school. They have up to date knowledge and skills to ensure safe and effective use of a wide range of digital resources. They apply and adapt these to new and emerging technologies and situations.

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The following table details the coverage of the current programme of work. This should be regularly reviewed by staff and pupils to ensure that emerging Digital Safety issues and concerns are being covered at the appropriate levels.

It highly recommended that pupils, especially at Second, Third and Fourth levels, are involved in the development of your Digital Safety programme. Adults' perceptions of the problems and risks online are often not the same as the young people we are trying to protect. It is essential that we use their knowledge in order to keep up to date with the issues that directly affect them.

	Curriculum for Excellence Levels				
	Early	First	Second	Third	Fourth
Cyberbullying	●	●	●	●	
Reporting Abuse	●	●	●	●	
Safe Searching	●	●	●	●	
Personal Information	●	●	●	●	
Social Media	●	●	●	●	●
Online Etiquette	●	●	●		
Gaming		●	●	●	●
Email		●	●	●	
Phishing		●	●	●	
Digital Images/ Video			●	●	●
Mobile Phones		●	●	●	
File Sharing			●	●	●
Copyright/Downloading		●	●	●	●
Online Grooming			●	●	●
Online Shopping				●	●
Sexting				●	●
Digital Footprint/Online Identity				●	●

For further information and support on Digital Safety education you can contact the following departments.

Digital Learning Team  
Wester Hailes Education Centre  
(0131) 469 2999  
[digital@ea.edin.sch.uk](mailto:digital@ea.edin.sch.uk)  
<http://digitallearningteam.org>

Heather Smith  
City of Edinburgh Council  
Principal Officer – Child Care and Protection Training and Development  
(0131) 469 6105 ex 46105  
[heather.smith@edinburgh.gov.uk](mailto:heather.smith@edinburgh.gov.uk)