



St Joseph's RC Primary School

Cyber Resilience and Internet Safety Report	
School Name: St Joseph's RC Primary School	Name of Validator: Jennifer McKay
St Joseph's Primary School Oliphant Crescent Glasgow G76 8PT United Kingdom	Date of CR-IS Validation: 26/06/2019
Head Teacher / Principal Name: Mrs Suzanne Martin	Digital Technology Co-ordinator: Jennifer Wright Carla McLaughlin

This report includes validator's comments based on a review of the online submission and the validation visit.

Cyber Resilience and Internet Safety *100%*

St Joseph's Primary School has created an effective progressive digital learning programme to ensure their pupils have the skills and understanding to navigate and stay safe in the ever-changing digital landscape. The delivery of this programme is the responsibility of all and one they all take very seriously. Whilst staff recognise the educational benefits to be gained through the use of digital technology, they want their children to experience safe learning opportunities.

The need for children to develop and enhance their skills in Internet Safety and Cyber Resilience is required across the curriculum and at every stage from Nursery to Primary 7 with this stretching from school into home and beyond. Parents also play an important role through their shared responsibility and it is evident that the school has worked very hard to develop this relationship with parents and carers. E Safety issues that arise either within or outwith the school are dealt with swiftly and sensitively to ensure that pupils always feel relaxed, happy and comfortable with their use of the internet and social media.

#	Descriptor	Validator's comment
1	<p>The school has a culture that supports the implementation of the three main aims of the National Action Plan on Internet Safety for Children and Young People and this is integrated into the whole school vision and the school development plan.</p>	<p>The three aims from the National Action Plan lie firmly at the core of the school's Cyber Resilience and Internet Safety programme. Staff have the skills, knowledge and understanding to help children stay safe online and also to offer support to parents to set up appropriate internet safety controls and give them information on how to manage adverse situations should they arise. All staff, including the Headteacher, take responsibility for teaching e-safety at age and stage appropriate times, emphasising the safety aspects of working in an online environment and progressively teaching pupils measures they can put in place to mitigate any risks, whilst promoting the positive learning benefits of accessing digital sites. The Local Authority ensures that accessible sites are as safe as they can be for pupils however they are aware that children will still come across material that is not ideal for them at home, if not in school, and staff have prepared them for this and they know to alert a trusted adult and also how to report a site using the CEOP report tool. Pupils were also very aware of disengaging with any inappropriate sites or conversations before seeking assistance from an adult.</p> <p>The school's Internet Safety Progression Planner for Early/First and Second levels, which was extracted from information covered in the full Digital Planners, covers all areas of keeping safe online and how to deal with issues when they occur. Safe and responsible behaviour is taught from the early years, with age appropriate materials being used, The pupils that I spoke to were very knowledgeable about ways to keep themselves and others safe online and the steps to take if things went wrong, and most importantly to tell an adult even if the pupil themselves are in the wrong.</p>
2	<p>The school provides guidance to teaching and non-teaching staff to further their understanding of good cyber hygiene and why it is essential to enable teachers to act in a safe and responsible manner when engaging with digital learning and teaching.</p>	<p>All teaching and non- teaching staff are always kept up to date of any issues which may affect their pupils or any young person in general in the school. Teachers are alert to issues surrounding social media and respond with appropriate lessons, which also includes using Circle Time to address these and other issues on a weekly basis.</p> <p>The Digital Progression Planners, which include Internet Safety, are supplemented with links to appropriate resources for each stage group, but also allow teachers an element of flexibility in the way they teach the CfE experiences and outcomes. This offers good support to all staff members and ensures over the course of the school, pupils covered the full cyber resilience and internet safety organisers of the CfE technologies curriculum, building on previous learning without repetition of lessons. Planning documents move on with the class or group of children so there is a track of what has been taught.</p> <p>The children that I spoke to during the session felt comfortable to speak with their teachers about anything they came across which made them feel uncomfortable, knowing that it would be dealt with appropriately and support would be given to all involved. Staff felt comfortable raising issues with parents knowing they would be listened to. Parents also trusted staff to effectively and professionally deal with any situations which arose.</p>

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3	Teachers adopt the school's cyber resilience and internet safety guidance appropriately for their subject and for the age and abilities of their learners.	<p>During my discussions with members of staff it was evident that they took great care to deliver CR-IS lessons appropriate to the age and stage of their pupils. Pupils throughout the school receive lessons in a variety of ways which include Health and Wellbeing scenarios, lessons on digital footprints and age restrictions set for various social media platforms. Pupils also benefit from a visit from the police who give the pupils in Primaries 5 and 6 information about cyber bullying and knowing when a website is genuine or not. In addition, Primary 7 pupils are all invited to a Local Authority wide event entitled 'Safety in the Park' which looks at all aspects of eSafety pitched at a level appropriate for pupils of that age.</p> <p>As part of the evidence submitted for the award I was also able to see the Internet Safety discussion cards which are displayed in the ICT Suite</p>
4	Cyber resilience and internet safety is a central consideration in the curriculum and its assessment at all levels.	<p>It is evident that St Joseph's have worked hard to ensure that cyber resilience and internet safety is embedded across the curriculum and this can be highlighted by their Internet Safety Progression Planner submitted as evidence for this award. Using appropriate ages and stage resources such as 'Hack the Bank', 'ThinkUKnow' and 'CEOP' teachers are able to deliver the vital CR-IS messages to their pupils in way that they can understand and implement themselves. In addition, the Headteacher also delivers eSafety assemblies for pupils from Primary 1 through SHANARI. The consistent approach of linking health and wellbeing with resilience across the curriculum was evident during my discussions with both pupils and teachers.</p> <p>Consideration for pupils with additional support needs or moderate learning difficulties is also made regarding CR-IS in order to ensure that important messages are understood. In certain cases the school often uses social stories, written on paper to develop consistency of understanding which will then be reflected when using digital technologies.</p>

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5	<p>The school encourages parents/carers to be involved in their child's cyber resilience and internet safety education throughout the key stages of development.</p>	<p>During discussions with the Headteacher and members of staff it was highlighted that parents are very open with the school and will discuss issues that they are having with any aspect of their child's cyber resilience and internet safety. The school provides helpful and appropriate links on their website to help parents deal with CR-IS issues. Emails and letters are also sent out to highlight these links, thus ensuring that all parents are provided with this important information. I was very interested to hear that the school also Tweets out links and helpful advice around the Christmas period when the pupils are most likely to receive new devices, making parents safer in the knowledge that they are taking the correct steps to keep their child/children safe online at home.</p> <p>At a Cluster level parents are also encouraged to attend Internet Safety Evenings where they can find out up to date information as well as ask their own questions about how best to provide safe internety for their child/children. The support that this provides is extremely important and ensures that the parents from all cluster schools are being provided with the same information and helps with the transition to high school.</p> <p>The shared understanding that the school has with parents is evident from my discussions and both parties can work together for safety of the young people.</p>
6	<p>The school has implemented strategies to raise awareness of the links between digital technology and young people's mental wellbeing.</p>	<p>St Joseph's pays great cognisance to the links between digital technologies and the mental wellbeing of their pupils. As such, as part of the evidence submitted for this award were the mental health lessons that are delivered to the Primary 7 pupils to address mental health and wellbeing. The tasks are well structured and allow for discussion and openness between pupils and the teachers.</p> <p>In discussions with the teachers themselves, they too, highlighted the importance of positive mental health for their pupils when using digital technologies. Circle time is often used to address social media issues and can lead to an exploration of mental health and wellbeing. An example of this was given as discussions about Photoshop and how this is manipulated to provide a distorted idea of body image and the impact that this is having on both sexes. The teachers emphasised their role was to change the mentality of the pupils and encourage positive body images and positive mental health.</p> <p>A recent visit to whole the school by 'Rookie Rockstars' was also highlighted as having improved the childrens' mental health and wellbeing.</p>

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7	Staff engagement in relevant professional development programmes shows impact on teaching and learning in relation to cyber resilience and internet safety	<p>The school has invested a great deal of time and effort in relevant professional development in CR-IS for the whole staff. E-safety is given a high profile in the school and all staff are delivering age appropriate lessons in this. The school's Headteacher and Staff Digital Leaders are at the forefront of this initiative.</p> <p>As part of the school's Learning Cycle, classroom observations include a digital focus which encompasses internet safety and cyber resilience. Staff are then able to consider next steps in their CLPL and this is incorporated in to the School Improvement Plan. The school has invested time in ensuring that staff are clear about the appropriate reporting system for any eSafety issues and as a result of both this and CLPL delivered both in school and at a Local Authority the staff are both reactive and confident.</p>

General Recommendations:

It is my recommendation that St Joseph's Primary School has met the criteria to gain the Cyber Resilience and Internet Safety Award and I congratulate them on their hard work in this important area of digital learning.

Signed



Jennifer McKay
External validator

