

# Torbain Primary School

## Digital Wellbeing

### Leadership and Vision

The school integrates Cyber Resilience, Internet Safety and Digital Wellbeing into its development plan, digital teaching and learning strategy and into its pastoral care policy and it is informed by the National Action Plan on Internet Safety for Children and Young People, including: (1) An action or implementation plan to ensure there is a supportive digital wellbeing environment and that includes the whole school community; (2) A supportive coordinator/ team with responsibility to support implementation, evaluation and the inclusion of student voice; (3) Support drawn from partnerships with relevant statutory and non-statutory bodies.

#### Evidence should consist of a range of examples including:

School improvement planning showing progression of cyber resilience and internet safety learning across the curriculum and at all levels.

Evidence that staff and learners understand the difference between Cyber Resilience and Internet Safety. A Health and Wellbeing policy showing digital wellbeing reporting and intervention strategies for children.

Evidence of a whole school process/approach to dealing with and recording technology enabled incidences for both staff and learners.

Evidence of departments or faculties incorporating CR-IS in their strategic planning;

Action planning on digital wellbeing with timeframes and designated personnel.

Teacher plans.

Discussions with staff and pupils across all levels.

Digital learning and teaching strategy.

Learning and Teaching strategy /policy where CRIS is embedded.

*You may use the following level statements as a guide to help assess your school performance and stage of development and identify areas for improvement:*


**Attained:** The school has embedded CRIS and Digital Wellbeing into school improvement planning, across all levels and there is a positive, supportive and proactive ethos across the school.

**Partially Attained:** CRIS and Digital Wellbeing are taught in several contexts but not strategically integrated and it is not a part of school developmental planning


**Not Attained:** CRIS may be addressed during internet safety week and/or Cyber Scotland Week but not currently part of school planning

**Links to key policies:**


**Cyber Resilience and Internet Safety – DigiLearn**

 **Open**


**National Action Plan on Internet Safety for Children and Young People**

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
**5 Rights Framework**

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
**A changing nation: how Scotland will thrive in a digital world - gov.scot (www.gov.scot)**

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
**A digital learning and teaching strategy for Scotland -**

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
**Educating 21st Century Children: Emotional Wellbeing in the Digital Age:**

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
**Children and Young Peoples Mental Health in the Digital Age: Shaping the Future:**

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
**CEOP Think You Know Professionals -**

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
**Curriculum for Excellence, Health and Wellbeing Experiences and Outcomes, Learning and Teaching Scotland**

 **Open**


**<https://digitalwellbeing.org/>**

 **Open**

**Tik Tok online Safety Centre:**

 **Open**

**What is Digital Wellbeing? A List of Definitions**

 **Open**

**Validation:**

### Validator comments:

Torbain Primary School have embedded internet safety across the curriculum and integrated digital wellbeing into their vision and development plans including their digital literacy strategy. The e-safety provision is reviewed on an ongoing basis. The school also supports parents, carers and guardians in developing their skills and awareness of internet safety and supporting them to have conversations with their children about what they are using their devices for and what they are accessing. The school inspires safe and responsible behaviour and shares helpful advice and support to parents and carers. Online safety can be daunting for parents and carers, as they may have concerns about their understanding of the topic and their knowledge of latest developments. Torbain works closely with parents on e-safety, helping them see that support is more about parenting and communication skills than technology. The school encourages parents to have conversations and keep in touch with what the child is using their device for. Community engagement around online safety issues is one of the biggest challenges facing schools when reviewing their online safety policies and practices. Torbain has strong engagement with parents and carers and helps them feel empowered, to support their children in safe online practices at home. The school has done a lot of work on safety and hosts a number of events and activities to promote internet safety, including with Police Scotland. The school offers online safety events, shares information via the range of communication channels that the school operates, including social media, events and newsletters. The school reminds parents about grooming and online sexual abuse. The school also works closely with Police Scotland who regularly speak with the school and attend events with parents to educate everyone in internet safety. The school has developed a strong culture of openness and a safe space to talk about safety issues. There is a community café and conversations around digital are embedded in school life.

### Learning and Teaching

**Teachers deploy a range of strategies to support CRIS and Digital Wellbeing as part of their classroom-based and online teaching, including: (1.) Age-Appropriate tools to help learners prepare for, withstand, recover from and learn from potentially harmful events in the online world including the development of appropriate cyber hygiene habits and practices; (2.) Awareness of the importance of appropriate online behaviour and respect for others in a range of online settings; (3.) The development of digital habits and practices that promote mental, emotional, social and physical wellbeing.**

#### **Evidence should consist of a range of examples including:**

Discussions with teachers, teaching teams and with their students;

Lesson plans and/or schemes of work;

Evidence of a whole school process/approach to dealing with and recording technology enabled incidences for both staff and learners.

Examples of student work and discussions with students;

Clear instructions on how to sustain ethical and positive actions while engaging on online and remote or blended learning tasks set by the teacher.

Guidance for teachers about how to promote, identify and safeguard students;

Evidence of teachers using student voice to support their own practices and pedagogies;

Discussions with students and staff reflect the positive experiences they have using technology safely and responsibly

*You may use the following level statements as a guide to help assess your school performance and stage of development and identify areas for improvement:*


**Attained:** Most teachers include elements of CRIS and Digital Wellbeing in age-appropriate ways as part of the learning activities they plan and this reflects experienced within the school and wider community. They promote either their own or the whole-school guidance on maintaining good cyber habits. They have a strong presence in online interactions and, follow the school's intervention policy

**Partially attained:** Some teachers promote positive approaches to maintain CR-IS n their teaching and this reflects incidences experienced within the school and wider community.


**Not attained:** Few teachers promote CRIS in their teaching.

#### Links to key policies:


**Cyber Resilience and Internet Safety – DigiLearn**  
([glowscotland.org.uk](http://glowscotland.org.uk))

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
**CRIS Across the Curriculum: literacy, numeracy and HWB – DigiLearn**  
([glowscotland.org.uk](http://glowscotland.org.uk))

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
**GTCS Professional Standards for Teachers**

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
**Keeping your under 5 safe online** ([thinkuknow.co.uk](http://thinkuknow.co.uk))

 **Open**

**Digital Wellbeing Educators (EU), A range of Learning and Teaching Resources for Schools**

 **Open**

**CEOP Ambassador course**

 **Open**

**New Term, New Challenges, New Opportunities: Putting Children's Mental Health at the Heart of Education**

[Open](#)

**Twinkl Resources on remote learning,**

[Open](#)

**European Commission, The Influence of Online Marketing on Children's Behaviour**

[Open](#)

**5 Rights Framework**

[Open](#)

**How good is OUR school? Part 2**

[Open](#)

**Study on the impact of marketing through social media, online games and mobile applications on children's behaviour**

[Open](#)

#### **Validation:**

 **Awarded**

#### **Validator comments:**

Practitioners deploy a range of strategies to support CRIS as part of their online and face-to-face teaching which reflects incidents from data gathered. Teachers have ongoing conversations with children about the benefits and dangers of the internet and create an open environment for children and young people to ask questions and raise any concerns. Teaching online safety is not restricted to IT and computing lessons and a digital literacy programme is in operation across all years. The school embeds key messages about staying safe online throughout the curriculum helping to ensure that children of all ages are taught online safety skills. In the upper years, pupils are taught about using trusted sites, researching from reputable sources and examining sources of information and critically analysing to understand and develop arguments. Working closely with the high school and cluster primary schools in the Fife wide programme, the school has looked at aspects of online behaviour. The school talks across the cluster and taps into different resources. The school is often used as a trial by the council to test new digital wellbeing initiatives out.

**Student Digital Competence**

**A proactive team of student digital leaders works with staff and peers to inform, promote and evaluate CRIS and Digital Wellbeing, including: (1.) Open and ongoing dialogue about how to exploit digital technologies to enhance learning and life outside school and how to manage emerging trends and, where appropriate, mitigate against potential threats; (2.) Ongoing consultation and feedback with and about relevant agencies, industry partners and stakeholders, including parents/guardians; (3.) Discussions, teaching and learning sessions and other forms of learning about how technology has a positive and negative effect on wellbeing.**

**Evidence should consist of a range of examples including:**

Discussions with digital leaders about their role in promoting resilience among their peers;  
Examples of digital leaders supporting the promotion of CR-IS and wellbeing (assemblies, information to parents, and work with younger children);  
Examples of digital leaders liaising with staff about any emerging trends, software and other usages that their peers are involved in;  
Evidence of co-construction of policy and practice in the school;  
Evidence, where appropriate, of links between home and school in supporting digital leaders and other learners;  
Evidence of parental input into student teacher dialogue;  
Examples of learning activities that have CR-IS and/or wellbeing incorporated into their content;  
Evidence of student voice in how they maintain their own wellbeing (for example in managing remote learning).

*You may use the following level statements as a guide to help assess your school performance and stage of development and identify areas for improvement:*


**Attained:** Most students demonstrate high levels of age-appropriate competence and confidence in Cyber resilience, Internet Safety and Digital Wellbeing. This strong culture is supported by student digital leaders who play a key role in and interacting with peers and act as mentors in promoting Digital Wellbeing across the school at all levels. They are supported by the senior management team, staff and partner agencies

**Partially Attained:** The student digital leaders support the school's policies mainly through providing feedback and other information to teachers and peers


**Not attained:** Student digital leaders have a limited role in supporting teachers and peers

**Links to key policies:**


**Cybersprinters**

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
**Cyber Competitions and Challenges – DigiLearn (glowscotland.org.uk)**

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
**iDEA: Develop digital, enterprise and employability skills for free. Win career-enhancing badges and gain internationally recognised awards**

 **Open**


**BBC Bitesize Digital Wellbeing Resources**

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
**SWGfL Digital Wellbeing Resource Toolkit**

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
**Guide kit for parents and teachers**

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
**A digital learning and teaching strategy for Scotland**

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**Technologies experiences and outcomes**

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
**Technologies Benchmarks**

 **Open**

**Keeping your under 5 safe online**

 **Open**

**Cyber Resilience and Internet Safety – DigiLearn**

 **Open**

**Validation:**

 **Awarded**

**Validator comments:**

The school supports pupils in staying safe online and protecting their online reputation, for example, having conversations about social media, online gaming, gambling etc. and if something does happen, the school will support everybody to de-escalate problems. Open conversations are regularly taking place with pupils. Pupils are human, and experience emotional highs and lows, and life happens. The school provides pupils with encouragement and a listening ear. Integrating technology and internet safety within the curriculum can give pupils greater autonomy, and it also encourages more in-depth learning. The Digital Leaders are given ownership to develop internet safety measures and policies and are involved in updating information and involved in speaking with parents about internet safety. There is a strong culture of pupils developing leadership skills and taking on leadership roles. The school hosts digital events and assemblies which regularly incorporate digital safety. Each class has developed an individual digital charter including values and online safety. The school's "Girls Can" group has been hugely successful in supporting girls in digital wellbeing and being responsive to current issues including body image, social media and online bullying. On the back of this, nurturing afternoons have developed providing a targeted approach on current issues. The school also works with charities including Barnardo's. The Digital Leaders plan and run assemblies. The Digital Leaders have a high profile in the school. They have also designed and made their own Digital Leader badges to recognise the respect for the role.

## Professional Development and Resources

**Staff have been given appropriate professional learning relating to the age and stage of their learners and have a level of expertise to support CRIS across the curriculum, including: (1.) CPD activities that are underpinned by a needs analysis and review processes that focus on improving teachers' ability to integrate CRIS and Digital Wellbeing into their learning and teaching activities; (2.) Strong partnerships with proactive and regular input into staff development, student activities and school policy.**

### **Evidence should consist of a range of examples including:**

Records of professional learning events either in-house or from external agencies or partners;

Examples where teachers support student CRIS and wellbeing through their lesson planning and practical teaching;

Examples where digital leaders support teachers;

Evaluations of current practice.

Records of professional learning events either in-house, from partner schools or from external agencies;

Examples where teachers work with students to support activities related to CR-IS and digital wellbeing;

Evaluations of the effectiveness of the impact of student voice on how digital wellbeing is promoted.

*You may use the following level statements as a guide to help assess your school performance and stage of development and identify areas for improvement:*




**Attained:** A wide range of CRIS professional development provided to teachers at all levels and stages and there is clear evidence of this reflected in the digital wellbeing ethos across the school.

**Partially Attained:** While digital wellbeing is promoted, there is less evidence of the impact on learning and teaching and of a school-wide approach


**Not Attained:** There is little professional development regarding how to promote CR-IS that includes digital wellbeing

**Links to key policies:**


**Schools - NCSC.GOV.UK**

 **Open**


**CEOP Ambassador Training**

 **Open**


**Thinkuknow - home**

 **Open**


**Stop It Now! UK and Ireland  
| Preventing child sexual  
abuse**

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
**GTCS Professional  
Standards**

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
**Cyber Resilience and  
Internet Safety – DigiLearn**

 **Open**

**How good is OUR school?  
Part 2**

 **Open**

**5 Rights Framework**

 **Open**

**Validation:**

 **Awarded**

**Validator comments:**

The Staff Digital Leader for the school, strongly supports staff and pupils to gain skills, knowledge and understanding of staying safe online and ensures teachers have the knowledge to teach pupils about e-safety, regularly attending training and disseminating. Staff have been given appropriate professional learning relating to the age and stage of their learners and have a level of expertise to lead CRIS across the curriculum. Staff with responsibility for the IT environment are aware of how it is being used for teaching and learning, and to appreciate the value of innovation and specialisation as well as safety and standardisation experiences from their use of digital technologies. The IT lead works very closely with all staff to achieve this. The school demonstrates effective Information Governance and efficient and acceptable management of their information technology (IT). IT management is continuously improved as well as, being aligned with the school's strategy and best practice. Staff are knowledgeable in online safety and are aware of technical measures to check to ensure safety online. Building pupils' knowledge in online safety is embedded throughout the curriculum. Safeguarding policies, procedures and reporting are robust. The school works collaboratively in their cluster to share internet safety work and developing digital literacy with the council, working closely with the Fife Digital Team. The school contributes at events nationally and across their cluster in sharing best practice and speaking at events and developing resources. The school implements lots of training including kit bag training, in-house training on the emotion works website and twilight sessions are held.

### **Final Recommendations:**

It is clear that digital safety and wellbeing is well embedded in classroom practice. The use of digital tools for learning and teaching is fully integrated in a whole school approach. Torbain staff and pupils exude a strong sense of the value of the use of digital technologies in enhancing and supporting learning and teaching, whilst remaining safe online. The school is clearly committed to investing in digital technologies, in order to motivate and inspire its learners, with the aim of enabling them to make a significant contribution to our growing digital world, and successfully equipping them with essential skills for life and work. There is a confidence and enthusiasm within staff and pupils about the positive impact digital technologies are having on learning and teaching, and in assisting in planning and tracking of activities and learner progress. There is a clear recognition of the benefits being brought to enhancing learning and teaching by the use of digital technology to connect with parents, carers and the wider community. Pupils from all year groups demonstrate how they are making use of digital technology to support their own learning, and how they are sharing with others in the school. There are effective structures in place for the school to communicate with parents/carers and other cluster schools about digital safety and other digital skills their children are developing, and opportunities are provided for parents/carers to engage digitally with the school and teachers. The school is clearly committed to embedding digital technologies and ensuring continuous improvement. I believe that the school has met the criteria for the Digital Schools Wellbeing Award. I encourage the school to apply for the #SELFIE award <https://awards4selfie.eu/>.

## Awarded By

### Validator

**Name:** Katharine Jewitt **Email:** Katharine@digitalschoolsawards.com **Awarded at:** 2024-04-16 09:27:23

### Coordinator

**Name:** Aoife Admin O'C **Email:** aoife@digitalschoolsawards.com **Awarded at:** 2024-04-16 09:27:23