



Banchory PS

The Digital Wellbeing Award for Cyber Resilience and Internet Safety Report	
School Name: Banchory PS	Name of Validator: Alan Armstrong
Arbeadie Road Banchory AB31 4EH United Kingdom	Date of CR-IS Validation: 22/02/2022
Head Teacher / Principal Name: Jackie Fernandez	Digital Technology Co-ordinator: Gillian Jones
School SEED Number: 5257824	

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

Digital Wellbeing Award 73%

Banchory PS continues to build on its considerable strengths in providing a rich and safe digital learning environment for its learners. As a community, staff, learners and parents share the same understanding and focus on digital wellbeing through strong cyber resilience and internet safety practices. The Digital Technology Coordinator/Principal Teacher plays a central and influential role in shaping and developing the school's arrangements. Together with the energy, skills and engagement of the Tech Wizards, they have been very influential in establishing vibrant, supportive and caring approaches to raising the awareness of the key aspects of DW-CRIS and effective ways to help everyone to learn the skills they need.

#	Descriptor	Validator's comment
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<p>1</p>	<p>The nursery/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 vision and development plan with digital wellbeing being clearly linked to the nursery/school's GIRFEC and safeguarding policy</p>	<p>Banchory Primary School has continued to build on its high-quality cyber resilience and internet safety culture recognised in its DSAS Cyber Resilience and Internet Safety (CRIS) Award in 2020. Practice is being increasingly well embedded in the everyday learning activities through the lead provided by the Digital Technologies Coordinator/Principal Teacher (DTC/PT) who secures the active involvement and collaboration of senior managers, staff, learners, parents and community.</p> <p>Planned improvements are clearly identified through the Digital Technologies action plan. Plans to further enhance pupils' digital experiences show considerable commitment to enhancing staff digital skills so that staff will feel supported and confident in leading their children through activities across the curriculum. The school has also been increasing its focus on digital technology in the early years setting so it is more integrated. TechWizards amongst older pupils provided support to younger learners to help build confidence and relationships across the school community</p> <p>Staff, learners and parents are gaining more opportunities to learn about and keep up to date on the importance of CRIS, and its impact on wellbeing. The school's clear aim is to ensure its learners know how to keep safe online and what to do when they find something concerning, including through reference to well-judged support materials. Parents and the local community have benefited from opportunities to improve their digital literacies and knowledge of online safety through E-safety and Digital Wellbeing Community Cafes, with pupils sharing their digital skills. Plans are shaping up to recommence this support as C-19 conditions allow.</p> <p>The school's technologies policy has been updated to take account of the school community's experiences of wider digital usage during the Covid-19 pandemic. Knowledge gained from the periods of school closures requiring remote and blended learning engagement activities informed the policy's emphases on increasing its attention to digital wellbeing and CRIS. A comprehensive Acceptable Use Policy is shared annually with staff, pupils and parents to stress the key aspects of the agreed ICT code of conduct. Cyber bullying is carefully included within the Anti-bullying Policy and parents receive or have access to a broad range of support and advice materials on promoting good digital wellbeing and CRIS within the home environment.</p>
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<p style="text-align: center;">2</p>	<p>The senior leadership team within the nursery/school takes responsibility for defining CRIS strategy, policy and procedures to ensure there is a supportive digital wellbeing environment and this is communicated across the wider community</p>	<p>The DTC/PT provides a strong, high-profile leadership role for all digital developments in the school. She is assisted by some other staff members who are beginning to take more direct involvement in DW-CRIS and other digital developments. She meets with TechWizards fortnightly to discuss where further practical DW-ERIS initiatives may be required and how the support can be planned and provided across the school.</p> <p>The DTC/PT gains feedback constantly on the needs of individual staff, classes parents and the learning community as a whole through questionnaires, open regular discussions for example at Lunch and Learn sessions, emerging issues referred by staff and TechWizards' views.</p> <p>The school's broad range of focused, practical support is shared through discussions and set out in attractive, well-used Thinglink collections of materials, links etc. for staff and parents.</p>
<p style="text-align: center;">3</p>	<p>The CRIS learning coordinator is supported by the senior management team, a team of staff and student representatives and through partnerships with relevant stakeholders</p>	<p>The DTC/PT and over 30 TechWizards from P6 and P7 classes play central roles together in promoting a vibrant, active and supportive digital wellbeing environment through their day-to-day activities and discussions with staff and learners. She meets with TechWizards fortnightly to discuss where further practical DW-ERIS initiatives may be required and how the support can be planned and provided across the school.</p> <p>The DTC/OPT carefully coordinates the range of advice being developed and shared to ensure age and stage appropriate materials are readily accessible across the school community.</p> <p>Staff appreciate the practical support they receive at meetings, Lunch and Learn sessions, through Thinglink and from TechWizards. Parents have access to a very helpful range of practical advice, readily accessible through and attractive Thinglink, to help them support their children in staying safe online, avoiding cyber-attacks and promoting their positive digital wellbeing. Topics guides include social media and mental health, social media safety, online safety for younger children and what to do if someone tries to engage with their child online. Parents are also invited to suggest areas where they feel they would like the school to take further action to support the child's positive use of digital environments. The Parent Council had recently begun to look at arranging further internet safety sessions for parents, supported by a range of specialist partners.</p>

4	<p>Decision making around the ongoing management of the digital wellbeing of staff and learners in CRIS are supported through a strong school community voice</p>	<p>The ongoing management of the digital wellbeing of staff, learners and parents is a high priority for the school. Staff have played increasingly strong emphases on promoting positive digital wellbeing, based particularly on their astute observations of need which began during periods of school closures. As a result, the school has focused on digital mental health and active citizenship, for example through treating and responding positively to others online. The DTC/PT has a strong overview of steps to raise awareness of age/stage appropriateness of certain apps and platforms and helping staff and learners to make use of trustworthy websites. Parents have benefited from advice on safety measures online for their children and themselves.</p> <p>Staff and TechWizards have also raised awareness frequently of the need for children and adults to balance screen time, whilst at school and at home.</p>
5	<p>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</p>	<p>Senior leaders, the DTC/PT, staff and TechWizards all spoke assuredly of the day-to-day steps being taken in classrooms, assemblies, professional learning and parents' evenings / communications to develop strong CRIS practices and promote positive digital wellbeing. Overall, awareness of DW-CRIS has been growing quickly since the school achieved its CRIS Award.</p> <p>Teachers highlight safe internet practices within learning and teaching over the day, through discrete attention and when it crops up. They are alert to the potential dangers for learners that can emerge whilst in class or 1:1 discussion. Learners from the early stages know when and how to report points online they are unsure of when online, such as adverts or links. Teachers share issues or concerns they come across with other staff and this information feeds into further prompt advice, guidance or assistance from the DTC/PT or TechWizards.</p>

6	<p>Practitioners have a range of support tools/resources for themselves and for their students to help develop and sustain good cyber hygiene. Assessment reflects the positive experiences young people have using technology</p>	<p>Teachers have access to a very good range of clear, practical support to help them build their own skills in digital wellbeing and CRIS. They benefit from planning advice at each stage across the school on providing engaging, relevant and progressive activities through their learning and teaching to build learners' skills progressively as they move through the school. Links to relevant websites and resources on digital wellbeing, cyber resilience and internet safety help with ideas and materials in preparing vibrant experiences for pupils. Advice, hint and tips for staff include support for ensuring online safety and reporting incidents of concern.</p> <p>To help progress with new initiatives being developed over the year, the school's Technologies Action Plan identifies the planned improvements, together with indications of what impact will look like and how staff and leaders will recognise change. This helps staff feel confident in continually improving key areas of their e-safety, cyber resilience and digital wellbeing practices.</p> <p>Staff had begun to assess their learners' skills in digital wellbeing and CRIS through the introduction of 'Tree of Knowledge' approaches to promote health and wellbeing. Reviews of wellbeing assessments before and after planned activities will help check the effectiveness of their approaches to knowing if digital wellbeing is improving.</p>
7	<p>A proactive team of student CRIS leaders who are supported by staff, school senior managers and partner agencies work with peers to inform, promote and evaluate Digital Wellbeing</p>	<p>A team of over 30 TechWizards from across P6 and P7 classes play strong, central roles in sharing their skills with staff and learners throughout the school, and with parents. TechWizards explained with clarity, pride and enthusiasm the reasons why they and the school were taking steps to help everyone stay safe online and to look after their digital wellbeing. They could recognise the potential signs where their peers may be troubled by incidents when using digital to communicate and share information, or by too much time spent on-screen. They made careful use of issues they were aware of when sharing advice through posters, quizzes or games, for example to stress the need to use safe internet searches, check more than one source of evidence and maintain password security.</p> <p>TechWizards play a well-developed and high-profile part in the school's approach to DW-CRIS. They receive regular training from the DCT/PT to ensure they plan and prepare effectively when engaging with others. They also play active roles in termly school assemblies focused on E-Safety and Digital Wellbeing to complement other classroom and school activities that maintain internet safety and digital wellbeing as a central consideration. TechWizards and the Principal Teacher take active steps to provide information boards and resources at school parents' nights to share strong online safety and wellbeing practices.</p>

8	<p>Students and teachers have an open dialogue about how to exploit, digital technologies to enhance their learning and life outside school. This open dialogue reflects the CRIS experiences within the school community</p>	<p>Staff and learners shared the same forward thinking on the benefits of learning about and through digital skills for their activities now and their future learning, life and work. They were also very consistent in explaining the current and potential dangers that young people and adults at school and outwith may face through using digital. Staff were taking classroom opportunities increasingly to pick up on and raise DW-CRIS points with classes, groups and individuals.</p> <p>TechWizards I spoke with felt that the positive relationships they were fostering with all children across the school and all teachers through carrying out their digital activities were enabling everyone to talk to them about their thoughts, experiences and fears. Overall, the school was developing a very strong shared understanding of the importance of embedding DW-CRIS and effective approaches to help ensure it.</p>
9	<p>Students are aware of the relationship between what they do in the digital world and their physical, social and emotional wellbeing. Students can identify how technology has a positive and negative effect on their wellbeing</p>	<p>The school's approaches to CRIS promoted strong awareness of digital wellbeing and the need to take care online to avoid issues such as cyber-bullying, hacking and the emergence of images or emails in years to come that may impact on people's lives.</p> <p>TechWizards play active roles in termly school assemblies focused on E-Safety and Digital Wellbeing to complement other classroom and school activities that maintain internet safety and digital wellbeing as a central consideration. For example, they highlight the importance of keeping safe online and how to avoid tricky situations. They raise other learners' awareness of age-appropriate social media platforms such as Facebook, Twitter and WhatsApp, online games, and safe amounts of screen time. TechWizards also stress they need to take care over cyber-attacks, downloading malware, phishing attacks and cyber bullying.</p>
10	<p>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</p>	<p>The DTC/PT arranges a range of regular professional learning for staff on digital initiatives and has increased the emphasis on improving the digital wellbeing and CRIS amongst staff, learners and parents. She ensures that regular information is available to staff on internet safety, the resources available to staff and where and when best to use them. Emphasis has been placed on advising staff and parents on the age appropriateness of apps and platforms, and the related advertising that many came across. following the increased use of digital over the Covid-19 pandemic period.</p> <p>The DTC/PT also invites staff to evaluate their practices and confidence, and identify areas for further professional learning through questionnaires, discussions and at 'Lunch and Learns' sessions.</p>
11	<p>Staff competence and knowledge in CRIS is constantly informed by consultation, feedback, student feedback and information from relevant agencies, industry partners and stakeholders</p>	<p>The DTC/PT liaises closely with TechWizards to ensure that their support activities across the schools red well-focused on the aspects of digital skills that other learners and staff will benefit from. For example, TechWizards' presentations at assemblies take account of the key information that others require to know to keep themselves safe and healthy.</p>

General Recommendations:

I believe that Banchory Primary School has met the criteria for the Digital Wellbeing Award for Cyber Resilience and Internet Safety. I wish the school community well as it continues its progress towards its digital ambitions.

Signed



Alan Armstrong
External validators

