

School Online Safety Policy

Including EYFS

Complied by: Shaheda Khanom Reviewed by: Rena Begum

Reviewed on: 01st March 2022 Next review date: 01st March 2023

## Development / Monitoring / Review of this Policy

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This Online Safety policy has been developed by senior school leaders and school community made up of:

* Headteacher / / Senior Leaders
* Staff – including Teachers, Support Staff, Technical staff
* Proprietor/s
* Parents and Carers
* Community users

Consultation with the whole school has taken place through a range of formal and informal meetings.

## Schedule for Development / Monitoring / Review

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|  |  |
| --- | --- |
| This Online Safety policy was approved by the Proprietors | *01st March 2021* |
| The implementation of this Online Safety policy will be monitored by the EWO and Deputy Head teacher (DSL). | *Ms Sulthana Begum*  *Ms Shahdea Khanom* |
| Monitoring will take place at regular intervals: | *Monthly-separate file* |
| The Proprietor and the senior leaders will receive a report on the implementation of the Online Safety Policy generated by the monitoring group (which will include anonymous details of online safety incidents) at regular intervals: | *As and when necessary* |
| The Online Safety Policy will be reviewed annually, or more regularly in the light of any significant new developments in the use of the technologies, new threats to online safety or incidents that have taken place. The next anticipated review date will be: | *01st March 2022* |
| Should serious online safety incidents take place, the following external persons / agencies should be informed: |  |
| **LINKED POLICIES:** | ***E-SAFETY***  ***ACCEPTABLE USE*** |

The school will monitor the impact of the policy using:

* Logs of reported incidents
* Monitoring logs of internet activity (including sites visited) / filtering
* Internal monitoring data for network activity
* Surveys / questionnaires of
  + students / pupils
  + parents / carers
  + staff

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## Scope of the Policy

This policy applies to all members of Buttercup Primary school’s community (including staff, students / pupils, volunteers, parents / carers, visitors, community users) who have access to and are users of school ICT systems, both in and out of the *school.*

The Education and Inspections Act 2006 empowers Headteachers / s to such extent as is reasonable, to regulate the behaviour of students / pupils when they are off the *school* site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of cyber-bullying or other Online Safety incidents covered by this policy, which may take place outside of the *school*, but is linked to membership of the school. The 2011 Education Act increased these powers with regard to the searching for and of electronic devices and the deletion of data (see appendix for template policy). In the case of both acts, action can only be taken over issues covered by the published Behaviour Policy.

Buttercup Primary School will deal with such incidents within this policy and associated behaviour and anti-bullying policies and will, where known, inform parents / carers of incidents of inappropriate Online Safety behaviour that take place out of school.

## Roles and Responsibilities

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The following section outlines the online safety roles and responsibilities of individuals and groups within the *school*

## Proprietors:

*Proprietors* are responsible for the approval of the Online Safety Policy and for reviewing the effectiveness of the policy. This will be carried out by the Proprietors receiving regular information about online safety incidents and monitoring reports.one of the Proprietors has taken on the role of *Online Safety officer and is combined with the role of the schools safeguarding officer. The* role of the Online Safety *officer* will include:

* regular monitoring of online safety incident logs
* regular monitoring of filtering / change control logs
* reporting to relevant meeting
* keeping up2date with legislations relating to safeguarding and e-safety.

## Headteacher and Senior Leaders:

* The *Headteacher* has a duty of care for ensuring the safety (including online safety) of members of the school community, though the day to day responsibility for online safety will be delegated to the *Online Safety Co-ordinator (Sulthana Begum).*
* The Headteacher and (at least) another member of the Senior Leadership Team / Senior Management Team should be aware of the procedures to be followed in the event of a serious online safety allegation being made against a member of staff. (see flow chart on dealing with online safety incidents – included in a later section – “Responding to incidents of misuse” and relevant *Local Authority HR / other relevant body* disciplinary procedures).
* *The Headteacher/Senior Leaders are responsible for ensuring that the Online Safety Coordinator / Officer and other relevant staff receive suitable training to enable them to carry out their online safety roles and to train other colleagues, as relevant.*
* *The Headteacher / Senior Leaders will ensure that there is a system in place to allow for monitoring and support of those in school who carry out the internal online safety monitoring role. This is to provide a safety net and also support to those colleagues who take on important monitoring roles.*
* *The Senior Leadership Team / Senior Management Team will receive regular monitoring reports from the Online Safety Co-ordinator / Officer.*

## Network Manager / Technical staff:

The Network Manager / Technical Staff / Co-ordinator for ICT / Computing is responsible for ensuring:

* **that the *school’s* technical infrastructure is secure and is not open to misuse or malicious attack**
* **that the *school* meets required online safety technical requirements and any *Local Authority* Online Safety Policy / Guidance that may apply.**
* **that users may only access the networks and devices through a properly enforced password protection policy, in which passwords are regularly changed**
* that they keep up to date with online safety technical information in order to effectively carry out their online safety role and to inform and update others as relevant
* that the use of the *network / internet / Learning Platform / remote access / email* is regularly monitored in order that any misuse / attempted misuse can be reported to the  *Headteacher Ms Rena Begum* for investigation / action / sanction
* *that monitoring software / systems are implemented and updated as agreed in school policies*

## Teaching and Support Staff

Are responsible for ensuring that:

* **they have an up to date awareness of online safety matters and of the current *school* Online Safety Policy and practices**
* **they have read, understood and signed the Staff Acceptable Use Policy / Agreement (AUP)**
* **they report any suspected misuse or problem to the *Headteacher / / Senior Leader; Online Safety Coordinator / Officer Shaheda Khanom* for investigation / action / sanction**
* **all digital communications with students / pupils / parents / carers should be on a professional level *and only carried out using official school systems***
* online safety issues are embedded in all aspects of the curriculum and other activities
* students / pupils understand and follow the Online Safety Policy and acceptable use policies
* students / pupils have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations
* they monitor the use of digital technologies, mobile devices, cameras etc in lessons and other school activities (where allowed) and implement current policies with regard to these devices
* *in lessons where internet use is pre-planned students / pupils should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches*

## Designated Safeguarding Lead / Designated Person / Officer

Should be trained in Online Safety issues and be aware of the potential for serious child protection / safeguarding issues to arise from:

* sharing of personal data
* access to illegal / inappropriate materials
* inappropriate on-line contact with adults / strangers
* potential or actual incidents of grooming
* cyber-bullying

## Students / Pupils:

* **are responsible for using the *school* digital technology systems in accordance with the Student / Pupil Acceptable Use Agreement**
* have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations
* need to understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so
* will be expected to know and understand policies on the use of mobile devices and digital cameras. They should also know and understand policies on the taking / use of images and on cyber-bullying.
* should understand the importance of adopting good online safety practice when using digital technologies out of school and realise that the *school’s* Online Safety Policy covers their actions out of school, if related to their membership of the school

## Parents / Carers

Parents / Carers play a crucial role in ensuring that their children understand the need to use the internet / mobile devices in an appropriate way. The *school* will take every opportunity to help parents understand these issues through *parents’ evenings, newsletters, letters, website / Learning Platform and information about national / local online safety campaigns / literature.* Parents and carers will be encouraged to support the *school* in promoting good online safety practice and to follow guidelines on the appropriate use of:

* digital and video images taken at school events
* access to parents’ sections of the website / Learning Platform and on-line student / pupil records
* their children’s personal devices in the school (where this is allowed)

# Policy Statements

## Education – Students / Pupils

Whilst regulation and technical solutions are very important, their use must be balanced by educating *students / pupils* to take a responsible approach. The education of *students / pupils* in online safety is therefore an essential part of Buttercup Primary school’s online safety provision. Children need the help and support of the school to recognise and avoid online safety risks and build their resilience.

Online safety should be a focus in all areas of the curriculum and staff should reinforce online safety messages across the curriculum. The online safety curriculum should be broad, relevant and provide progression, with opportunities for creative activities and will be provided in the following ways:)

* **A planned online safety curriculum should be provided as part of Computing / PHSE / other lessons and should be regularly revisited this is done during the first week within a thematic week on ‘SAFETY WEEK’**
* **Key online safety messages should be reinforced as part of a planned programme of assemblies and tutorial / pastoral activities**
* **Students / pupils should be taught in all lessons to be critically aware of the materials / content they access on-line and be guided to validate the accuracy of information.**
* **Students / pupils should be taught to acknowledge the source of information used and to respect copyright when using material accessed on the internet**
* **Students / pupils should be supported in building resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.**
* *Students / pupils should be helped to understand the need for the student / pupil Acceptable Use Agreement and encouraged to adopt safe and responsible use both within and outside school / academy.*
* *Staff should act as good role models in their use of digital technologies the internet and mobile devices.*
* *in lessons where internet use is pre-planned, students / pupils are always guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches.*
* *Where students / pupils are allowed to freely search the internet, staff remain vigilant in monitoring the content of the websites where they visit.*
* *It is accepted that from time to time, for good educational reasons, students may need to research topics (e.g. racism, drugs, discrimination) that would normally result in internet searches being blocked. In such a situation, staff can request that the Technical Staff (or other relevant designated person) can temporarily remove those sites from the filtered list for the period of study. Any request to do so, should be auditable, with clear reasons for the need to the head teacher.*

## Education – Parents / Carers

Many parents and carers have only a limited understanding of online safety risks and issues, yet they play an essential role in the education of their children and in the monitoring / regulation of the children’s on-line behaviours. Parents may underestimate how often children and young people come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond.

At Buttercup Primary School we will seek to provide information and awareness to parents and carers through:

* *Letters, newsletters, web site*
* *Parents / Carers evenings / sessions*
* *High profile events / campaigns e.g. Safer Internet Day*
* *Reference to the relevant web sites / publications* Education – The Wider Community

The school will provide opportunities for local community groups / members of the community to gain from the school’s online safety knowledge and experience. This may be offered through the following:

* *Providing family learning courses in use of new digital technologies, digital literacy and online safety*
* *Online safety messages targeted towards grandparents and other relatives as well as parents.*
* *The school / academy website will provide online safety information for the wider community*
* *Supporting community groups e.g. Early Years Settings, Childminders, youth / sports / voluntary groups to enhance their Online Safety provision*

## Education & Training – Staff / Volunteers

It is essential that all staff receive online safety training and understand their responsibilities, as outlined in this policy. Training will be offered as follows

* **A planned programme of formal online safety training will be made available to staff. This will be regularly updated and reinforced during INSETS and meetings.**
* **All new staff should receive online safety training as part of their induction programme, ensuring that they fully understand the school internet Safety Policy and Acceptable Use Agreements.**
* *It is expected that some staff will identify online safety as a training need within the performance management process.*
* *The Online Safety Coordinator (Sulthana Begum) will receive regular updates through attendance at external training events e.g. Tower hamlets LA / other relevant organisations) and by reviewing guidance documents released by relevant organisations.*
* *This Online Safety Policy and its updates will be presented to and discussed by staff in staff / team meetings / INSET days.*
* *The Online Safety Coordinator (Sulthana Begum) will provide advice / guidance / training to individuals as required.*

## Training – Proprietor

**The Proprietor should take part in online safety training / awareness sessions**, with particular importance for those who are members of any subcommittee / group involved in technology / online safety / health and safety /safeguarding. This may be offered in a number of ways:

* Attendance at training provided by the Local Authority / National Governors Association or other relevant organisation e.g. Tower hamlets
* Participation in school training / information sessions for staff or parents (this may include attendance at assemblies / lessons).

## Technical – infrastructure / equipment, filtering and monitoring

The school will be responsible for ensuring that the school network is as safe and secure as is reasonably possible and that policies and procedures approved within this policy are implemented. It will also need to ensure that the relevant people named in the above sections will be effective in carrying out their online safety responsibilities: currently the school has BT Broadband Package which comes with a filtering package.

* **School technical systems will be managed in ways that ensure that it meets recommended technical requirements**
* **There will be regular reviews and audits of the safety and security of school technical systems can be found within the safeguarding audit**
* **Servers, wireless systems and cabling must be securely located and physical access restricted**
* **All users will have clearly defined access rights to school technical systems and devices.**
* The “master / administrator” passwords for the school / academy ICT system, used by the Network Manager (or other person) must also be available to the *Headteacher /*  or other nominated senior leader and kept in a secure place e.g. school.
* Zahina Faruque (School Business Manager) is responsible for ensuring that software licence logs are accurate and up to date and that regular checks are made to reconcile the number of licences purchased against the number of software installations
* **Internet access is filtered for all users.** Illegal content (child sexual abuse images) is filtered by the broadband or filtering provider by actively employing the Internet Watch Foundation CAIC list. Content lists are regularly updated and internet use is logged and regularly monitored
* **Internet filtering should ensure that children are safe from terrorist and extremist material when accessing the internet**
* *The school has provided enhanced / differentiated user-level filtering* (allowing different filtering levels for different ages / stages and different groups of users – staff / pupils / students etc.
* *School technical staff regularly monitors and record the activity of users on the school technical systems and users are made aware of this in the Acceptable Use Agreement.*  Pupils have no access to computers or laptops without the supervision of an adult staff present. All laptops are kept locked in the ICT cupboard and is kept in the Headteachers office. Children are never left unattended when access to computer is given in class. Scheduled times are allocated on the weekly class timetable for the ICT lessons. All staff are reminded regularly of the dangers present if children are left unattended with access to internet. Pupils will be regularly reminded of the dangers and safe use of ICT, E safety will be regularly mentioned to pupils throughout the academic year.
* *An appropriate system is in place for users to report any actual / potential technical incident / security breach to the relevant person, as agreed). Regular monitoring scheduled and unscheduled is undertaken by senior leaders, through training and regular meetings staff are reminded the responsibility and accountability of safe practice amongst students staff and school community.*
* Appropriate security measures are in place safeguarding officer will make random checks by physically testing keywords to ensure to protect the servers, firewalls, routers, wireless systems, work stations, mobile devices etc. from accidental or malicious attempts which might threaten the security of the school systems and data. These are tested regularly. The school infrastructure and individual workstations are protected by up to date virus software provided to the school by BT.
* All temporary staff will need to read school internet and safeguarding policy for the provision of temporary access of “guests” (e.g. trainee teachers, supply teachers, visitors) onto the school systems.
* *An agreed policy is in place* *regarding the extent of personal use that users (staff / students / pupils / community users) and their family members are allowed on school devices that may be used out of school.*
* *An agreed policy is in place* *that allows staff to / forbids staff from downloading executable files and installing programmes on school devices.*

• *An agreed policy is in place* *regarding the use of removable media (e.g. memory sticks / CDs / DVDs) by users on school devices.* ***Personal data cannot be sent over the internet or taken off the school site unless safely encrypted or otherwise secured****.*

## Mobile Technologies

Mobile technology devices may be school owned/provided or personally owned and might include: smartphone, tablet, notebook / laptop or other technology that usually has the capability of utilising the school’s wireless network. The device then has access to the wider internet which may include the school’s learning platform and other cloud based services such as email and data storage.

All users should understand that the primary purpose of the use mobile / personal devices in a school context is educational. The mobile technologies policy should be consistent with and inter-related to other relevant school polices including but not limited to the Safeguarding Policy, Behaviour Policy, Bullying Policy, Acceptable Use Policy, and policies around theft or malicious damage. Teaching about the safe and appropriate use of mobile technologies should be an integral part of the school’s Online Safety education program.

* **The school Acceptable Use Agreements for staff, pupils/students and parents/carers will give consideration to the use of mobile technologies**
* **The school allows:** (

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | School Devices | | | Personal Devices | | |
|  | **School owned for single user** | **School owned for multiple users** | **Authorised device[[1]](#footnote-2)** | **Student owned** | **Staff owned** | **Visitor owned** |
| Allowed in school | *Yes* | *Yes* | *Yes* | *No* | *Yes/No* | *Yes/No****Error! Bookmark not defined.*** |
| Full network access | *Yes* | *Yes* | *Yes* | *no* |  |  |
| Internet only |  |  |  |  |  |  |
| No network access |  |  |  |  |  |  |

Aspects that the school may wish to consider and be included in their Online Safety Policy, Mobile Technologies Policy or Acceptable Use Agreements:

*School owned / provided devices:*

* *Who they will be allocated to*
* *Where, when and how their use is allowed – times / places / in school / out of school*
* *If personal use is allowed*
* *Levels of access to networks / internet (as above)*
* *Management of devices / installation of apps / changing of settings / monitoring*
* *Network / broadband capacity*
* *Technical support*
* *Filtering of devices*
* *Access to cloud services*
* *Data Protection*
* *Taking / storage / use of images*
* *Exit processes – what happens to devices / software / apps / stored data if user leaves the school*
* *Liability for damage*
* *Staff training*

Personal devices:

* Which users are allowed to use personal mobile devices in school (staff / pupils / students / visitors)
* Restrictions on where, when and how they may be used in school
* Storage
* Whether staff will be allowed to use personal devices for school business
* Levels of access to networks / internet (as above)
* Network / broadband capacity
* Technical support (this may be a clear statement that no technical support is available)
* Filtering of the internet connection to these devices
* Data Protection
* The right to take examine and search user’s devices in the case of misuse (England only) – n.b. this must also be included in the Behaviour Policy.
* Taking / storage / use of images
* Liability for loss/damage or malfunction following access to the network (likely to be a disclaimer about school responsibility).
* Identification / labelling of personal devices
* How visitors will be informed about school requirements
* How education about the safe and responsible use of mobile devices is included in the school Online Safety education programmes.

## Use of digital and video images

The development of digital imaging technologies has created significant benefits to learning, allowing staff and students / pupil’s instant use of images that they have recorded themselves or downloaded from the internet. However, staff, parents / carers and students / pupils need to be aware of the risks associated with publishing digital images on the internet. Such images may provide avenues for cyberbullying to take place. Digital images may remain available on the internet forever and may cause harm or embarrassment to individuals in the short or longer term. It is common for employers to carry out internet searches for information about potential and existing employees. The school will inform and educate users about these risks and will implement policies to reduce the likelihood of the potential for harm:

* **When using digital images, staff should inform and educate students / pupils about the risks associated with the taking, use, sharing, publication and distribution of images. In particular they should recognise the risks attached to publishing their own images on the internet e.g. on social networking sites.**
* **Written permission from parents or carers will be obtained before photographs of students / pupils are published on the school website / social media / local press** (see Parents / Carers Acceptable Use Agreement
* In accordance with guidance from the Information Commissioner’s Office, parents / carers are welcome to take videos and digital images of their children at school events for their own personal use (as such use in not covered by the Data Protection Act). To respect everyone’s privacy and in some cases protection, these images should not be published / made publicly available on social networking sites, nor should parents / carers comment on any activities involving other *students / pupils* in the digital / video images.
* Staff and volunteers are allowed to take digital / video images to support educational aims, but must follow school policies concerning the sharing, distribution and publication of those images. Those images should only be taken on school / academy equipment, the personal equipment of staff should not be used for such purposes.
* Care should be taken when taking digital / video images that students / pupils are appropriately dressed and are not participating in activities that might bring the individuals or the school into disrepute.
* pupils must not take, use, share, publish or distribute images of others without their permission
* Photographs published on the website, or elsewhere that include students / pupils will be selected carefully and will comply with good practice guidance on the use of such images.
* Students’ / Pupils’ full names will not be used anywhere on a website or blog, particularly in association with photographs.
* Student’s / Pupil’s work can only be published with the permission of the student / pupil and parents or carers.

## Data Protection

Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998 which states that personal data must be:

* Fairly and lawfully processed
* Processed for limited purposes
* Adequate, relevant and not excessive
* Accurate
* Kept no longer than is necessary
* Processed in accordance with the data subject’s rights
* Secure
* Only transferred to others with adequate protection.

**At Buttercup Primary School we ensure that:**

* **It will hold the minimum personal data necessary to enable it to perform its function and it will not hold it for longer than necessary for the purposes it was collected for.**
* **Every effort will be made to ensure that data held is accurate, up to date and that inaccuracies are corrected without unnecessary delay.**
* **All personal data will be fairly obtained**

**Staff must ensure that they:**

* **At all times take care to ensure the safe keeping of personal data, minimising the risk of its loss or misuse.**
* **Use personal data only on secure password protected computers and other devices, ensuring that they are properly “logged-off” at the end of any session in which they are using personal data.**
* **Transfer data using encryption and secure password protected devices.**

When personal data is stored on any portable computer system, memory stick or any other removable media:

* **the data must be encrypted and password protected**
* the device must be password protected
* **the device must offer approved virus and malware checking software**

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* **the data must be securely deleted from the device, in line with school policy (below) once it has been transferred or its use is complete**

Communications

A wide range of rapidly developing communications technologies has the potential to enhance learning. The following table shows how the school currently considers the benefit of using these technologies for education outweighs their risks / disadvantages:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Staff & other adults | | | Students / Pupils | | | | | |
| Communication Technologies | Allowed | Allowed at certain times | Allowed for selected staff | Not allowed | Allowed | | Allowed at certain times | Allowed with staff permission | Not allowed |
| Mobile phones may be brought to the school |  |  |  |  | |  |  |  |  |
| Use of mobile phones in lessons |  |  |  |  | |  |  |  |  |
| Use of mobile phones in social time |  |  |  |  | |  |  |  |  |
| Taking photos on mobile phones / cameras |  |  |  |  | |  |  |  |  |
| Use of other mobile devices e.g. tablets, gaming devices |  |  |  |  | |  |  |  |  |
| Use of personal email addresses in school |  |  |  |  | |  |  |  |  |
| Use of school  email for personal emails |  |  |  |  | |  |  |  |  |
| Use of messaging apps |  |  |  |  | |  |  |  |  |
| Use of social media |  |  |  |  | |  |  |  |  |
| Use of blogs |  |  |  |  | |  |  |  |  |

When using communication technologies the school / academy considers the following as good practice:

* **The official *school* email service may be regarded as safe and secure and is monitored.Users should be aware that email communications are monitored.**  *Staff and students / pupils should therefore use only the school email service to communicate with others when in school, or on school systems (e.g. by remote access).*
* **Users must immediately report, to the nominated person –the receipt of any communication that makes them feel uncomfortable, is offensive, discriminatory, threatening or bullying in nature and must not respond to any such communication.**
* **Any digital communication between staff and students / pupils or parents / carers (email, social media, chat, blogs, VLE etc.) must be professional in tone and content.** *These communications may only take place on official (monitored) school systems. Personal email addresses, text messaging or social media must not be used for these communications.*
* *Whole class / group email addresses may be used at KS1, while students / pupils at KS2 and above will be provided with individual school email addresses for educational use.*
* *Students / pupils should be taught about online safety issues, such as the risks attached to the sharing of personal details. They should also be taught strategies to deal with inappropriate communications and be reminded of the need to communicate appropriately when using digital technologies.*
* *Personal information should not be posted on the school website and only official email addresses should be used to identify members of staff.*

## Social Media - Protecting Professional Identity

Buttercup Primary School provides the following measures to ensure reasonable steps are in place to minimise risk of harm to pupils, staff and the school through:

* Ensuring that personal information is not published
* Training is provided including: acceptable use; social media risks; checking of settings; data protection; reporting issues
* Clear reporting guidance, including responsibilities, procedures and sanctions
* Risk assessment, including legal risk

School staff should ensure that:

* No reference should be made in social media to students / pupils, parents / carers or school staff
* They do not engage in online discussion on personal matters relating to members of the school community
* Personal opinions should not be attributed to the *school*
* Security settings on personal social media profiles are regularly checked to minimise risk of loss of personal information

When official school social media accounts are established there should be:

* *A process for approval by senior leaders*
* *Clear processes for the administration and monitoring of these accounts – involving at least two members of staff*
* *A code of behaviour for users of the accounts, including*
* *Systems for reporting and dealing with abuse and misuse*
* *Understanding of how incidents may be dealt with under school disciplinary procedures*

Personal Use:

* Personal communications are those made via a personal social media accounts. In all cases, where a personal account is used which associates itself with the school or impacts on the school, it must be made clear that the member of staff is not communicating on behalf of the school with an appropriate disclaimer. Such personal communications are within the scope of this policy
* Personal communications which do not refer to or impact upon the school are outside the scope of this policy
* Where excessive personal use of social media in school is suspected, and considered to be interfering with relevant duties, disciplinary action may be taken
* *The school permits reasonable and appropriate access to private social media sites*

Monitoring of Public Social Media

* As part of active social media engagement, it is considered good practice to pro-actively monitor the Internet for public postings about the school
* The school should effectively respond to social media comments made by others according to a defined policy or process

The *school’s* use of social media for professional purposes will be checked regularly by the senior risk officer Safeguarding officer (Ms. Shaheda Khanom) and to ensure compliance with the school policies

## Unsuitable / inappropriate activities

Some internet activity e.g. accessing child abuse images or distributing racist material is illegal and would obviously be banned from school and all other technical systems. Other activities e.g. cyber-bullying would be banned and could lead to criminal prosecution. There are however a range of activities which may, generally, be legal but would be inappropriate in a school context, either because of the age of the users or the nature of those activities.

The school believes that the activities referred to in the following section would be inappropriate in a school context and that users, as defined below, should not engage in these activities in / or outside the school when using school equipment or systems. The school policy restricts usage as follows:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| User Actions  18 | | Acceptable | Acceptable at certain times | Acceptable for nominated users | Unacceptable | Unacceptable and illegal |
| Users shall not visit Internet sites, make, post, download, upload, data transfer, communicate or pass on, material, remarks, proposals or comments that contain or relate to: | Child sexual abuse images –The making, production or distribution of indecent images of children. Contrary to The Protection of Children Act 1978 |  |  |  |  | X |
| Grooming, incitement, arrangement or facilitation of sexual acts against children Contrary to the Sexual Offences Act 2003. |  |  |  |  | X |
| Possession of an extreme pornographic image (grossly offensive, disgusting or otherwise of an obscene character) Contrary to the Criminal Justice and Immigration Act 2008 |  |  |  |  | X |
| Criminally racist material in UK – to stir up religious hatred (or hatred on the grounds of sexual orientation) - contrary to the Public Order Act 1986 |  |  |  |  | X |
| Pornography |  |  |  | X |  |
| Promotion of any kind of discrimination |  |  |  | X |  |
| threatening behaviour, including promotion of physical violence or mental harm |  |  |  | X |  |
| Promotion of extremism or terrorism |  |  |  | X |  |
| Any other information which may be offensive to colleagues or breaches the integrity of the ethos of the school or brings the school into disrepute |  |  |  | X |  |
| Using school systems to run a private business | |  |  |  | X |  |
| Using systems, applications, websites or other mechanisms that bypass the filtering or other safeguards employed by the school | |  |  |  | X |  |
| Infringing copyright | |  |  |  | X |  |
| Revealing or publicising confidential or proprietary information (e.g. financial / personal information, databases, computer / network access codes and passwords) | |  |  |  | X |  |
| Creating or propagating computer viruses or other harmful files | |  |  |  | X |  |
| Unfair usage (downloading / uploading large files that hinders others in their use of the internet) | |  |  |  | X |  |
| On-line gaming (educational) | |  |  |  |  |  |
| On-line gaming (non-educational) | |  |  |  |  |  |
| On-line gambling | |  |  |  |  |  |
| On-line shopping / commerce | |  |  |  |  |  |
| File sharing | |  |  |  |  |  |
| Use of social media | |  |  |  |  |  |
| Use of messaging apps | |  |  |  |  |  |
| Use of video broadcasting e.g. YouTube  19 | |  |  |  |  |  |

## Responding to incidents of misuse

This guidance is intended for use when staffs need to manage incidents that involve the use of online services. It encourages a safe and secure approach to the management of the incident. Incidents might involve illegal or inappropriate activities (see “User Actions” above). In all situations staff will need to report to the designated safeguarding officer (Ms Sulthana Begum).

## Illegal Incidents

**If there is any suspicion that the web site(s) concerned may contain child abuse images, or if there is any other suspected illegal activity, refer to the right hand side of the Flowchart (below and appendix) for responding to online safety incidents and report immediately to the police.**



## Other Incidents

It is hoped that all members of the school community will be responsible users of digital technologies, who understand and follow school. However, there may be times when infringements of the policy could take place, through careless or irresponsible or, very rarely, through deliberate misuse.

**In the event of suspicion, all steps in this procedure should be followed:**

* Have more than one senior member of staff / volunteer involved in this process. This is vital to protect individuals if accusations are subsequently reported.
* Conduct the procedure using a designated computer that will not be used by young people and if necessary can be taken off site by the police should the need arise. Use the same computer for the duration of the procedure.
* It is important to ensure that the relevant staff should have appropriate internet access to conduct the procedure, but also that the sites and content visited are closely monitored and recorded (to provide further protection).
* Record the URL of any site containing the alleged misuse and describe the nature of the content causing concern. It may also be necessary to record and store screenshots of the content on the machine being used for investigation. These may be printed, signed and attached to the form (except in the case of images of child sexual abuse – see below)
* Once this has been completed and fully investigated the group will need to judge whether this concern has substance or not. If it does then appropriate action will be required and could include the following:
  + Internal response or discipline procedures
  + Involvement by Local Authority Group or national / local organisation (as relevant).
  + Police involvement and/or action
* **If content being reviewed includes images of Child abuse then the monitoring should be halted and referred to the Police immediately. Other instances to report to the police would include:**
  + incidents of ‘grooming’ behaviour
  + the sending of obscene materials to a child
  + adult material which potentially breaches the Obscene Publications Act
  + criminally racist material
  + promotion of terrorism or extremism
  + other criminal conduct, activity or materials
* **Isolate the computer in question as best you can. Any change to its state may hinder a later police investigation.**

It is important that all of the above steps are taken as they will provide an evidence trail for the *school* and possibly the police and demonstrate that visits to these sites were carried out for safeguarding purposes. The completed form should be retained by the group for evidence and reference purposes.

## Actions & Sanctions

The school will deal with incidents that involve inappropriate rather than illegal misuse very seriously. It is important that any incidents are dealt with as soon as possible in a proportionate manner, and that members of the school community are aware that incidents have been dealt with. It is intended that incidents of misuse will be dealt with through normal behaviour / disciplinary procedures as follows:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Actions / Sanctions** | | | | | | | | | | | | | | | | | | |
| Students / Pupils Incidents | | Refer to class teacher / tutor | | | Refer to Head of Department / Year / other | | Refer to Headteacher / | | Refer to Police | | Refer to technical support staff for action re filtering / security etc. | | Inform parents / carers | | Removal of network / internet access rights | | Warning | | Further sanction e.g. detention / exclusion | |
| Deliberately accessing or trying to access material that could be considered illegal (see list in earlier section on unsuitable / inappropriate activities). | |  | | | X | | X | | X | |  | |  | |  | |  | |  | |
| Unauthorised use of non-educational sites during lessons | |  | | |  | |  | |  | |  | |  | |  | |  | |  | |
| Unauthorised / inappropriate use of mobile phone / digital camera / other mobile device | |  | | |  | |  | |  | |  | |  | |  | |  | |  | |
| Unauthorised / inappropriate use of social media / messaging apps / personal email | |  | | |  | |  | |  | |  | |  | |  | |  | |  | |
| Unauthorised downloading or uploading of files | |  | | |  | |  | |  | |  | |  | |  | |  | |  | |
| Allowing others to access school network by sharing username and passwords | |  | | |  | |  | |  | |  | |  | |  | |  | |  | |
| Attempting to access or accessing the school network, using another student’s / pupil’s account | |  | | |  | |  | |  | |  | |  | |  | |  | |  | |
| Attempting to access or accessing the school / academy network, using the account of a member of staff | |  | | |  | |  | |  | |  | |  | |  | |  | |  | |
| Corrupting or destroying the data of other users | |  | | |  | |  | |  | |  | |  | |  | |  | |  | |
| Sending an email, text or message that is regarded as offensive, harassment or of a bullying nature | |  | | |  | |  | |  | |  | |  | |  | |  | |  | |
| Continued infringements of the above, following previous warnings or sanctions | |  | | |  | |  | |  | |  | |  | |  | |  | |  | |
| Actions which could bring the school into disrepute or breach the integrity of the ethos of the school | |  | | |  | |  | |  | |  | |  | |  | |  | |  | |
| Using proxy sites or other means to subvert the school’s / academy’s filtering system | |  | | |  | |  | |  | |  | |  | |  | |  | |  | |
| Accidentally accessing offensive or pornographic material and failing to report the incident | |  | | |  | |  | |  | |  | |  | |  | |  | |  | |
| Deliberately accessing or trying to access offensive or pornographic material | |  | | |  | |  | |  | |  | |  | |  | |  | |  | |
| Receipt or transmission of material that infringes the copyright of another person or infringes the Data Protection Act  21 | |  | | |  | |  | |  | |  | |  | |  | |  | |  | |
|  | | | **Actions / Sanctions** | | | | | | | | | | | | | | | |
| Staff Incidents | | Refer to line manager | | | Refer to Headteacher | | Refer to Local Authority / HR | | Refer to Police | | Refer to Technical Support Staff for action re filtering etc. | | Warning | | Suspension | | Disciplinary action | |
| **Deliberately accessing or trying to access material that could be considered illegal (see list in earlier section on unsuitable / inappropriate activities).** | |  | | | X | | X | | X | |  | |  | |  | |  | |
| Inappropriate personal use of the internet / social media / personal email | |  | | |  | |  | |  | |  | |  | |  | |  | |
| Unauthorised downloading or uploading of files | |  | | |  | |  | |  | |  | |  | |  | |  | |
| Allowing others to access school network by sharing username and passwords or attempting to access or accessing the school network, using another person’s account | |  | | |  | |  | |  | |  | |  | |  | |  | |
| Careless use of personal data e.g. holding or transferring data in an insecure manner | |  | | |  | |  | |  | |  | |  | |  | |  | |
| Deliberate actions to breach data protection or network security rules | |  | | |  | |  | |  | |  | |  | |  | |  | |
| Corrupting or destroying the data of other users or causing deliberate damage to hardware or software | |  | | |  | |  | |  | |  | |  | |  | |  | |
| Sending an email, text or message that is regarded as offensive, harassment or of a bullying nature | |  | | |  | |  | |  | |  | |  | |  | |  | |
| Using personal email / social networking / instant messaging / text messaging to carrying out digital communications with students / pupils | |  | | |  | |  | |  | |  | |  | |  | |  | |
| Actions which could compromise the staff member’s professional standing | |  | | |  | |  | |  | |  | |  | |  | |  | |
| Actions which could bring the school / academy into disrepute or breach the integrity of the ethos of the school | |  | | |  | |  | |  | |  | |  | |  | |  | |
| Using proxy sites or other means to subvert the school’s / academy’s filtering system | |  | | |  | |  | |  | |  | |  | |  | |  | |
| Accidentally accessing offensive or pornographic material and failing to report the incident | |  | | |  | |  | |  | |  | |  | |  | |  | |
| Deliberately accessing or trying to access offensive or pornographic material | |  | | |  | |  | |  | |  | |  | |  | |  | |
| Breaching copyright or licensing regulations | |  | | |  | |  | |  | |  | |  | |  | |  | |
| Continued infringements of the above, following previous warnings or sanctions | |  | | |  | |  | |  | |  | |  | |  | |  | |

## Student / Pupil Acceptable Use Agreement Form

This form relates to the *student / pupil* Acceptable Use Agreement, to which it is attached.

Please complete the sections below to show that you have read, understood and agree to the rules included in the Acceptable Use Agreement. If you do not sign and return this agreement, access will not be granted to school systems.

I have read and understand the above and agree to follow these guidelines when:

* I use the *school* systems and devices (both in and out of school)
* I use my own devices in the *school* (when allowed) e.g. mobile phones, gaming devices USB devices, cameras etc.
* I use my own equipment out of the school in a way that is related to me being a member of this *school* e.g. communicating with other members of the school, accessing school email, VLE, website etc.

Name of Student / Pupil:

Group / Class:

Signed:

Date:

# Student / Pupil Acceptable Use Policy Agreement Template – for younger pupils (Foundation / KS1)

#### This is how we stay safe when we use computers:

* I will ask a teacher or suitable adult if I want to use the computers / tablets
* I will only use activities that a teacher or suitable adult has told or allowed me to use
* I will take care of the computer and other equipment
* I will ask for help from a teacher or suitable adult if I am not sure what to do or if I think I have done something wrong
* I will tell a teacher or suitable adult if I see something that upsets me on the screen
* I know that if I break the rules I might not be allowed to use a computer / tablet

Signed (child):

Signed (parent):

# 

Parent / Carer Acceptable Use Agreement Template

Digital technologies have become integral to the lives of children and young people, both within schools and outside school. These technologies provide powerful tools, which open up new opportunities for everyone. They can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. Young people should have an entitlement to safe internet access at all times.

#### This Acceptable Use Policy is intended to ensure:

* that young people will be responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use.
* that school systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
* that parents and carers are aware of the importance of online safety and are involved in the education and guidance of young people with regard to their on-line behaviour.

The school will try to ensure that *students / pupils* will have good access to digital technologies to enhance their learning and will, in return, expect the *students / pupils* to agree to be responsible users. A copy of the Student / Pupil Acceptable Use Policy is attached to this permission form, so that parents / carers will be aware of the school expectations of the young people in their care.

Parents are requested to sign the permission form below to show their support of the school in this important aspect of the school’s work.

Parent / Carer Permission Form

Parent / Carers Name:

Student / Pupil Name:

As the parent / carer of the above *students / pupils*, I give permission for my son / daughter to have access to the internet and to ICT systems at school.

Either: (KS2 and above)

*I know that my son / daughter has signed an Acceptable Use Agreement and has received, or will receive, online safety education to help them understand the importance of safe use of technology and the internet – both in and out of school.*

Or: (KS1)

*I understand that the school has discussed the Acceptable Use Agreement with my son / daughter and that they have received, or will receive, online safety education to help them understand the importance of safe use of technology and the internet – both in and out of school.*

I understand that the school will take every reasonable precaution, including monitoring and filtering systems, to ensure that young people will be safe when they use the internet and systems. I also understand that the school cannot ultimately be held responsible for the nature and content of materials accessed on the internet and using mobile technologies.

I understand that my son’s / daughter’s activity on the systems will be monitored and that the school will contact me if they have concerns about any possible breaches of the Acceptable Use Policy.

I will encourage my child to adopt safe use of the internet and digital technologies at home and will inform the school if I have concerns over my child’s online safety.

Signed:

Date:

# Use of Digital / Video Images

The use of digital / video images plays an important part in learning activities. Students / Pupils and members of staff may use digital cameras to record evidence of activities in lessons and out of school. These images may then be used in presentations in subsequent lessons.

Images may also be used to celebrate success through their publication in newsletters, on the school website and occasionally in the public media.

The school will comply with the Data Protection Act and request parents / carers permission before taking images of members of the school. We will also ensure that when images are published that the young people cannot be identified by the use of their names.

In accordance with guidance from the Information Commissioner’s Office, parents / carers are welcome to take videos and digital images of their children at school events for their own personal use (as such use in not covered by the Data Protection Act). To respect everyone’s privacy and in some cases protection, these images should not be published / made publicly available on social networking sites, nor should parents / carers comment on any activities involving other *students / pupils* in the digital / video images.

Parents / carers are requested to sign the permission form below to allow the school to take and use images of their children and for the parents / carers to agree

### 

### Digital / Video Images Permission Form

Parent / Carers Name:

Student / Pupil Name:

|  |  |
| --- | --- |
| As the parent / carer of the above student / pupil, I agree to the school taking and using digital / video images of my child / children. I understand that the images will only be used to support learning activities or in publicity that reasonably celebrates success and promotes the work of the school. | Yes / No |
| I agree that if I take digital or video images at, or of – school events which include images of children, other than my own, I will abide by these guidelines in my use of these images. | Yes / No |

Signed:

Date:

# 

# Student / Pupil Acceptable Use Agreement

On the following pages we have copied, for the information of parents and carers, the Student / Pupil Acceptable Use Agreement.

# Staff (and Volunteer) Acceptable Use Policy Agreement Template

## School Policy

New technologies have become integral to the lives of children and young people in today’s society, both within schools / academies and in their lives outside school. The internet and other digital information and communications technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. They also bring opportunities for staff to be more creative and productive in their work. All users should have an entitlement to safe access to the internet and digital technologies at all times.

#### This Acceptable Use Policy is intended to ensure:

* that staff and volunteers will be responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use.
* that school / academy systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
* that staff are protected from potential risk in their use of technology in their everyday work.

The school will try to ensure that staff and volunteers will have good access to digital technology to enhance their work, to enhance learning opportunities for *students / pupils* learning and will, in return, expect staff and volunteers to agree to be responsible users.

## Acceptable Use Policy Agreement

I understand that I must use school systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the systems and other users. I recognise the value of the use of digital technology for enhancing learning and will ensure that students / pupils receive opportunities to gain from the use of digital technology. I will, where possible, educate the young people in my care in the safe use of digital technology and embed online safety in my work with young people.

#### For my professional and personal safety:

* I understand that the *school* will monitor my use of the school digital technology and communications systems.
* I understand that the rules set out in this agreement also apply to use of these technologies (e.g. laptops, email, VLE etc.) out of school, and to the transfer of personal data (digital or paper based) out of school
* I understand that the school digital technology systems are primarily intended for educational use and that I will only use the systems for personal or recreational use within the policies and rules set down by the school. (schools should amend this section in the light of their policies which relate to the personal use, by staff and volunteers, of school systems)
* I will not disclose my username or password to anyone else, nor will I try to use any other person’s username and password. I understand that I should not write down or store a password where it is possible that someone may steal it.
* I will immediately report any illegal, inappropriate or harmful material or incident, I become aware of, to the appropriate person.

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#### I will be professional in my communications and actions when using *school* ICT systems:

* I will not access, copy, remove or otherwise alter any other user’s files, without their express permission.
* I will communicate with others in a professional manner, I will not use aggressive or inappropriate language and I appreciate that others may have different opinions.
* I will ensure that when I take and / or publish images of others I will do so with their permission and in accordance with the school’s policy on the use of digital / video images. I will not use my personal equipment to record these images, unless I have permission to do so. Where these images are published (e.g. on the school website / VLE) it will not be possible to identify by name, or other personal information, those who are featured.
* I will only communicate with students / pupils and parents / carers using official school systems. Any such communication will be professional in tone and manner
* I will not engage in any on-line activity that may compromise my professional responsibilities.

#### The school and the local authority have the responsibility to provide safe and secure access to technologies and ensure the smooth running of the *school*:

* When I use my mobile devices (laptops / tablets / mobile phones / USB devices etc.) in school, I will follow the rules set out in this agreement, in the same way as if I was using *school / academy* equipment. I will also follow any additional rules set by the *school* about such use. I will ensure that any such devices are protected by up to date anti-virus software and are free from viruses.
* I will not use personal email addresses on the school ICT systems unless permission granted..
* I will not open any hyperlinks in emails or any attachments to emails, unless the source is known and trusted, or if I have any concerns about the validity of the email (due to the risk of the attachment containing viruses or other harmful programmes)
* I will ensure that my data is regularly backed up, in accordance with relevant school policies.
* I will not try to upload, download or access any materials which are illegal (child sexual abuse images, criminally racist material, adult pornography covered by the Obscene Publications Act) or inappropriate or may cause harm or distress to others. I will not try to use any programmes or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials.
* I will not try (unless I have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
* I will not install or attempt to install programmes of any type on a machine, or store programmes on a computer, nor will I try to alter computer settings, unless this is allowed in school policies.
* I will not disable or cause any damage to school equipment, or the equipment belonging to others.
* I will only transport, hold, disclose or share personal information about myself or others, as outlined in the School/ LA Personal Data Policy (or other relevant policy). Where digital personal data is transferred outside the secure local network, it must be encrypted. Paper based Protected and Restricted data must be held in lockable storage.
* I understand that data protection policy requires that any staff or student / pupil data to which I have access, will be kept private and confidential, except when it is deemed necessary that I am required by law or by school / academy policy to disclose such information to an appropriate authority.
* I will immediately report any damage or faults involving equipment or software, however this may have happened.

#### When using the internet in my professional capacity or for school sanctioned personal use:

* I will ensure that I have permission to use the original work of others in my own work
* Where work is protected by copyright, I will not download or distribute copies (including music and videos).

#### I understand that I am responsible for my actions in and out of the *school*:

* I understand that this Acceptable Use Policy applies not only to my work and use of school / academy digital technology equipment in school, but also applies to my use of school / academy systems and equipment off the premises and my use of personal equipment on the premises or in situations related to my employment by the school
* I understand that if I fail to comply with this Acceptable Use Policy Agreement, I could be subject to disciplinary action. This could include suspension or loss of job. a warning, a suspension, referral to Proprietor / Directors and / or the Local Authority and in the event of illegal activities the involvement of the police.

I have read and understand the above and agree to use the school digital technology systems (both in and out of school) and my own devices (in school and when carrying out communications related to the school) within these guidelines.

Staff / Volunteer Name:

Signed:

Date:

# Acceptable Use Agreement for Community Users Template

#### This Acceptable Use Agreement is intended to ensure:

* that community users of school / academy digital technologies will be responsible users and stay safe while using these systems and devices
* that school systems, devices and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
* that users are protected from potential risk in their use of these systems and devices

## Acceptable Use Agreement

I understand that I must use school systems and devices in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the systems, devices and other users. This agreement will also apply to any personal devices that I bring into the school:

* I understand that my use of school systems and devices and digital communications will be monitored
* I will not use a personal device that I have brought into school for any activity that would be inappropriate in a school setting.
* I will not try to upload, download or access any materials which are illegal (child sexual abuse images, criminally racist material, adult pornography covered by the Obscene Publications Act) or inappropriate or may cause harm or distress to others. I will not try to use any programmes or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials.
* I will immediately report any illegal, inappropriate or harmful material or incident, I become aware of, to the appropriate person.

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* I will not access, copy, remove or otherwise alter any other user’s files, without permission.
* I will ensure that if I take and / or publish images of others I will only do so with their permission. I will not use my personal equipment to record these images, without permission. If images are published it will not be possible to identify by name, or other personal information, those who are featured.
* I will not publish or share any information I have obtained whilst in the school on any personal website, social networking site or through any other means, unless I have permission from the school.
* I will not, without permission, make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
* I will not install or attempt to install programmes of any type on a school device, nor will I try to alter computer settings, unless I have permission to do so.
* I will not disable or cause any damage to school equipment, or the equipment belonging to others.
* I will immediately report any damage or faults involving equipment or software, however this may have happened.
* I will ensure that I have permission to use the original work of others in my own work
* Where work is protected by copyright, I will not download or distribute copies (including music and videos).
* I understand that if I fail to comply with this Acceptable Use Agreement, the school has the right to remove my access to school systems / devices

I have read and understand the above and agree to use the school digital technology systems (both in and out of school) and my own devices (in school and when carrying out communications related to the school) within these guidelines.

Name:

Signed:

Date:

# Responding to incidents of misuse – flow chart



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|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Reporting Log **Record of reviewing devices / internet sites (responding to incidents of misuse)**  Group:  Date:  Reason for investigation:  Details of first reviewing person  Name:  Position:  Signature:  Details of second reviewing person  Name:  Position:  Signature:  Name and location of computer used for review (for web sites)    Web site(s) address / device Reason for concern            Conclusion and Action proposed or taken            Group: | | | | | | | | | |
| Date | Time | Incident | | Action Taken | | | Incident Reported By | | Signature |
| What? | | By Whom? |
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| Training Needs Audit Log Group: | | | | | | | | | |
| Relevant training the last 12 months | | | Identified Training Need | | To be met by | | | Cost | Review Date |
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# School Technical Security Policy Template (including filtering and passwords)

### Introduction

Effective technical security depends not only on technical measures, but also on appropriate policies and procedures and on good user education and training. The school will be responsible for ensuring that the *school infrastructure / network* is as safe and secure as is reasonably possible and that:

* users can only access data to which they have right of access
* no user should be able to access another’s files (other than that allowed for monitoring purposes within the school’s policies).
* access to personal data is securely controlled in line with the school’s personal data policy
* logs are maintained of access by users and of their actions while users of the system
* there is effective guidance and training for users
* there are regular reviews and audits of the safety and security of school computer systems
* there is oversight from senior leaders, and these have impact on policy and practice.

## Responsibilities

The management of technical security will be the responsibility of Zahina Faruque

## Technical Security

### Policy statements

The school will be responsible for ensuring that the school infrastructure / network is as safe and secure as is reasonably possible and that policies and procedures approved within this policy are implemented. It will also need to ensure that the relevant people receive guidance and training and will be effective in carrying out their responsibilities:

* **School technical systems will be managed in ways that ensure that the school meets recommended technical requirements**
* **There will be regular reviews and audits of the safety and security of school technical systems**
* **Servers, wireless systems and cabling must be securely located and physical access restricted**
* **Appropriate security measures are in place to protect the servers, firewalls, switches, routers, wireless systems, workstations, mobile devices etc. from accidental or malicious attempts which might threaten the security of the school systems and data.**
* **Office door is kept locked when not in use and supervised by a designated staff when open.**
* **Responsibilities for the management of technical security are clearly assigned to appropriate and well-trained staff** Zahina Faruque
* **All users will have clearly defined access rights to school technical systems.** *Details of the access rights available to groups of users will be recorded by the Network Manager Zahina Faruque and will be reviewed, at least annually by Senior leadership team).*
* Users will be made responsible for the security of their username and password must not allow other users to access the systems using their log on details and must immediately report any suspicion or evidence that there has been a breach of security Zahina Faruque is responsible for ensuring that software licence logs are accurate and up to date and that regular checks are made to reconcile the number of licences purchased against the number of software installations
* *Mobile device security and management procedures are in place.*  The school mobiles that are allowed on site is 07429112217 the mobile device security procedures that are in use).
* School technical staff regularly monitors and record the activity of users on the school technical systems and users are made aware of this in the Acceptable Use Agreement. (*Remote management tools are used by staff to control workstations and view users activity*
* An agreed decision will be made for the provision of temporary access of “guests” (e.g. trainee teachers, supply teachers, visitors) onto the school system.
* *An agreed policy is in place regarding the downloading of executable files and the installation of programmes on school devices by users*
* *An agreed policy is in place regarding the extent of personal use that users (staff / students / pupils / community users) and their family members are allowed on school devices that may be used out of school.*
* *An agreed policy is in place regarding the use of removable media (e.g. memory sticks / CDs / DVDs) by users on school devices*
* *The school infrastructure and individual workstations are protected by up to date software to protect against malicious threats from viruses, worms, trojans etc*
* *Personal data cannot be sent over the internet or taken off the school site unless safely encrypted or otherwise secured*.

## Password Security

A safe and secure username / password system is essential if the above is to be established and will apply to all school technical systems, including networks, devices, email and Virtual Learning Environment (VLE). Where sensitive data is in use – particularly when accessed on laptops / tablets – schools may wish to use more secure forms of authentication e.g. two factor authentication such as the use of hardware tokens and if so should add a relevant section in the policy. Where this is adopted, the policy should state clearly that such items as hardware tokens must be stored separately from the laptop when in transit – to avoid both being lost / stolen together.

### Policy Statements

* All users will have clearly defined access rights to school technical systems and devices. Details of the access rights available to groups of users will be recorded by the Network Manager (or other person) and will be reviewed, at least annually, by the Online Safety Group (or other group).
* **All school networks and systems will be protected by secure passwords that are regularly changed**
* **The “master / administrator” passwords for the school systems, used by the technical staff must also be available to the *Headteacher /*  or other nominated senior leader and kept in a secure place e.g. school safe. Consideration should also be given to using two factor authentication for such accounts**. (A school should never allow one user to have sole administrator access)
* All users (adults and young people) will have responsibility for the security of their username and password must not allow other users to access the systems using their log on details and must immediately report any suspicion or evidence that there has been a breach of security.
* *Passwords for new users, and replacement passwords for existing users will be allocated by Zahina schools may wish to have someone other than the school’s technical staff carrying out this role e.g. an administrator who is easily accessible to users). Any changes carried out must be notified to the manager of the password security policy (above). Or:*
* *Passwords for new users and replacement passwords for existing users will be issued through an automated process* (to be described)
* *Users will change their passwords at regular intervals – as described in the staff and student / pupil sections below* (The level of security required may vary for staff and student / pupil accounts and the sensitive nature of any data accessed through that account)
* *Where passwords are set / changed manually requests for password changes should be authenticated by (the responsible person) to ensure that the new password can only be passed to the genuine user* (the school will need to decide how this can be managed – possibly by requests being authorised by a line manager for a request by a member of staff or by a member of staff for a request by a pupil / student)

### Staff Passwords

* **All staff users** **will be provided with a username and password** by (insert name or title / automated process) who / which will keep an up-to-date record of users and their usernames.
* the password should be a minimum of 8 characters long and must include three of – uppercase character, lowercase character, number, special characters
* *must not include proper names or any other personal information about the user that might be known by others*
* *the account should be “locked out” following six successive incorrect log-on attempts*
* *temporary passwords e.g. used with new user accounts or when users have forgotten their passwords, shall be enforced to change immediately upon the next account log-on*
* *passwords shall not be displayed on screen, and shall be securely hashed (use of one-way encryption)*
* *passwords should be different for different accounts, to ensure that other systems are not put at risk if one is compromised and should be different for systems used inside and outside of school*
* should be changed at least every 60 to 90 days (Some organisations require changes each month / / 6 weeks. The frequency should depend on the nature of the account and how sensitive / damaging loss of data would be. It would be reasonable to require staff password changes more frequently that student / pupil password changes)
* should not re-used for 6 months and be significantly different from previous passwords created by the same user*. The last four passwords cannot be re-used*.
* **When required users** (at KS2 and above) **will be provided with a username and password** by **Zahina Faruque** who / which will keep an up-to-date record of users and their usernames.
* *Users will be required to change their password every 4 week*
* Students / pupils will be taught the importance of password security

### Training / Awareness

It is essential that users should be made aware of the need for keeping passwords secure, and the risks attached to unauthorised access / data loss. This should apply to even the youngest of users, even if class log-ins are being used.

Members of staff will be made aware of the school’s password policy:

* at induction
* through the school’s online safety policy and password security policy
* through the Acceptable Use Agreement

Pupils / students will be made aware of the school’s password policy:

* in lessons
* through the Acceptable Use Agreement

### Audit / Monitoring / Reporting / Review

The responsible person (insert title) will ensure that full records (manual or automated) are kept of:

* User Ids and requests for password changes
* *User log-ins*
* *Security incidents related to this policy*

## Filtering

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### Introduction

The filtering of internet content provides an important means of preventing users from accessing material that is illegal or is inappropriate in an educational context. The filtering system cannot, however, provide a 100% guarantee that it will do so, because the content on the web changes dynamically and new technologies are constantly being developed. It is important, therefore, to understand that filtering is only one element in a larger strategy for online safety and acceptable use. It is important that the school has a filtering policy to manage the associated risks and to provide preventative measures which are relevant to the situation in this school.

### Responsibilities

The responsibility for the management of the school’s filtering policy will be held by them will manage the school filtering, in line with this policy and will keep records / logs of changes and of breaches of the filtering systems.

To ensure that there is a system of checks and balances and to protect those responsible, changes to the school filtering service must (schools should choose their relevant responses):

* **be logged in change control logs**
* **be reported to a second responsible person** (insert title):
* *either... be reported to and authorised by a second responsible person prior to changes being made* (recommended)
* *or... be reported to a second responsible person* (insert title) *every X weeks / months in the form of an audit of the change control logs*
* *be reported to the Online Safety Group every X weeks / months in the form of an audit of the change control logs*

All users have a responsibility to report immediately to (insert title) any infringements of the school’s filtering policy of which they become aware or any sites that are accessed, which they believe should have been filtered.

Users must not attempt to use any programmes or software that might allow them to bypass the filtering / security systems in place to prevent access to such materials.

### Policy Statements

Internet access is filtered for all users. Differentiated internet access is available for staff and customised filtering changes are managed by the school. Illegal content is filtered by the broadband or filtering provider by actively employing the Internet Watch Foundation CAIC list and other illegal content list . Filter content lists are regularly updated and internet use is logged and frequently monitored. The monitoring process alerts the school to breaches of the filtering policy, which are then acted upon. There is a clear route for reporting and managing changes to the filtering system. Where personal mobile devices are allowed internet access through the school network, filtering will be applied that is consistent with school practice.

* *Either - The school / academy maintains and supports the managed filtering service provided by the Internet Service Provider* (or other filtering service provider)
* *Or – The school manages its own filtering service* (n.b. If a school / academy decides to remove the external filtering and replace it with another internal filtering system, this should be clearly explained in the policy and evidence provided that the Headteacher / would be able to show, in the event of any legal issue that the school was able to meet its statutory requirements to ensure the safety of staff / students / pupils)
* *The school has provided enhanced / differentiated user-level filtering through the use of the* (insert name) *filtering programme. (allowing different filtering levels for different ages / stages and different groups of users – staff / pupils / students etc.)*
* *In the event of the technical staff needing to switch off the filtering for any reason, or for any user, this must be logged and carried out by a process that is agreed by the Headteacher / (or other nominated senior leader).*
* *Mobile devices that access the school / academy internet connection (whether school / academy or personal devices) will be subject to the same filtering standards as other devices on the school systems*
* *Any filtering issues should be reported immediately to the filtering provider.*
* *Requests from staff for sites to be removed from the filtered list will be considered by the technical staff* (insert name or title) (nb an additional person should be nominated – to ensure protection for the Network Manager or any other member of staff, should any issues arise re unfiltered access). *If the request is agreed, this action will be recorded and logs of such actions shall be reviewed regularly by the Online Safety Group.*

### Education / Training / Awareness

*Pupils / students* will be made aware of the importance of filtering systems through the online safety education programme (schools may wish to add details). They will also be warned of the consequences of attempting to subvert the filtering system.

Staff users will be made aware of the filtering systems through: (amend as relevant)

* the Acceptable Use Agreement
* induction training
* staff meetings, briefings, Inset.

Parents will be informed of the school’s filtering policy through the Acceptable Use Agreement and through online safety awareness sessions / newsletter etc. (amend as relevant)

### Changes to the Filtering System

In this section the school should provide a detailed explanation of:

* how, and to whom, users may request changes to the filtering (whether this is carried out in school or by an external filtering provider)
* the grounds on which they may be allowed or denied (schools may choose to allow access to some sites e.g. social networking sites for some users, at some times, or for a limited period of time. There should be strong educational reasons for changes that are agreed).
* how a second responsible person will be involved to provide checks and balances (preferably this will be at the time of request, but could be retrospectively through inspection of records / audit of logs)
* any audit / reporting system

Users who gain access to, or have knowledge of others being able to access, sites which they feel should be filtered (or unfiltered) should report this in the first instance to (insert title) who will decide whether to make school level changes (as above).

## Monitoring

Some schools supplement their filtering systems with additional monitoring systems. If this is the case, schools should include information in this section, including – if they wish – details of internal or commercial systems that are in use. They should also ensure that users are informed that monitoring systems are in place.

No filtering system can guarantee 100% protection against access to unsuitable sites. The school will therefore monitor the activities of users on the school network and on school equipment as indicated in the School Online Safety Policy and the Acceptable Use Agreement.

### Audit / Reporting

Logs of filtering change controls and of filtering incidents will be made available to:

* the second responsible person (insert title)
* Online Safety Group
* External Filtering provider / Local Authority / Police on request

The filtering policy will be reviewed in the response to the evidence provided by the audit logs of the suitability of the current provision. (The evidence might show a large number of requests to remove the filtering from sites – in which case schools might question whether their current level of filtering is too restrictive for educational purposes. Alternatively, a large number of incidents where users try to subvert the filtering system might suggest that improved monitoring / disciplinary action might be necessary).

**\*Imperro is used as an additional filtering service and-it will give us alerts.**

### Further Guidance

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Schools / academies may wish to seek further guidance. The following is recommended:

Schools in England (and Wales) are required *“to ensure children are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering"* ([Revised Prevent Duty Guidance: for England and Wales, 2015](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf)).

The Department for Education published the new ‘Keeping Children Safe in Education’ For 01st September 2021. Part five: Child on child sexual violence and sexual harassment will be adhered to in monitoring any sexual violence online in line with the new safeguarding policy and the schools anti bullying policy, cyber bulling, digital resilience policy, PSHE, Mental Health, behaviour policy and relationship policy.

**Sexual violence and sexual harassment:**

This policy must be read in conjuncture with the following link policies

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf>

Online safety will be an integral approach and will be interwoven within the whole school curriculum(see curriculum compliance audit). The school has a robust monitoring and response system to deal with any incidents and will work with the DSL Shaheda Khanom.

Schools will continue to be obligated to *“ensure appropriate filters and appropriate monitoring systems are in place. Children should not be able to access harmful or inappropriate material from the school or colleges IT system”* however, schools will need to *“be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.”*

In response UKSIC produced guidance on – information on “[Appropriate Filtering](http://www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/appropriate-filtering-for-education-settings)”

NEN Technical guidance: <http://www.nen.gov.uk/e-security-managing-and-maintaining-e-securitycyber-security-in-schools/>

Somerset Guidance for schools – this checklist is particularly useful where a school / academy uses external providers for its technical support / security: <https://360safe.org.uk/Files/Documents/Somerset-Questions-for-Technical-Support-v4.aspx>

# School Personal Data Handling Policy Template

### Suggestions for use

Sections within this template are for information or guidance purposes only are shown in BLUE. It is anticipated that schools would remove these sections from their completed policy document, though this will be a decision for the group that produces the policy.

The template uses the terms students / pupils to refer to the children or young people at the institution. Schools will need to choose which term to use and delete the other accordingly.

### School Personal Data Handling Policy

### Introduction

At Buttercup Primary School all employees should do everything within their power to ensure the safety and security of any material of a personal or sensitive nature

It is the responsibility of all members of the school community to take care when handling, using or transferring personal data that it cannot be accessed by anyone who does not:

* have permission to access that data, and/or
* need to have access to that data.

Data breaches can have serious effects on individuals and / or institutions concerned, can bring the school into disrepute and may well result in disciplinary action, criminal prosecution and fines imposed by the Information Commissioners Office ~~.~~ for the school and the individuals involved. Particularly, all transfer of data is subject to risk of loss or contamination.

Anyone who has access to personal data must know, understand and adhere to this policy, which brings together the legal requirements contained in relevant data protection legislation and relevant regulations and guidance (where relevant from the Local Authority).

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### Policy Statements

The school will hold the minimum personal data necessary to enable it to perform its function and it will not hold it for longer than necessary for the purposes it was collected for.

Every effort will be made to ensure that data held is accurate, up to date and that inaccuracies are corrected without unnecessary delay.

All personal data will be fairly obtained in accordance with the “Privacy Notice” and lawfully processed in accordance with the “Conditions for Processing”. (see Privacy Notice section below)

### Personal Data

The school and individuals will have access to a wide range of personal information and data. The data may be held in a digital format or on paper records. Personal data is defined as any combination of data items that identifies an individual and provides specific information about them, their families or circumstances. This will include:

* Personal information about members of the school community – including *pupils / students*, members of staff and parents / carers e.g. names, addresses, contact details, legal guardianship contact details, health records, disciplinary records
* Curricular / academic data e.g. class lists, pupil / student progress records, reports, references
* Professional records e.g. employment history, taxation and national insurance records, appraisal records and references
* Any other information that might be disclosed by parents / carers or by other agencies working with families or staff members.

### Responsibilities

The school’s safeguarding officers Sulthana Begum, Rena Begum will keep up to date with current legislation and guidance and will:

* determine and take responsibility for the school’s information risk policy and risk assessment

The school will identify Information Asset Owners (IAOs) Zahina Faruque *for the various types of* data being held (e.g. pupil / student information / staff information / assessment data etc.). The IAOs will manage and address risks to the information and will understand:

* what information is held, for how long and for what purpose,
* how information as been amended or added to over time, and
* who has access to protected data and why.

Everyone in the school has the responsibility of handling protected or sensitive data in a safe and secure manner.

Proprietors are required to comply fully with this policy in the event that they have access to personal data, when engaged in their role as a Proprietor.

### Registration

The school is registered as a Data Controller on the Data Protection Register held by the Information Commissioner. (each school is responsible for their own registration): <http://www.ico.gov.uk/what_we_cover/register_of_data_controllers.aspx>

### Information to Parents / Carers – the “Privacy Notice”

In order to comply with the fair processing requirements of the DPA, the school will inform parents / carers of all pupils / students of the data they collect, process and hold on the pupils / students, the purposes for which the data is held and the third parties (e.g. LA, DfE, etc) to whom it may be passed. This privacy notice will be passed to parents / carers through Prospectus, newsletters, reports or a specific letter / communication). Parents / carers of young people who are new to the school will be provided with the privacy notice through them.

More information about the suggested wording of privacy notices can be found on the DfE website:

### Training & awareness

All staff will receive data handling awareness / data protection training and will be made aware of their responsibilities, as described in this policy through: Induction training for new staff

* Staff meetings / briefings / Inset
* Day to day support and guidance from Information Asset Owners
* Risk Assessments

Information risk assessments will be carried out by Information Asset Owners to establish the security measures already in place and whether they are the most appropriate and cost effective. The risk assessment will involve:

* Recognising the risks that are present;
* Judging the level of the risks (both the likelihood and consequences); and
* Prioritising the risks.

Risk assessments are an ongoing process and should result in the completion of an Information Risk Actions Form (example below):

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Risk ID | Information Asset affected | Information Asset Owner | Protective Marking (Impact Level) | Likelihood | Overall risk level (low, medium, high) | Action(s) to minimise risk |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

### Impact Levels and protective marking

Following incidents involving loss of data, the Government recommends that the Protective Marking Scheme should be used to indicate the sensitivity of data. The Protective Marking Scheme is mapped to Impact Levels as follows:

|  |  |  |
| --- | --- | --- |
| Government Protective Marking Scheme label | Impact Level (IL) | Applies to schools? |
| **Not Protectively Marked** | 0 | Will apply in schools |
| **Protect** | 1 or 2 |
| **Restricted** | 3 |
| **Confidential** | 4 | Will not apply in schools |
| **Highly Confidential** | 5 |
| **Top Secret** | 6 |

Most student / pupil or staff personal data that is used within educational institutions will come under the PROTECT classification. However, some, e.g. the home address of a child (or vulnerable adult) at risk will be marked as RESTRICT.

The school will ensure that all school staff, independent contractors working for it, and delivery partners, comply with restrictions applying to the access to, handling and storage of data classified as Protect, Restricted or higher. Unmarked material is considered ‘unclassified’. The term ‘UNCLASSIFIED’ or ‘NON‘ or ‘NOT PROTECTIVELY MARKED’ may be used to indicate positively that a protective marking is not needed.

All documents (manual or digital) that contain protected or restricted data will be labelled clearly with the Impact Level shown in the header and the Release and Destruction classification in the footer.

Users must be aware that when data is aggregated the subsequent impact level may be higher than the individual impact levels of the original data. Combining more and more individual data elements together in a report or data view increases the impact of a breach. A breach that puts students / pupils at serious risk of harm will have a higher impact than a risk that puts them at low risk of harm. Long-term significant damage to anyone’s reputation has a higher impact than damage that might cause short-term embarrassment.

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Release and destruction markings should be shown in the footer e.g. “Securely delete or shred this information when you have finished using it”.

Schools will need to review the above section with regard to LA policies (where relevant), which may be more specific, particularly in the case of HR records.

### Secure Storage of and access to data

The school will ensure that systems are set up so that the existence of protected files is hidden from unauthorised users and that users will be assigned a clearance that will determine which files are accessible to them. Access to protected data will be controlled according to the role of the user. Members of staff will not, as a matter of course, be granted access to the whole management information system.

All users will use strong passwords which must be changed regularly (insert relevant school details as per the school’s password security policy). User passwords must never be shared.

Personal data may only be accessed on machines that are securely password protected. Any device that can be used to access data must be locked if left (even for very short periods) and set to auto lock if not used for five minutes.

All storage media must be stored in an appropriately secure and safe environment that avoids physical risk, loss or electronic degradation.

Personal data can only be stored on school equipment (this includes computers and portable storage media (where allowed). Private equipment (i.e. owned by the users) must not be used for the storage of personal data.

When personal data is stored on any portable computer system, USB stick or any other removable media:

* the data must be encrypted and password protected,
* the device must be password protected (many memory sticks / cards and other mobile devices cannot be password protected),
* the device must offer approved virus and malware checking software (memory sticks will not provide this facility, most mobile devices will not offer malware protection), and
* the data must be securely deleted from the device, in line with school policy (below) once it has been transferred or its use is complete.

The school will need to set its own policy as to whether data storage on removal media is allowed, even if encrypted – some organisations do not allow storage of personal data on removable devices.

The *school* has clear policy and procedures for the automatic backing up, accessing and restoring all data held on school systems, including off-site backups. (the school will need to set its own policy, relevant to its physical layout, type of systems etc.)

The *school*  has clear policy and procedures for the use of “Cloud Based Storage Systems” (for example drop box, Microsoft 365, google apps and google docs) and is aware that data held in remote and cloud storage is still required to be protected in line with the Data Protection Act. The school will ensure that it is satisfied with controls put in place by remote / cloud based data services providers to protect the data.

(see appendix for further information and the ICO Guidance: <http://www.ico.org.uk/for_organisations/guidance_index/~/media/documents/library/Data_Protection/Practical_application/cloud_computing_guidance_for_organisations.ashx>

As a Data Controller, the *school* is responsible for the security of any data passed to a “third party”. Data Protection clauses will be included in all contracts where data is likely to be passed to a third party.

All paper based Protected and Restricted (or higher) material must be held in lockable storage, whether on or off site.

The *school / academy* recognises that under Section 7 of the DPA, <http://www.legislation.gov.uk/ukpga/1998/29/section/7> data subjects have a number of rights in connection with their personal data, the main one being the right of access. Procedures are in place (insert details here) to deal with Subject Access Requests i.e. a written request to see all or a part of the personal data held by the data controller in connection with the data subject. Data subjects have the right to know: if the data controller holds personal data about them; a description of that data; the purpose for which the data is processed; the sources of that data; to whom the data may be disclosed; and a copy of all the personal data that is held about them. Under certain circumstances the data subject can also exercise rights in connection with the rectification; blocking; erasure and destruction of data.

### Secure transfer of data and access out of school

The school recognises that personal data may be accessed by users out of school, or transferred to the LA or other agencies. In these circumstances:

* Users may not remove or copy sensitive or restricted or protected personal data from the school or authorised premises without permission and unless the media is encrypted and password protected and is transported securely for storage in a secure location (see earlier section – LA / Academy Group / school policies may forbid such transfer);
* Users must take particular care that computers or removable devices which contain personal data must not be accessed by other users (e.g. family members) when out of school
* When restricted or protected personal data is required by an authorised user from outside the organisation’s premises (for example, by a member of staff to work from their home), they should preferably have secure remote access to the management information system or learning platform;
* If secure remote access is not possible, users must only remove or copy personal or sensitive data from the organisation or authorised premises if the storage media, portable or mobile device is encrypted and is transported securely for storage in a secure location;
* Users must protect all portable and mobile devices, including media, used to store and transmit personal information using approved encryption software; and
* Particular care should be taken if data is taken or transferred to another country, particularly outside Europe, and advice should be taken from the local authority (if relevant) in this event.

### Disposal of data

The school will comply with the requirements for the safe destruction of personal data when it is no longer required.

The disposal of personal data, in either paper or electronic form, must be conducted in a way that makes reconstruction highly unlikely. Electronic files must be securely overwritten, in accordance with government guidance (see earlier section for reference to the Cabinet Office guidance), and other media must be shredded, incinerated or otherwise disintegrated for data.

*A Destruction Log should be kept of all data that is disposed of. The log should include the document ID, classification, date of destruction, method and authorisation.*

### Audit Logging / Reporting / Incident Handling

It is good practice, as recommended in the “Data Handling Procedures in Government” document that the activities of data users, in respect of electronically held personal data, will be logged and these logs will be monitored by responsible individuals. (insert name or title)

The audit logs will be kept to provide evidence of accidental or deliberate data security breaches – including loss of protected data or breaches of an acceptable use policy, for example.

The school has a policy for reporting, managing and recovering from information risk incidents, which establishes: (schools should determine their own reporting policy, in line with that of their LA (if relevant), and add details here)

* a “responsible person” for each incident;
* a communications plan, including escalation procedures;
* and results in a plan of action for rapid resolution; and
* a plan of action of non-recurrence and further awareness raising.

All significant data protection incidents must be reported through the SIRO to the Information Commissioner’s Office based upon the local incident handling policy and communication plan.

### Use of technologies and Protective Marking

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The following provides a useful guide:

|  |  |  |  |
| --- | --- | --- | --- |
|  | The information | The technology | Notes on Protect Markings (Impact Level) |
| **School life and events** | School terms, holidays, training days, the curriculum, extra-curricular activities, events, displays of pupils work, lunchtime menus, extended services, parent consultation events | Common practice is to use publicly accessible technology such as school websites or portal, emailed newsletters, subscription text services | Most of this information will fall into the NOT PROTECTIVELY MARKED (Impact Level 0) category. |
| **Learning and achievement** | Individual pupil / student academic, social and behavioural achievements, progress with learning, learning behaviour, how parents can support their child’s learning, assessments, attainment, attendance, individual and personalised curriculum and educational needs. | Typically schools will make information available by parents logging on to a system that provides them with appropriately secure access, such as a Learning Platform or portal, or by communication to a personal device or email account belonging to the parent. | Most of this information will fall into the PROTECT (Impact Level 2) category.  There may be students/ pupils whose personal data requires a RESTRICTED marking (Impact Level 3) or higher. For example, the home address of a child at risk. In this case, the school may decide not to make this pupil / student record available in this way. |
| **Messages and alerts** | Attendance, behavioural, achievement, sickness, school closure, transport arrangements, and other information that it may be important to inform or contact a parent about as soon as possible. This may be particularly important when it is necessary to contact a parent concerning information that may be considered too sensitive to make available using other online means. | Email and text messaging are commonly used by schools to contact and keep parents informed.  Where parents are frequently accessing information online then systems e.g. Learning Platforms or portals, might be used to alert parents to issues via “dashboards” of information, or be used to provide further detail and context. | Most of this information will fall into the PROTECT (Impact Level 1) category. However, since it is not practical to encrypt email or text messages to parents, schools should not send detailed personally identifiable information.  General, anonymous alerts about schools closures or transport arrangements would fall into the NOT PROTECTIVELY MARKED (Impact Level 0) category. |

|  |
| --- |
| BUTTERCUP PRIMARY SCHOOL PRIVACY NOTICEfor*Pupils in Schools,* |

### Privacy Notice - Data Protection Act 1998

We **Buttercup Primary School** are a data controller for the purposes of the Data Protection Act. We collect information from you and may receive information about you from your previous school and the Learning Records Service. We hold this personal data and use it to:

* Support your teaching and learning;
* Monitor and report on your progress;
* Provide appropriate pastoral care, and
* Assess how well your school is doing.

This information includes your contact details, national curriculum assessment results, attendance information and personal characteristics such as your ethnic group, any special educational needs and relevant medical information. If you are enrolling for post 14 qualifications we will be provided with your unique learner number (ULN) by the Learning Records Service and may also obtain from them details of any learning or qualifications you have undertaken.

***We will not give information about you to anyone outside the school without your consent unless the law and our rules allow us to.***

We are required by law to pass some information about you to the Local Authority and the Department for Education (DfE)

If you want to see a copy of the information about you that we hold and/or share, please contact **(Miss Zahina Faruque).**

If you require more information about how the Local Authority (LA) and/or DfE store and use your information, then please go to the following websites:

[**www.towerhamlets.gov.uk**](http://www.towerhamlets.gov.uk)and   
<http://www.education.gov.uk/researchandstatistics/datatdatam/b00212337/datause>

If you are unable to access these websites we can send you a copy of this information. Please contact the LA or DfE as follows:

Tower hamlets Council

5 Mulberry close

London E14 2BG

Public Communications Unit, Department for Education

Sanctuary Buildings

Great Smith Street

London

SW1P 3BT

Website: [www.education.gov.uk](http://www.education.gov.uk)

Email: <http://www.education.gov.uk/help/contactus>   
Telephone: 0370 000 2288

# Electronic Devices - Searching & Deletion policy

## Introduction

The changing face of information technologies and ever-increasing pupil / student use of these technologies has meant that the Education Acts have had to change in an attempt to keep pace. Within Part 2 of the Education Act 2011 (Discipline) there have been changes to the powers afforded to schools by statute to search pupils in order to maintain discipline and ensure safety. Schools are required to ensure they have updated policies which take these changes into account. No such policy can on its own guarantee that the school will not face legal challenge, but having a robust policy which takes account of the Act and applying it in practice will however help to provide the school with justification for what it does.

The particular changes we deal with here are the added power to search for items ‘banned under the school rules’ and the power to ‘delete data’ stored on seized electronic devices.

Items banned under the school rules are determined and publicised by the Headteacher (section 89 Education and Inspections Act 1996).

An item banned by the school rules may only be searched for under these new powers if it has been identified in the school rules as an item that can be searched for. It is therefore important that there is a school policy which sets out clearly and unambiguously the items which:

* are banned under the school rules; and
* are banned AND can be searched for by authorised school staff

The act allows authorised persons to examine data on electronic devices if they think there is a good reason to do so. In determining a ‘good reason’ to examine or erase the data or files the authorised staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or could break the school rules.

Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.

The *Head Teacher /*  must publicise the school behaviour policy, in writing, to staff, parents / carers and students / pupils at least once a year. (There should therefore be clear links between the search etc. policy and the behaviour policy).

DfE advice on these sections of the Education Act 2011 can be found in the document: “Screening, searching and confiscation – Advice for head teachers, staff and governing bodies”

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

It is recommended that Headteachers / s (and, at the least, other senior leaders) should be familiar with this guidance.

## Relevant legislation:

* Education Act 1996
* Education and Inspections Act 2006
* Education Act 2011 Part 2 (Discipline)
* The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
* Health and Safety at Work etc. Act 1974
* Obscene Publications Act 1959
* Children Act 1989
* Human Rights Act 1998
* Computer Misuse Act 1990

## Responsibilities

The *Headteacher* is responsible for ensuring that the school policies reflect the requirements contained within the relevant legislation. The formulation of these policies may be delegated to other individuals or groups. The policies will normally be taken to Proprietor/s for approval. The Headteacher will need to authorise those staff who are allowed to carry out searches.

This policy has been written by and will be reviewed by: Rena Begum & Shaheda Khanom

The *Headteacher /*  has authorised the following members of staff to carry out searches for and of electronic devices and the deletion of data / files on those devices: Zahina Faruque

The *Headteacher /*  may authorise other staff members in writing in advance of any search they may undertake, subject to appropriate training.

## Training / Awareness

Members of staff should be made aware of the school’s policy on "Electronic devices – searching and deletion":

* at induction
* at regular updating sessions on the school’s online safety policy

Members of staff authorised by the Headteacher / to carry out searches for and of electronic devices and to access and delete data / files from those devices should receive training that is specific and relevant to this role.

Specific training is required for those staff who may need to judge whether material that is accessed is inappropriate or illegal.

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# Policy Statements

## Search:

The school Behaviour Policy refers to the policy regarding searches with and without consent for the wide range of items covered within the Education Act 2011 and lists those items. This policy refers only to the searching for and of electronic devices and the deletion of data / files on those devices.

**Either:**

*Pupils/students are not allowed to bring mobile phones or other personal electronic devices to school or use them in the school.*

**Or**

*Pupils / students are allowed to bring mobile phones or other personal electronic devices to school and use them only within the rules laid down by the school.* (you should refer to the relevant policy or to list here the conditions under which they are allowed)

If pupils / students breach these roles:

**Either:**

*The sanctions for breaking these rules will be:* (list here)

**Or**

*The sanctions for breaking these rules can be found in the* (name the policy - for many schools this will be the Behaviour Policy)

Authorised staff (defined in the responsibilities section above) have the right to search for such electronic devices where they reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

* Searching with consent - Authorised staff may search with the pupil’s consent for any item
* Searching without consent - Authorised staff may only search without the pupil’s consent for anything which is either ‘prohibited’ (as defined in Section 550AA of the Education Act 1996) or appears in the school rules as an item which is banned and may be searched for

**In carrying out the search:**

The authorised member of staff must have reasonable grounds for suspecting that a *student / pupil* is in possession of a prohibited item i.e. an item banned by the school rules and which can be searched for. (Whether there are ‘reasonable grounds’ is a matter decided on by reference to the circumstances witnessed by, or reported to, someone who is authorised and who exercises properly informed professional judgment and has received appropriate training).

The authorised member of staff should take reasonable steps to check the ownership of the mobile phone / personal electronic device before carrying out a search. (The powers included in the Education Act do not extend to devices owned (or mislaid) by other parties e.g. a visiting parent or contractor, only to devices in the possession of pupils / students.)

The authorised member of staff should take care that, where possible, searches should not take place in public places e.g. an occupied classroom, which might be considered as exploiting the student / pupil being searched.

The authorised member of staff carrying out the search must be the same gender as the *student / pupil* being searched; and there must be a witness (also a staff member) and, if at all possible, they too should be the same gender as the *student/ pupil* being searched.

There is a limited exception to this rule: Authorised staff can carry out a search of a *student / pupil* of the opposite gender including without a witness present, but **only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.**

**Extent of the search:**

**The person conducting the search may not require the *student/ pupil* to remove any clothing other than outer clothing.**

Outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear (outer clothing includes hats; shoes; boots; coat; blazer; jacket; gloves and scarves).

‘Possessions’ means any goods over which the *student / pupil* has or appears to have control – this includes desks, lockers and bags. (schools will need to take account of their normal policies regarding religious garments / headwear and may wish to refer to it in this policy)

*A student’s / pupil’s* possessions can only be searched in the presence of the *student / pupil* and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

**The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.**

**Use of Force – force cannot be used to search without consent for items banned under the school rules regardless of whether the rules say an item can be searched for.**

## Electronic devices

An authorised member of staff finding an electronic device may access and examine any data or files on the device if they think there is a good reason to do so (i.e. the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules).

The examination of the data / files on the device should go only as far as is reasonably necessary to establish the facts of the incident. Any further intrusive examination of personal data may leave the school open to legal challenge. It is important that authorised staff should have training and sufficient knowledge of electronic devices and data storage.

**If inappropriate material is found on the device it is up to the authorised member of staff to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police. Examples of illegal activity would include:**

* child sexual abuse images (including images of one child held by another child)
* adult material which potentially breaches the Obscene Publications Act
* criminally racist material
* other criminal conduct, activity or materials

Members of staff may require support in judging whether the material is inappropriate or illegal. One or more Senior Leaders should receive additional training to assist with these decisions. Care should be taken not to delete material that might be required in a potential criminal investigation.

The school should also consider their duty of care responsibility in relation to those staff who may access disturbing images or other inappropriate material whilst undertaking a search. Seeing such material can be most upsetting. There should be arrangements in place to support such staff. The school may wish to add further detail about these arrangements.

Further guidance on reporting the incident to the police and the preservation of evidence can be found in the SWGfL flow chart in the main School Template Policies document. Local authorities / LSCBs may also have further guidance, specific to their area.

## Deletion of Data

Following an examination of an electronic device, if the authorised member of staff has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so. (i.e. the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules).

If inappropriate material is found on the device, it is up to the authorised member of staff to decide whether they should delete that material, retain it as evidence (of a possible criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police. (It is recommended that members of staff should know who to contact, within school, for further guidance before taking action and that the person or persons is or are named within this policy).

*A record should be kept of the reasons for the deletion of data / files.* (DfE guidance states and other legal advice recommends that there is no legal reason to do this, best practice suggests that the school can refer to relevant documentation created at the time of any search or data deletion in the event of a pupil /student, parental or other interested party complaint or legal challenge. Records will also help the school to review online safety incidents, learn from what has happened and adapt and report on application of policies as necessary).

## Care of Confiscated Devices

School staff are reminded of the need to ensure the safe keeping of confiscated devices, to avoid the risk of compensation claims for damage / loss of such devices (particularly given the possible high value of some of these devices).

The school may wish to add a disclaimer to the relevant section of the Behaviour Policy which may assist in covering the school against damage / loss claims.

## Audit / Monitoring / Reporting / Review

The responsible person (insert title) will ensure that full records are kept of incidents involving the searching for and of mobile phones and electronic devices and the deletion of data / files. (a template log sheet can be found in the appendices to the School Online Safety Template Policies)

These records will be reviewed by ... (Online Safety Officer / Online Safety Committee / Online Safety Governor) at regular intervals (state the frequency).

This policy will be reviewed by the head teacher and proprietor annually and in response to changes in guidance and evidence gained from the records.

The school is required is publish its Behaviour Policy to parents annually (including on its website) – the Behaviour Policy should be cross referenced with this policy on search and deletion.

DfE guidance can be found at: <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Mobile Technologies Template Policy (Inc. BYOD/BYOT)

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Mobile technology devices may be a school owned/provided or privately owned smartphone, tablet, notebook / laptop or other technology that usually has the capability of utilising the school’s wireless network. The device then has access to the wider internet which may include the school’s learning platform and other cloud based services such as email and data storage.

The absolute key to considering the use of mobile technologies is that the pupils / students, staff and wider school community understand that the primary purpose of having their personal device at school is educational and that this is irrespective of whether the device is school owned/provided or personally owned. The mobile technologies policy should sit alongside a range of polices including but not limited to the Safeguarding Policy, Bullying Policy, Acceptable Use Policy, policies around theft or malicious damage and the Behaviour Policy. Teaching about the safe and appropriate use of mobile technologies should be included in the online safety education programme.

## Potential Benefits of Mobile Technologies

Research has highlighted the widespread uptake of mobile technologies amongst adults and children of all ages. Web-based tools and resources have changed the landscape of learning. Students now have at their fingertips unlimited access to digital content, resources, experts, databases and communities of interest. By effectively maximizing the use of such resources, schools not only have the opportunity to deepen student learning, but they can also develop digital literacy, fluency and citizenship in students that will prepare them for the high tech world in which they will live, learn and work.

For further reading, please refer to “Bring your own device: a guide for schools” by Alberta Education available at: <http://education.alberta.ca/admin/technology/research.aspx> and to the “NEN Technical Strategy Guidance Note 5 – Bring your own device” - <http://www.nen.gov.uk/bring-your-own-device-byod/>

### Considerations

There are a number of issues and risks to consider when implementing mobile technologies, these include; security risks in allowing connections to your school network, filtering of personal devices, breakages and insurance, access to devices for all students, avoiding potential classroom distraction, network connection speeds, types of devices, charging facilities, total cost of ownership

Schools may consider implementing the use of mobile technologies as a means of reducing expenditure on school provided devices. However, it is important to remember that the increased network management costs and overheads involved in implementing this properly are likely to counterbalance or outweigh any savings.

The use of mobile technologies brings both real benefits and challenges for the whole school community – including teachers - and the only effective way for a school to implement these successfully is to involve the whole school community from the outset. Before the school embarks on this path, the risks and benefits must be clearly identified and shared with all stakeholders.

A range of mobile technology implementations is possible. School should consider the following statements and remove those that do not apply to their planned implementation approach.

* The school Acceptable Use Agreements for staff, pupils/students and parents/carers will give consideration to the use of mobile technologies

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | School Devices | | | Personal Devices | | |
|  | School owned and allocated to a single user | School owned for use by multiple users | Authorised device[[2]](#footnote-3) | Pupil/Student owned | Staff owned | Visitor owned |
| Allowed in school | **Yes** | **Yes** | **Yes** | Yes / No[[3]](#footnote-4) | Yes / No3 | Yes / No3 |
| Full network access | *Yes* | *Yes* | *Yes* |  |  |  |
| Internet only |  |  |  |  |  |  |
| No network access |  |  |  |  |  |  |

* The school allows: (the school should complete the table below to indicate which devices are allowed and define their access to school systems)
* **The school has provided technical solutions for the safe use of mobile technology for school devices/personal devices (delete / amend as appropriate):**
  + **All school devices are controlled though the use of Mobile Device Management software**
  + **Appropriate access control is applied to all mobile devices according to the requirements of the user (e.g. Internet only access, network access allowed, shared folder network access)**
  + **The school has addressed broadband performance and capacity to ensure that core educational and administrative activities are not negatively affected by the increase in the number of connected devices**
  + **For all mobile technologies, filtering will be applied to the internet connection and attempts to bypass this are not permitted**
  + **Appropriate exit processes are implemented for devices no longer used at a school location or by an authorised user**. These may include; revoking the link between MDM software and the device, removing proxy settings, ensuring no sensitive data is removed from the network, uninstalling school-licenced software etc.
  + *All school devices are subject to routine monitoring*
  + *Pro-active monitoring has been implemented to monitor activity*
  + *When personal devices are permitted:*
  + *All personal devices are restricted through the implementation of technical solutions that provide appropriate levels of network access*
  + *Personal devices are brought into the school entirely at the risk of the owner and the decision to bring the device in to the school lies with the user (and their parents/carers) as does the liability for any loss or damage resulting from the use of the device in school*
  + *The school accepts no responsibility or liability in respect of lost, stolen or damaged devices while at school or on activities organised or undertaken by the school (the school recommends insurance is purchased to cover that device whilst out of the home)*
  + *The school accepts no responsibility for any malfunction of a device due to changes made to the device while on the school network or whilst resolving any connectivity issues*
  + *The school recommends that the devices are made easily identifiable and have a protective case to help secure them as the devices are moved around the school. Pass-codes or PINs should be set on personal devices to aid security*
  + *The school is not responsible for the day to day maintenance or upkeep of the users personal device such as the charging of any device, the installation of software updates or the resolution of hardware issues*
  + **Users are expected to act responsibly, safely and respectfully in line with current Acceptable Use Agreements, in addition;**
  + **Devices may not be used in tests or exams**
  + **Visitors should be provided with information about how and when they are permitted to use mobile technology in line with local safeguarding arrangements**
  + **Users are responsible for keeping their device up to date through software, security and app updates. The device is virus protected and should not be capable of passing on infections to the network**
  + **Users are responsible for charging their own devices and for protecting and looking after their devices while in school**
  + **Personal devices should be charged before being brought to school as the charging of personal devices is not permitted during the school day**
  + **Devices must be in silent mode on the school site and on school buses**
  + **School devices are provided to support learning. It is expected that pupils/students will bring devices to school as required.**
  + **Confiscation and searching (England) - the school has the right to take, examine and search any device that is suspected of unauthorised use, either technical or inappropriate.**
  + **The changing of settings (exceptions include personal settings such as font size, brightness, etc…) that would stop the device working as it was originally set up and intended to work is not permitted**
  + **The software / apps originally installed by the school must remain on the school owned device in usable condition and be easily accessible at all times. From time to time the school may add software applications for use in a particular lesson. Periodic checks of devices will be made to ensure that users have not removed required apps**
  + **The school will ensure that school devices contain the necessary apps for school work. Apps added by the school will remain the property of the school and will not be accessible to students on authorised devices once they leave the school roll. Any apps bought by the user on their own account will remain theirs.**
  + **Users should be mindful of the age limits for app purchases and use and should ensure they read the terms and conditions before use.**
  + **Users must only photograph people with their permission. Users must only take pictures or videos that are required for a task or activity. All unnecessary images or videos will be deleted immediately**
  + *Devices may be used in lessons in accordance with teacher direction*
  + *Staff owned devices should not be used for personal purposes during teaching sessions, unless in exceptional circumstances*
  + *Printing from personal devices will not be possible*

## Insurance

Schools that have implemented an authorised device approach (1:1 deployment) may wish to consider how they will insure these devices and should include details of the claims process in this policy.

# Social Media Policy

Social media (e.g. Facebook, Twitter, LinkedIn) is a broad term for any kind of online platform which enables people to directly interact with each other. However some games, for example Minecraft or World of Warcraft and video sharing platforms such as You Tube have social media elements to them.

*The school* recognises the numerous benefits and opportunities which a social media presence offers. Staff, parents/carers and pupils/students are actively encouraged to find creative ways to use social media. However, there are some risks associated with social media use, especially around the issues of safeguarding, bullying and personal reputation. This policy aims to encourage the safe use of social media by *the school*, its staff, parents, carers and children.

## Scope

**This policy is subject to the school’s Codes of Conduct and Acceptable Use Agreements.**

**This policy:**

* **Applies to all staff and to all online communications which directly or indirectly, represent the school.**
* **Applies to such online communications posted at any time and from anywhere.**
* Encourages the safe and responsible use of social media through training and education
* *Defines the monitoring of public social media activity pertaining to the school*

The school respects privacy and understands that staff and pupils/students may use social media forums in their private lives. However, personal communications likely to have a negative impact on professional standards and/or the school’s reputation are within the scope of this policy.

**Professional communications are those made through official channels, posted on a school account or using the school name. All professional communications are within the scope of this policy.**

Personal communications are those made via a personal social media accounts. In all cases, where a personal account is used which associates itself with the school or impacts on the school, it must be made clear that the member of staff is not communicating on behalf of the school with an appropriate disclaimer. Such personal communications are within the scope of this policy.

Personal communications which do not refer to or impact upon the school are outside the scope of this policy.

Digital communications with pupils/students are also considered. *Staff may use social media to communicate with learners via a school social media account for teaching and learning purposes but must consider whether this is appropriate and consider the potential implications.*

## Organisational control

### Roles & Responsibilities

* **SLT**
  + Facilitating training and guidance on Social Media use.
  + Developing and implementing the Social Media policy
  + Taking a lead role in investigating any reported incidents.
  + Making an initial assessment when an incident is reported and involving appropriate staff and external agencies as required.
  + Receive completed applications for Social Media accounts
  + Approve account creation
* **Administrator / Moderator**
  + Create the account following SLT approval
  + Store account details, including passwords securely
  + Be involved in monitoring and contributing to the account
  + Control the process for managing an account after the lead staff member has left the organisation (closing or transferring)
* **Staff**
  + Know the contents of and ensure that any use of social media is carried out in line with this and other relevant policies
  + Attending appropriate training
  + Regularly monitoring, updating and managing content he/she has posted via school accounts
  + Adding an appropriate disclaimer to personal accounts when naming the school

### Process for creating new accounts

The school community is encouraged to consider if a social media account will help them in their work, e.g. a history department Twitter account, or a “Friends of the school” Facebook page. Anyone wishing to create such an account must present a business case to the School Leadership Team which covers the following points:-

* The aim of the account
* The intended audience
* How the account will be promoted
* Who will run the account (at least two staff members should be named)
* Will the account be open or private/closed

Following consideration by the SLT an application will be approved or rejected. In all cases, the SLT must be satisfied that anyone running a social media account on behalf of the school has read and understood this policy and received appropriate training. This also applies to anyone who is not directly employed by the school, including volunteers or parents.

### Monitoring

**School accounts must be monitored regularly and frequently** (preferably 7 days a week, including during holidays). Any comments, queries or complaints made through those accounts must be responded to within 24 hours (or on the next working day if received at a weekend) even if the response is only to acknowledge receipt. Regular monitoring and intervention is essential in case a situation arises where bullying or any other inappropriate behaviour arises on a school social media account.

### Behaviour

* **The school requires that all users using social media adhere to the standard of behaviour as set out in this policy and other relevant policies.**
* **Digital communications by staff must be professional and respectful at all times and in accordance with this policy**. Staff will not use social media to infringe on the rights and privacy of others or make ill-considered comments or judgments about staff. School social media accounts must not be used for personal gain. Staff must ensure that confidentiality is maintained on social media even after they leave the employment of the school.
* Users must declare who they are in social media posts or accounts. Anonymous posts are discouraged in relation to school activity.
* If a journalist makes contact about posts made using social media staff must follow the school media policy before responding.
* Unacceptable conduct, (e.g. defamatory, discriminatory, offensive, harassing content or a breach of data protection, confidentiality, copyright) will be considered extremely seriously by the school and will be reported as soon as possible to a relevant senior member of staff, and escalated where appropriate.
* The use of social media by staff while at work may be monitored, in line with school policies. *The school permits reasonable and appropriate access to private social media sites. However, where excessive use is suspected, and considered to be interfering with relevant duties, disciplinary action may be taken*
* The school will take appropriate action in the event of breaches of the social media policy. Where conduct is found to be unacceptable, the school will deal with the matter internally. Where conduct is considered illegal, the school will report the matter to the police and other relevant external agencies, and may take action according to the disciplinary policy.

### Legal considerations

* **Users of social media should consider the copyright of the content they are sharing and, where necessary, should seek permission from the copyright holder before sharing.**
* **Users must ensure that their use of social media does not infringe upon relevant data protection laws, or breach confidentiality.**

### Handling abuse

* When acting on behalf of the school, handle offensive comments swiftly and with sensitivity.
* If a conversation turns and becomes offensive or unacceptable, school users should block, report or delete other users or their comments/posts and should inform the audience exactly why the action was taken
* If you feel that you or someone else is subject to abuse by colleagues through use of a social networking site, then this action must be reported using the agreed school protocols.

### Tone

The tone of content published on social media should be appropriate to the audience, whilst retaining appropriate levels of professional standards. Key words to consider when composing messages are:

* Engaging
* Conversational
* Informative
* Friendly (on certain platforms, e.g. Facebook)

### Use of images

School use of images can be assumed to be acceptable, providing the following guidelines are strictly adhered to.

* **Permission to use any photos or video recordings should be sought in line with the school’s digital and video images policy**. If anyone, for any reason, asks not to be filmed or photographed then their wishes should be respected.
* **Under no circumstances should staff share or upload student pictures online other than via school owned social media accounts**
* Staff should exercise their professional judgement about whether an image is appropriate to share on school social media accounts. Students should be appropriately dressed, not be subject to ridicule and must not be on any school list of children whose images must not be published.
* If a member of staff inadvertently takes a compromising picture which could be misconstrued or misused, they must delete it immediately.

### Personal use

* **Staff**
  + Personal communications are those made via a personal social media accounts. In all cases, where a personal account is used which associates itself with the school or impacts on the school, it must be made clear that the member of staff is not communicating on behalf of the school with an appropriate disclaimer. Such personal communications are within the scope of this policy.
  + Personal communications which do not refer to or impact upon the school are outside the scope of this policy.
  + Where excessive personal use of social media in school is suspected, and considered to be interfering with relevant duties, disciplinary action may be taken
  + *The school permits reasonable and appropriate access to private social media sites.*
* **Pupil/Students**
  + **Staff are not permitted to follow or engage with current or prior pupils/students of the school on any personal social media network account.**
  + The school’s education programme should enable the pupils/students to be safe and responsible users of social media.
  + Pupils/students are encouraged to comment or post appropriately about the school. Any offensive or inappropriate comments will be resolved by the use of the school’s behaviour policy
* **Parents/Carers**
  + **If parents/carers have access to a school learning platform where posting or commenting is enabled, parents/carers will be informed about acceptable use.**
  + The school has an active parent/carer education programme which supports the safe and positive use of social media. This includes information on the website.
  + Parents/Carers are encouraged to comment or post appropriately about the school. In the event of any offensive or inappropriate comments being made, the school will ask the parent/carer to remove the post and invite them to discuss the issues in person. If necessary, refer parents to the school’s complaints procedures.

### Monitoring posts about the school

* As part of active social media engagement, it is considered good practice to pro-actively monitor the Internet for public postings about the school.
* The school should effectively respond to social media comments made by others according to a defined policy or process.

# Legislation

Schools should be aware of the legislative framework under which this Online Safety Policy template and guidance has been produced. It is important to note that in general terms an action that is illegal if committed offline is also illegal if committed online.

It is recommended that legal advice is sought in the advent of an e safety issue or situation.

### Computer Misuse Act 1990

This Act makes it an offence to:

* Erase or amend data or programs without authority;
* Obtain unauthorised access to a computer;
* “Eavesdrop” on a computer;
* Make unauthorised use of computer time or facilities;
* Maliciously corrupt or erase data or programs;
* Deny access to authorised users.

### Data Protection Act 1998

This protects the rights and privacy of individual’s data. To comply with the law, information about individuals must be collected and used fairly, stored safely and securely and not disclosed to any third party unlawfully. The Act states that person data must be:

* Fairly and lawfully processed.
* Processed for limited purposes.
* Adequate, relevant and not excessive.
* Accurate.
* Not kept longer than necessary.
* Processed in accordance with the data subject’s rights.
* Secure.
* Not transferred to other countries without adequate protection.

### Freedom of Information Act 2000

The Freedom of Information Act gives individuals the right to request information held by public authorities. All public authorities and companies wholly owned by public authorities have obligations under the Freedom of Information Act. When responding to requests, they have to follow a number of set procedures.

### Communications Act 2003

Sending by means of the Internet a message or other matter that is grossly offensive or of an indecent, obscene or menacing character; or sending a false message by means of or persistently making use of the Internet for the purpose of causing annoyance, inconvenience or needless anxiety is guilty of an offence liable, on conviction, to imprisonment. This wording is important because an offence is complete as soon as the message has been sent: there is no need to prove any intent or purpose.

### Malicious Communications Act 1988

It is an offence to send an indecent, offensive, or threatening letter, electronic communication or other article to another person.

### Regulation of Investigatory Powers Act 2000

It is an offence for any person to intentionally and without lawful authority intercept any communication. Monitoring or keeping a record of any form of electronic communications is permitted, in order to:

* Establish the facts;
* Ascertain compliance with regulatory or self-regulatory practices or procedures;
* Demonstrate standards, which are or ought to be achieved by persons using the system;
* Investigate or detect unauthorised use of the communications system;
* Prevent or detect crime or in the interests of national security;
* Ensure the effective operation of the system.
* Monitoring but not recording is also permissible in order to:
* Ascertain whether the communication is business or personal;
* Protect or support help line staff.
* The school reserves the right to monitor its systems and communications in line with its rights under this act.

### Trademarks Act 1994

This provides protection for Registered Trademarks, which can be any symbol (words, shapes or images) that are associated with a particular set of goods or services. Registered Trademarks must not be used without permission. This can also arise from using a Mark that is confusingly similar to an existing Mark.

### Copyright, Designs and Patents Act 1988

It is an offence to copy all, or a substantial part of a copyright work. There are, however, certain limited user permissions, such as fair dealing, which means under certain circumstances permission is not needed to copy small amounts for non-commercial research or private study. The Act also provides for Moral Rights, whereby authors can sue if their name is not included in a work they wrote, or if the work has been amended in such a way as to impugn their reputation. Copyright covers materials in print and electronic form, and includes words, images, and sounds, moving images, TV broadcasts and other media (e.g. YouTube).

### Telecommunications Act 1984

It is an offence to send a message or other matter that is grossly offensive or of an indecent, obscene or menacing character. It is also an offence to send a message that is intended to cause annoyance, inconvenience or needless anxiety to another that the sender knows to be false.

### Criminal Justice & Public Order Act 1994

This defines a criminal offence of intentional harassment, which covers all forms of harassment, including sexual. A person is guilty of an offence if, with intent to cause a person harassment, alarm or distress, they:

* Use threatening, abusive or insulting words or behaviour, or disorderly behaviour; or
* Display any writing, sign or other visible representation, which is threatening, abusive or insulting, thereby causing that or another person harassment, alarm or distress.

### Racial and Religious Hatred Act 2006

This Act makes it a criminal offence to threaten people because of their faith, or to stir up religious hatred by displaying, publishing or distributing written material which is threatening. Other laws already protect people from threats based on their race, nationality or ethnic background.

### Protection from Harassment Act 1997

A person must not pursue a course of conduct, which amounts to harassment of another, and which he knows or ought to know amounts to harassment of the other. A person whose course of conduct causes another to fear, on at least two occasions, that violence will be used against him is guilty of an offence if he knows or ought to know that his course of conduct will cause the other so to fear on each of those occasions.

### Protection of Children Act 1978

It is an offence to take, permit to be taken, make, possess, show, distribute or advertise indecent images of children in the United Kingdom. A child for these purposes is a anyone under the age of 18. Viewing an indecent image of a child on your computer means that you have made a digital image. An image of a child also covers pseudo-photographs (digitally collated or otherwise). A person convicted of such an offence may face up to 10 years in prison

### Sexual Offences Act 2003

A grooming offence is committed if you are over 18 and have communicated with a child under 16 at least twice (including by phone or using the Internet) it is an offence to meet them or travel to meet them anywhere in the world with the intention of committing a sexual offence. Causing a child under 16 to watch a sexual act is illegal, including looking at images such as videos, photos or webcams, for your own gratification. It is also an offence for a person in a position of trust to engage in sexual activity with any person under 18, with whom they are in a position of trust. (Typically, teachers, social workers, health professionals, connexions staff fall in this category of trust). Any sexual intercourse with a child under the age of 13 commits the offence of rape.

### Public Order Act 1986

This Act makes it a criminal offence to stir up racial hatred by displaying, publishing or distributing written material which is threatening. Like the Racial and Religious Hatred Act 2006 it also makes the possession of inflammatory material with a view of releasing it a criminal offence. Children, Families and Education Directorate page 38 April 2007.

### Obscene Publications Act 1959 and 1964

Publishing an “obscene” article is a criminal offence. Publishing includes electronic transmission.

### Human Rights Act 1998

This does not deal with any particular issue specifically or any discrete subject area within the law. It is a type of “higher law”, affecting all other laws. In the school context, human rights to be aware of include:

* The right to a fair trial
* The right to respect for private and family life, home and correspondence
* Freedom of thought, conscience and religion
* Freedom of expression
* Freedom of assembly
* Prohibition of discrimination
* The right to education

These rights are not absolute. The school is obliged to respect these rights and freedoms, balancing them against those rights, duties and obligations, which arise from other relevant legislation.

### The Education and Inspections Act 2006

Empowers Headteacher, to such extent as is reasonable, to regulate the behaviour of students / pupils when they are off the school site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour.

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### The Education and Inspections Act 2011

Extended the powers included in the 2006 Act and gave permission for Headteachers (and nominated staff) to search for electronic devices. It also provides powers to search for data on those devices and to delete data. (see template policy in these appendices and for DfE guidance - <http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>)

### The Protection of Freedoms Act 2012

Requires schools to seek permission from a parent / carer to use Biometric systems

### The School Information Regulations 2012

Requires schools to publish certain information on its website:

<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

### Serious Crime Act 2015

Introduced new offence of sexual communication with a child. Also created new offences and orders around gang crime (including CSE)

# Links to other organisations or documents

The following links may help those who are developing or reviewing a school online safety policy:

### UK Safer Internet Centre

Safer Internet Centre – <http://saferinternet.org.uk/>

South West Grid for Learning - <http://swgfl.org.uk/>

ChildNet – <http://www.childnet-int.org/>

Professionals Online Safety Helpline - <http://www.saferinternet.org.uk/about/helpline>

Internet Watch Foundation - <https://www.iwf.org.uk/>

### CEOP

CEOP - <http://ceop.police.uk/>

[ThinkUKnow](http://www.thinkuknow.co.uk/) - <https://www.thinkuknow.co.uk/>

### Others

INSAFE - <http://www.saferinternet.org/ww/en/pub/insafe/index.htm>

UK Council for Child Internet Safety (UKCCIS) - [www.education.gov.uk/ukccis](http://www.education.gov.uk/ukccis)

Netsmartz - <http://www.netsmartz.org/>

### Tools for Schools

Online Safety BOOST – <https://boost.swgfl.org.uk/>

360 Degree Safe – Online Safety self-review tool – <https://360safe.org.uk/>

### Bullying / Cyberbullying

Enable – European Anti Bullying programme and resources (UK coordination / participation through SWGfL & Diana Awards) - <http://enable.eun.org/>

Scottish Anti-Bullying Service, Respectme - <http://www.respectme.org.uk/>

Scottish Government - Better relationships, better learning, better behaviour - <http://www.scotland.gov.uk/Publications/2013/03/7388>

DfE - Cyberbullying guidance - <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf>

Childnet – new Cyberbullying guidance and toolkit (Launch spring / summer 2016) - <http://www.childnet.com/new-for-schools/cyberbullying-events/childnets-upcoming-cyberbullying-work>

Anti-Bullying Network – <http://www.antibullying.net/cyberbullying1.htm>

### Social Networking

Digizen – [Social Networking](http://digizen.org/socialnetworking/)

UKSIC - [Safety Features on Social Networks](http://www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/safety-features)

[SWGfL - Facebook - Managing risk for staff and volunteers working with children and young people](http://360safe.org.uk/Files/Documents/facebook-6)

[Connect safely Parents Guide to Facebook](http://www.connectsafely.org/Safety-Advice-Articles/facebook-for-parents.html)

[Facebook Guide for Educators](http://www.360safe.org.uk/Files/Documents/Facebook-Guide-for-Educators.aspx)

### Curriculum

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[SWGfL Digital Literacy & Citizenship curriculum](http://www.swgfl.org.uk/digitalliteracy)

Glow - <http://www.educationscotland.gov.uk/usingglowandict/>

Teach Today – [www.teachtoday.eu/](http://www.teachtoday.de/en/)

Insafe - [Education Resources](http://lreforschools.eun.org/web/guest/insafe)

### Mobile Devices / BYOD

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Cloud learn Report [Effective practice for schools moving to end locking and blocking](http://www.360safe.org.uk/Files/Documents/Cloudlearn_Report-end-to-locking-and-blocking.aspx)

NEN - [Guidance Note - BYOD](http://www.360safe.org.uk/Files/Documents/NEN_Guidance_Note_5_BYOD.aspx)

### Data Protection

Information Commissioners Office:

[Your rights to your information – Resources for Schools - ICO](http://www.ico.org.uk/schools)

[Guide to Data Protection Act - Information Commissioners Office](https://ico.org.uk/for-organisations/guide-to-data-protection/)

[Guide to the Freedom of Information Act - Information Commissioners Office](https://ico.org.uk/for-organisations/guide-to-freedom-of-information/" \t "_blank)

[ICO guidance on the Freedom of Information Model Publication Scheme](http://www.ico.gov.uk/for_organisations/freedom_of_information/guide/publication_scheme.aspx)

[ICO Freedom of Information Model Publication Scheme Template for schools (England)](https://ico.org.uk/media/for-organisations/documents/1235/definition-document-schools-in-england.pdf" \t "_blank)

[ICO - Guidance we gave to schools - September 2012](http://www.360safe.org.uk/Files/Documents/ICO-guidance-for-schools-Sept-2012.aspx) (England)

[ICO Guidance on Bring Your Own Device](http://www.360safe.org.uk/Files/Documents/ico_bring_your_own_device_byod_guidance.aspx)

[ICO Guidance on Cloud Hosted Services](https://ico.org.uk/media/for-organisations/documents/1540/cloud_computing_guidance_for_organisations.pdf" \t "_blank)

[Information Commissioners Office good practice note on taking photos in schools](http://360safe.org.uk/Files/Documents/ICO-Good-Practice-Note-on-taking-photos-in-schools" \t "_blank)

[ICO Guidance Data Protection Practical Guide to IT Security](http://www.ico.org.uk/for_organisations/data_protection/~/media/documents/library/Data_Protection/Practical_application/it_security_practical_guide.ashx)

[ICO – Think Privacy Toolkit](http://www.ico.org.uk/for_organisations/training/think-privacy-toolkit)

[ICO – Personal Information Online – Code of Practice](http://www.ico.org.uk/for_organisations/guidance_index/~/media/documents/library/Data_Protection/Detailed_specialist_guides/personal_information_online_cop.ashx)

[ICO Subject Access Code of Practice](http://www.ico.org.uk/for_organisations/data_protection/~/media/documents/library/Data_Protection/Detailed_specialist_guides/subject-access-code-of-practice.PDF)

[ICO – Guidance on Data Security Breach Management](http://www.ico.org.uk/for_organisations/data_protection/~/media/documents/library/Data_Protection/Practical_application/guidance_on_data_security_breach_management.pdf)

SWGfL - [Guidance for Schools on Cloud Hosted Services](http://www.360safe.org.uk/Files/Documents/SWGfL-guidance-on-Cloud-hosting.aspx)

LGfL - [Data Handling Compliance Check List](http://files.lgfl.net/esafety/guides/check%20list%20for%20data%20handling%20best%20practice_jan2013.pdf)

Somerset - [Flowchart on Storage of Personal Data](https://slp.somerset.org.uk/sites/edtech/Data%20Protection/Data%20Protection/ELIM%20Storing%20identifiable%20Personal%20data%20flowchart.pdf)

NEN - [Guidance Note - Protecting School Data](http://www.360safe.org.uk/Files/Documents/NEN_Guidance_Note_1_protecting_school_data.aspx)

### Professional Standards / Staff Training

DfE - [Safer Working Practice for Adults who Work with Children and Young People](http://www.safeguardinginschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf" \t "_blank)

[Childnet / TDA - Social Networking - a guide for trainee teachers & NQTs](http://360safe.org.uk/Files/Documents/ChildnetSNSleaflet(3))

[Childnet / TDA - Teachers and Technology - a checklist for trainee teachers & NQTs](http://360safe.org.uk/Files/Documents/Childnettechnologyleaflet(4))

[UK Safer Internet Centre Professionals Online Safety Helpline](http://www.saferinternet.org.uk/helpline)

### Infrastructure / Technical Support

Somerset - [Questions for Technical Support](https://360safe.org.uk/Files/Documents/Somerset-Questions-for-Technical-Support-v4.aspx)

NEN -  [Guidance Note - esecurity](http://www.360safe.org.uk/Files/Documents/NEN_Guidance_Note_4_esecurity.aspx)

# Glossary of Terms

**AUP / AUA** Acceptable Use Policy / Agreement – see templates earlier in this document

**CEOP** Child Exploitation and Online Protection Centre (part of UK Police, dedicated to protecting children from sexual abuse, providers of the Think U Know programmes.

**CPD** Continuous Professional Development

**FOSI** Family Online Safety Institute

**ES** Education Scotland

**HWB** Health and Wellbeing

**ICO** Information Commissioners Office

**ICT** Information and Communications Technology

**ICT Mark** Quality standard for schools provided by NAACE

**INSET** In Service Education and Training

**IP address** The label that identifies each computer to other computers using the IP (internet protocol)

**ISP** Internet Service Provider

**ISPA** Internet Service Providers’ Association

**IWF** Internet Watch Foundation

**LA** Local Authority

**LAN** Local Area Network

**MIS** Management Information System

**Ofcom** Office of Communications (Independent communications sector regulator)

**TUK** Think U Know – educational online safety programmes for schools, young people and parents.

**VLE** Virtual Learning Environment (a software system designed to support teaching and learning in an educational setting,

**WAP** Wireless Application Protocol

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**UKSIC** UK Safer Internet Centre – EU funded centre. Main partners are SWGfL, ChildNet and Internet Watch Foundation.

Buttercup Primary school - Resilience Policy

We have compiled some useful tips which we follow here at school and which parents may wish to promote at home in order to foster resilience.

**WHAT IS RESILIENCE?**

* The ability to bounce back or rather bounce forward when something doesn’t go accordingly or straightforwardly.
* The ability to stay positive and keep trying.

**WHY IS IT IMPORTANT?**

* Being resilient and having the skills associated minimises the effect that negative situations have on children.

**WHAT ARE THE SKILLS?**

* Being aware of and coping with our emotions
* Controlling our impulses
* Being optimistic
* Finding solutions/problem solving
* Empathy
* Being independent/believing in ourselves
* Developing relationships

**YOUR CHILD: RESILIENCE**

* Focus on the positive – recognise and praise achievements to foster

self-esteem.

* Discuss the day’s events with your child – focus on the positive parts of the day and don’t dwell in the negatives.
* Help children to develop problem solving skills rather than stepping in with ready-made solutions.
* Have high expectations for behaviour, independence.
* Challenge negative defeatist thinking with optimism
* Offer encouragement to help your child to persist at times of difficulty.
* Encourage and respect independence.
* Expect children to carry out age appropriate tasks that contribute to the whole family.
* Involve children in family decision making and rule-setting.

WHAT CAN YOU DO? TOP 10 RESILIENCE TIPS

1. **Don’t accommodate every need**.  
For example allow the children to confront what makes them uncomfortable or uneasy.

2. **Avoid eliminating all risk.**  
Giving children age appropriate freedom allows them to learn their own limits. For example allow them to help with the cooking in the kitchen.

3. **Teach them to problem-solve**.  
For example your child may be anxious about an upcoming test. Ask your child how they can feel more confident. Talk about how to manage time, practice.

4. **Teach your kids concrete skills.**For example a shy child might benefit from learning how to introduce themselves to people.

5. **Don’t provide all the answers.**  
Start using the phrase “I don’t know,” followed by promoting problem-solving. If a child who does not particularly enjoy P.E is concerned about whether they have P.E that day help to find a way to cope.

6. **Avoid talking in catastrophic terms.**For instance, instead of saying “It’s really important for you to learn how to swim because it’d be devastating to me if anything happened to you.” say “It’s really important for you to learn how to swim.”

7. **Let your kids make mistakes.**This is difficult but will help children to learn how to alter their actions. If a child has difficult homework or refuses to do their work don’t do it for them instead let your children see the consequences.

8**. Help them manage their emotions**.  
Teach your kids that all emotions are OK. It’s OK to feel angry that you lost the game. Also, teach them that after feeling their feelings, they need to think through what they’re doing next.

9. **Model resiliency**.  
Resiliency helps kids navigate the inevitable trials, triumphs and tribulations of childhood and adolescence. Resilient kids also become resilient adults, able to survive and thrive in the face of life’s unavoidable stressors.

10. **Avoid “why” questions**.  
Ask how instead. ‘How will you cope with spelling tests?’

THE PROBLEM SOLVING PROCESS

1.Identify the problem  
2.Generate solutions  
3.Evaluate the solutions – what are the pros and cons of each, which is the best?  
4. Evaluate the outcome – is the problem solved? If not return to step 2.

Allow children to use this problem solving process to resolve problems with friends at school.   
Encourage children to ‘problem solve’ negative feelings or events in their school day.

BEHAVIOUR MANAGEMENT – THE RESILEINCE APPROACH

* Focus on positive behaviour.
* Avoid shouting – children copy this and creates stressful situations.
* Time out is a good technique – remain calm.
* Have clear, rational rules and enforce them consistently.

WHAT ARE WE DOING?

* We will help the children to develop problem solving skills so that they are able to begin to solve their own problems rather than us giving them the solutions.
* We will praise and reward children who demonstrate the skills of resilience.
* We will promote, teach and model the skills above.
* We will provide opportunities for children to discuss and manage their emotions and fears.
* We will be optimistic and help the children to be optimistic

# Buttercup Primary school

# Digital Resilience

# What is Digital Resilience?

"Digital resilience involves having the ability to understand when you are at risk online, knowing what to do if anything goes wrong, learning from your experiences of being online, and being able to recover from any difficulties or upsets. Children who are digitally resilient will be equipped to handle the challenges of the modern, digital world." - [Parent Zone](http://parentinfo.org/article/digital-resilience-a-parents-guide)

**You need to be able to explore life online**

Digital resilience grows through online use and learned experience and can’t be developed through the avoidance of the digital world. In other words, you don’t help your children to become digital resilient by keeping them away from the internet.

It’s many parent’s instinct to use as many tools and filters as they can to ‘protect’ their child from nasty things they may find on the internet. This may be useful for very young children, and tools are important for all internet users – we’d all do well to check our privacy settings more often – but when it comes to raising digitally resilient children, it is vital that parents ensure they are allowed to explore the online world.

The reality is, if you attempt to make parental controls your first line of defense, your child will do what children are programmed to do – they’ll attempt to find a way around them and could end up in much less safe parts of the net, such as the murkier parts of the dark web. More importantly, you won’t be helping them to develop digital resilience.

**6 ways to promote digital resilience at home**

Employ the same parenting skills you use offline to keep them safe, such as negotiating boundaries, talking about the difficult subjects we’d all rather avoid, helping your child to recognise what’s good and bad behaviour.

1. Set fair and consistent rules in relation to your child’s internet use at home. As they get older, try to agree the rules with them so that they have some control over their digital world.
2. Teach your child to [think critically](http://parentinfo.org/article/think-critically) about what they read, see or hear online. For young children, that might mean encouraging them to ask ‘what would Mum or Dad say about that?’ As they get older they need to be able to assess for themselves whether they are in a risky online place and whether the information they are receiving is reliable and helpful to them.  (The Parent Zone [Digital Parenting course(link is external)](https://parentzone.org.uk/advice/parenting-digital-age-online-course-parents) explains in full why some online spaces are riskier than others.)
3. It’s much harder for people to empathise with each other when their communications are digital. It’s why trolls find it so easy to post horrible messages. Helping your child to understand that and to pause and think about the impact of things that are posted online, will help them cope with some of the difficult behaviour they will come across and avoid getting caught up in it.
4. Maintain a positive outlook on your child’s use of the internet.

Whatever you think to the stuff they watch or the hours they spend on Musical.ly or the PS4, if you constantly criticise the apps and games they love, they’re not going to want to talk to you about their online life.

1. Children who can recover from an online mistake can learn and avoid making the same mistake again. You can help by making it easy for them to talk to you about their mishaps (that means trying to keep calm even if you’re at your wits’ end!), making sure they know where to go for help if they need it, and recognising if they’re not recovering well so you can step in and get help for them.
2. Allow your child to explore and take charge of their online life.

Having some control over any given situation is an important part of resilience – and it’s a really Important part of digital resilience. It’s essential in helping them understand and develop their

own sense of what’s right and wrong online.

Digital resilience is not fixed. It’s not a single ability or a set of lessons that can be learnt. It is something that every child can have and parents can do more than anyone else to foster it. Set clear boundaries for their life online and then step away, letting them explore the online world safe in the knowledge that you will be there to help if anything goes wrong.

Graphical user interface, application, Teams

Description automatically generated

# Buttercup Primary School – Islamic primary school in East London.

Buttercup Primary

School and EYFS

Anti-Bullying Policy

Compiled by: Shaheda Khanom Reviewed by: Rena Begum

Reviewed on: 01st March 2021 Date of next review: 01st March 2022

**SCHOOL ETHOS**

The school recognises its Islamic foundation and aims to serve its community by providing an education of the highest quality within the context of Muslim belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Islamic values through the experience it offers to all its pupils. Our intention is to provide a happy caring environment in which an individual child can learn to value excellence, achieve his/her potential and discover for themselves a genuine delight in learning.

**MISSION STATEMENT**

“In our School – we do our best to play fairly, behave well and work together.”

**Vision**

**we strive to:**

* Provide a happy, secure and caring environment where all children are valued as individuals.
* Develop independent learning skills through a broad, balanced and inspirational curriculum suited to our community.
* Enable all our children to understand the wider world and be able to interact with this, and as part of it, as responsible citizens.
* Nurture Islamic values in all aspects of school life
* Instil a sense of belonging where each individual is respected and differences are celebrated.
* Build self-esteem and confidence, so developing lifelong learners, who are able to reach their full potential.
* Work in partnership with all members of the wider school community to continue to move the school, curriculum and all in it forwards.

Where Children are happy, motivated and engaged in their learning and have a say in the direction of the school and their learning. Adults are welcoming, consistent, approachable, flexible and highly skilled The Islamic ethos is evident through the actions of all in the school community the learning environment reflects the high expectations.

**Rational**

That every child has the right to feel safe in school and enjoy their education without the threat of bullying\* behaviour. Our approach is to build the children’s self-esteem and confidence and for our approach to be consistent across the school. We intend that the policy is clearly understood and shared by all, children, staff and parents. The anti-bullying policy takes its place within the general aims of the school. It has close links to the SEAL, Child Protection, Behaviour, Anti-racism and PSHE policies and is set within the framework of Every Child Matters Agenda.

**Buttercup Primary’s definition of bullying is:**

Bullying is ongoing, deliberate behaviour that upsets the victim. It is behaviour that is targeted and selective and can be direct (physical or verbal) or indirect (e.g. being ignored or cyber bullying). It may be one person or a group.

**Strategy for dealing with bullying**

The following is a list of actions available to staff depending on the perceived seriousness of the situation. Disciplinary measures will always be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

* Discussions at length with the victim. This will require patience and understanding. Remember – Listen, believe, act.
* Identify the bully/bullies. Obtain witnesses if possible. Advise the Headteacher.
* **Make sure all incidents are recorded to enable patterns to be identified**
* Discussions with the bully. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at Buttercup Primary School.
* If they own up then follow the procedure outlined below and in the Behaviour Policy
* If they do not own up, investigate further. If it is clear that they are lying, continue with the procedure. Children usually own up if presented with all the facts.
* Both bully/bullies and victim/s should be involved in discussion until a solution to end the bullying is agreed upon. The bully is encouraged to apologise.
* Separate discussions with parents of bully and victim.
* Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, exclusion from school during lunchtimes, exclusion from school, depending on the perceived severity of the incident(s).
* Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim to ensure no repetition.

As the behaviour of the bully (hopefully) improves, then favored activities etc can be reinstated, and the child should be praised for good behaviour.

This will rebuild the child’s self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying.

In order to identify incidents of bullying and the identities of bullies, at Buttercup Primary School we have agreed to carry out the following strategies:

* All staff watch for early signs of distress in pupils.
* All staff listen, believe, act.
* Raise awareness of staff through training and discussion.
* Reading and writing stories and poems related to bullying.
* Drawing pictures and posters with an anti-bullying message.
* Every child being ‘visible’ to staff and peers, supervision of children.
* Information on potential cyber bullying issues shared with parents.
* Posters in school advertising these measures and dissuading children from bullying**, Anti**

**–Bullying Week activities, PSHE, assemblies, drama, current affairs etc**

* The Childline telephone number 0800 1111 to be displayed clearly in school [www.childline.org.uk](http://www.childline.org.uk/)

**Gauging the success of the policy**

The following methods can be used to judge the success of the policy: the number of bullying incidents recorded, success of follow up action to bullying incidents, responses in pupil questionnaires, feedback from the school council and the school atmosphere and ethos.

**School Procedure:**

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

If bullying is suspected, we will:

* Talk to the suspected victim, and any witnesses individually using Restorative Justice procedures and questions.
* Identify the bully and talk about what has happened, to discover why they became involved. Make it clear that bullying is not tolerated.
* If the bully owns up then sanction procedures outlined in the Behaviour

Policy will be followed (see appendix 1).

* Incidents of bullying are recorded in the School Incident Log and kept in.

**The Head Teachers office**

* Consistently use Restorative Justice Procedures with all children.
* Keep an informal log of incidents if there are concerns.
* Involve all parties together to discuss the issues if agree by all parties.
* Allow children time to sort things out.
* Support & empower children to resolve the conflict & understand consequences.

**Role in the issues:**

* Establish an agreement between the children where needed.
* Inform parents.
* Follow up with further discussions with individuals as and when appropriate.
* When necessary support children individually or together.
* If the incidents persist and are causing a health and safety issue, then the Head Teacher could instigate exclusion procedures (see Behaviour Policy) Prevention & strategies to reinforce Buttercup’s Policy on Antibullying:
* Anti-bullying week.
* Children are made aware of the strategies to deal with low level issues and what to do in different situations including situations of cyberbullying.
* Children participate in role play work in class as part of PSHE and SEAL.
* Making use of curriculum opportunities to raise pupil awareness eg through RE, cross curricula themes, drama, story writing and literature.
* A whole school reward system.
* Children & parents have a good knowledge of the procedure/policy.
* Children have a clear understanding of their rights & responsibilities.
* E-safety frequently discussed and taught.
* Use of Play Leaders.
* Adults to dealt with a situation, even if minor. Talking to the children may prevent the situation escalating.

**The role of Proprietors**

* The Proprietor body supports the Head Teacher in all attempts to eliminate bullying from our school. They will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.
* The Proprietor body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The Proprietor require the Head Teacher to keep accurate records of all incidents of bullying, and to report to the Proprietor about the effectiveness of school’s anti-bullying policy
* If parent is dissatisfied with the way the school has dealt with a bully ing incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Head Teacher. If they are still concerned, they should contact the Proprietor.

**The role of the Head Teacher**

* It is the responsibility of the Head Teacher to implement the school Anti-bullying Policy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying. The Head Teacher reports to the Proprietor about the effectiveness of the anti-bullying policy on request.
* The Head Teacher ensures that all children know that bullying is unacceptable behaviour.
* The Head Teacher ensures that all staff, including midday supervisors, receives sufficient training to be equipped to identify and deal with all incidents of bullying.
* The Head Teacher leads the school in making our vision a reality, where all members of the learning community nurture, value, respect and care for each other.

**The role of all staff**

* All forms of bullying are taken seriously, and proactive measures are taken to prevent it from taking place.
* All adults to deal with situations quickly and by using Restorative Justice methods to prevent situations escalating.
* All adults to follow up what they have said e.g. keeping and eye, follow up discussion etc.
* Teachers are responsible for recording of all incidents of bullying that happen in their class, and that they are aware of in the school. If a child is being bullied or is bullying others, the class teacher will inform the child’s parents and the Head Teacher.
* There is an anti-bullying proforma in which staff record all incidents of bullying that occur both in and out of class. The school also record incidents that occur near the school, or on the children’s way between school and home, that we are aware of. All adults who witness an act of bullying should record it in the log. This will be kept in the Head Teacher’s office.
* When any bullying taking place between members of a class, the teacher will deal with the issue immediately, in accordance with the school’s procedure, including counselling and support for both the victim and perpetrator of the bullying.
* All members of staff routinely attend training, which equips them identify bullying and to follow school policy and procedures with regard to behaviour management.
* A range of methods are used to help prevent bullying and to establish a climate of trust and respect for all.

**The role of parents**

Parents have an important part to play in our anti-bullying policy. We ask parents to: Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard. Always take an active role in your child’s education. Enquire how their day has gone, who they have spent their time with, etc. If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously, and appropriate action will follow. If a child has bullied your child, please do not approach that child on the playground or their parents or involve an older child to deal with the bully. Please inform school immediately and we will deal with it following the school procedures. It is important that you advise your child not to fight back. It can make matters worse! Tell your child that it is not their fault that they are being bullied. Reinforce the school’s policy concerning bullying and make sure your child is not afraid to ask for help. If you know your child is involved in bullying, please discuss the issues with them

and inform school. The matter will be dealt with appropriately. Remember incidents are confidential, do not discuss them with other parents on the playground. Speak to school staff if you have concerns. Parents have a responsibility to support the school’s anti-bullying policy, actively encouraging their child to be a positive member of the school. If parent who is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure (see complaints policy) by initially contacting the class teacher. If the concern remains, they should contact the Head Teacher. If they are still concerned, they should contact the Proprietor.

**The role of children**

What Can Children Do If They Are Being Bullied?

Each term or when incidents occur, class teachers will discuss bullying and reinforce the following strategies: Remember that your silence is the bully’s greatest weapon. Tell yourself that you do not deserve to be bullied and that it is wrong. Be proud of who you are. It is good to be individual. Try not to show that you are upset or scared. It is hard, but a bully thrives on someone’s fear.

Stay with a group of friends/people. There is safety in numbers. Be strong inside – say “No!”. Walk confidently away. Go straight to a teacher or member of staff.

If you are getting emails, texts or messages that make you feel uncomfortable please save them and show them to an adult. Do not respond to them.

Fighting back may make things worse – don’t do it. Generally, it is best to tell an adult you trust straight away. You will get immediate support. Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you. What do you do if You Know Someone Is Being Bullied? Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.

Tell an adult immediately. Teachers will deal with the bully without getting you into trouble. Do not take direct action yourself.

**Monitoring and review**

This policy is monitored on a day-to-day basis by the Head Teacher, who reports to the proprietor on request about the effectiveness of the policy. This anti-bullying policy is the Proprietor’s responsibility, and they review its effectiveness annually. They do this by examining the school’s anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the Head Teacher. Proprietor analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs. This policy will be reviewed in accordance with the school’s review cycle, or earlier if necessary.

The school undertakes behaviour logs of classes in and outside of classroom environment.

**\* Definition of bullying**

**Bullying is “Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally”.**

Bullying can include: name calling, taunting, mocking, making offensive comments,; kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through web-sites, Social Networking sites and Instant Messenger); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

**Bullying comes in different forms such as:**

**Verbal**

Verbal bullying is when someone is called names, threatened and made to feel bad.

**Physical**

Physical bullying is when someone is hit, punched, pushed or have their personal items stolen and any other kind of physical, aggressive contact.

When someone has some physical signs of bullying like cuts, bruises, torn clothes or personal belongings missing they just put it down to overactive play or childish games. Many times, this isn’t the cause and people who are bullied will not tell an adult or someone they trust as they believe it will make the bullies mad and make the bullying a lot worse.

**Social**

Social bullying is when someone is left out of games, deliberately ignored, and has bad things spread about them and made to feel like an outsider e.g./ Homophobic.

**Cyber**

With the technology age a new type of bullying was born, Cyber Bullying.

This type of bullying can be chat rooms, online, instant messaging, on a mobile phone or even e-mails.

Along with the other types of bullying, this is no exception cyber bullying does go on and has been witnessed by the Stamp out Bullying team.

the school curriculum will deal with including bullying as an issue throughout, school life, opportunities will be covered through assembly, circle time, Islamic studies and RE.



Anti Cyber Bullying Policy

Including EYFS

Compiled by: Shaheda Khanom Reviewed by: Rena Begum

Reviewed on: 01st March 2022 Date of next view: 01st March 2023

Safeguarding

Buttercup Primary school fully recognises the contribution it can make to protect children and support pupils in school and beyond. We are fully committed to safeguarding our pupils through prevention, protection and support. We are also committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. It is our duty to protect children and young people against the messages of all violent extremism and to prevent terrorism. Any concerns should be referred to the Designated Child Protection Person who have local contact details for PREVENT and Channel referrals.

This policy applies to pupils and staff

In order to ensure that we comply with the spirit of the Single Equality Act 2010 and the nine protected characteristics in the act, we will endeavour to make as many reasonable adjustments as is appropriate in line with our No Outsiders philosophy.

Virtual Bullying

With more and more of us using email and mobile phones and other electronic devices, bullying does not have to happen in person. Silent phone calls or abusive texts, emails and social networking sites can be just as distressing as being bullied face to face.

Cyber Bullying

This is sending or posting harmful or cruel text or images using the internet or other digital communication devices.

How we as a school deals with Cyber Bullying:

Staff – all incidences should be reported to the Headteacher who will then ensure the person being bullied is being supported, take responsibility for investigating and managing the incident and for contacting the police and LA if appropriate. If staff want additional advice and support, they can seek this from their union, professional association, Teacher Support Network.

Pupils – procedures will be followed in line with the school Anti Bullying Policy

Seven Categories of Cyber Bullying

**Text message bullying** involves sending unwelcome texts that are threatening or cause discomfort.

**Picture/video-clip bullying via mobile phone cameras** is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. ‘Happy slapping’ involves filming and sharing physical attacks.

**Phone call bullying via mobile phone** uses silent calls or abusive

messages. Sometimes the bullied person’s phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes

using someone else’s phone to avoid being identified.

**Email bullying** uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else’s name to pin the blame on them.

**Chat room bullying** involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.

**Bullying through instant messaging (IM)** is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online (i.e. MSN, Bebo, Facebook, Twitter, etc.).

**Bullying via websites** includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber bullying.

Advice for Parents

Don’t wait for something to happen before you act. Make sure your child understands how to use these technologies safely and knows about the risks and consequences of misusing them.

Make sure they know what to do if they or someone they know are being cyber bullied.

Encourage your child to talk to you if they have any problems with cyber bullying. If they do have a problem, contact the school, the mobile network or the Internet Service Provider (ISP) to do something about it.

Parental control software can limit who your child sends emails to and who he or she receives them from. It can also block access to some chat rooms.

Moderated chat rooms are supervised by trained adults. Your ISP will tell you whether they provide moderated chat services.

Make it your business to know what your child is doing online and who your child’s online friends are. It is important that parents and carers ensure that their children are engaged in safe and responsible online behaviour.

Suggestions for parents to stay involved. Keep the computer or other electronic devices in a public place in the house. Periodically check on what your child is doing.

Discuss the kinds of Internet activities your child enjoys.

Be up front with your child that you will periodically investigate the files on the computer, the browser history files, and your child’s public online activities.

Search for your child’s name online, look at his or her profiles and postings on teen community sites, review web pages or blogs.

Tell your child that you may review his or her private communication activities if you have reason to believe you will find unsafe or irresponsible behaviour.

Watch out for secretive behaviour as you approach your child when they are online, such as rapidly switching screens, changing passwords and for attempts to hide online behaviour, such as an empty history file.

Advice for Pupils

If you are being bullied, remember bullying is never your fault. It can be stopped and it can usually be traced.

Don’t ignore the bullying. Tell someone you trust, such as a teacher or

parent, or call an advice line.

Try to keep calm. If you are frightened, try to show it as little as possible. Don’t get angry, it will only make the person bullying you more likely to continue.

There is plenty of online advice on how to react to cyber bullying. For example, [www.stopcyberbullying.org](http://www.stopcyberbullying.org/) and [www.wiredsafety.org](http://www.wiredsafety.org/) have some useful tips:

Text/Video Messaging

You can turn off incoming messages for a couple of days.

If bullying persists you can change your phone number (ask your Mobile service provider).

Do not reply to abusive or worrying text or video messages - your Mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details.

Email

Never reply to unpleasant or unwanted emails.

Don’t accept emails or open files from people you do not know.

Ask an adult to contact the sender’s ISP by writing abuse@ and then

the host[, eg.abuse@hotmail.com.](mailto:eg.abuse@hotmail.com)

Web

If the bullying is on the school website, tell a teacher or parent, just as you would if the bullying was face-to-face.

Chat Room & Instant Messaging

Never give out your name, address, phone number, school name or password online. It’s a good idea to use a nickname. Do not give out photos of yourself either.

Do not accept emails or open files from people you do not know.

Remember it might not just be people your own age in a chat room.

Stick to public areas in chat rooms and get out if you feel uncomfortable.

Tell your parents or carers if you feel uncomfortable or worried about anything that happens in a chat room.

Think carefully about what you write - don’t leave yourself open to bullying

REMEMBER: Always tell an adult

Associated documents: E safety, School Behaviour and Anti-bullying policy



Buttercup Primary School and EYFS

Behaviour Policy

Complied by: Shaheda Khanom Reviewed by: Rena Begum

Reviewed on: 1st March 2022 Next review date:1st March 2023

**The Rule of Law**

* Pupils are taught the importance of laws and rules applicable to class, school and the wider community.
* Pupils are taught the value and reasons behind rules and laws; that they are there to govern and protect and that there are consequences when ignored or broken.
* Teaching is reinforced by the school Values.
* We use visits from partner agencies such as police to support and reinforce learning.
* We ensure that expectations are reinforced regularly and we praise positive choices. Outcome: Pupils display excellent behaviour and demonstrate fairness in sport.

**Individual Liberty**

* Pupils are actively encouraged to make choices in a safe and supportive environment.
* Pupils make informed choices regarding their education and behaviour.
* They are given the freedom to make choices and become critical thinkers.
* Pupils identify the benefits in evaluating, reflecting and collecting valid and reliable evidence on which to base choices.
* PSHCE/e‐Safety lessons equip pupils with the skills to make safe choices and empower them to know their rights.
* Outcome: Pupils display responsibility and independence

**Tolerance of those of Different Faiths and Beliefs**

* Buttercup Primary is an extremely diverse school.
* We actively promote diversity through learning about different faiths and cultures.
* Religious Education and PSHE lessons reinforce messages of tolerance and respect for others.
* Members of different faiths and religions are encouraged to share their knowledge.
* Pupils visit places of worship that are important to different faiths.
* We promote messages of equality.
* Outcome: pupils display tolerance, knowledge and understanding of different faiths, races and cultures

**Mutual Respect**

* Pupils are taught core values such as ‘Show respect’ and 'Working together ‘to achieve‘
* They demonstrate responsibility for self and others
* Our school reward system is centered on our 3 school houses: Umar Faruque, Dhulqarnain, Salahuddin
* Rewards are given for positive attitudes and behaviours: headteacher slips, house points and gold cards
* High levels of mutual respect are developed through relationships between staff and pupils Outcome: Pupils display mature learning behaviour and excellent relationships with peers and adults

**Rationale**

We aim to be an effective school and are committed to the following:

* A high quality curriculum to meet the needs of all pupils
* A climate of high expectations
* Effective classroom management and organisation
* A whole school behaviour policy which is widely publicised, used consistently and understood as part of a successful partnership between parents, Proprietors, staff, children and the wider community
* A clear system of rewards and sanctions
* A caring ethos
* A feedback mechanism which ensures that class teachers are informed by other members of staff when a class member behaves inappropriately
* The provision of listening time or support for members of the school community as required.

**Aims**

It is important that behaviour, in and out of the classroom, is managed, so that the aims of the school can be achieved.

This policy aims to:

* Encourage an ethos of positive behaviour management which will create an effective working environment
* Offer a framework for social, moral and spiritual education
* Clarify expectations regarding behaviour
* Maximise the positive effect the whole school can have upon behaviour
* Provide a basis for discussion on issues relating to behaviour
* Give children, staff and parents a shared sense of values and purpose
* Promote a common understanding of desirable behaviour
* Nurture children’s self-esteem
* Ensure that differences and similarities between individuals and groups are valued and respected
* Ensure a consistency of approach
* Offer children the security of a happy, safe and well-managed environment
* Reinforce other school policies e.g. Equal Opportunities, Teaching and Learning, PHSE, Race Equality, Anti- Bullying and Health and Safety.
* Encourage children to grow into responsible citizens

**Responsibilities**

The responsibility for ensuring good behaviour in school is shared between children, staff, parents and Proprietors.

**School Rules**

All adults in school can help children to achieve high standards of behaviour by:

* Having high expectations of behaviour
* Setting a good example
* Being fair and consistent by using the behaviour traffic model
* Listening carefully to children
* Co-operating with each other
* Being ready to discuss behaviour
* Working to develop good relationships with children
* Valuing each child

The Proprietors and the Head Teacher will also have an additional role to play if a sanction includes exclusion

**Desirable/Undesirable behaviours**

Desirable behaviours include kindness, honesty, regard for property, truthfulness, the ability to listen to others and the desire to work hard and these are exemplified in the school Islamic values and beliefs this is rewarded see sanction and reward chart.

Lack of regard for the school beliefs and lack of respect or consideration for others demonstrate undesirable behaviour.

**Strategies for Managing Behaviour**

As part of the approach within our discipline policy of rewards and sanctions we use behaviour modification strategies (outlined later in this policy) to change individual children’s behaviour. These are known, and used by **all** staff: teachers, support staff, admin Staff, visiting support staff etc. All new members of staff will receive a copy of this policy and will inducted.

Assemblies and other whole school events are often used to encourage good behaviour by thinking of others.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

* Mirror & praise the expected behaviour
* Model calmness, fairness and reason
* Be consistent
* Avoid ‘You’ statements, e.g. “You are always talking” and replace it with ‘I’ statements, e.g. “I don’t like it when you are talking”.
* Use eye contact to engage pupils when giving instructions and ignore unwanted behaviour by deliberately not looking at the pupil involved.
* Move confidently and calmly in the classroom space to give the message that you are in control
* Move into pupils’ space and offer assistance in a non-threatening way
* Praise much more than you reprimand
* Be imaginative and varied in your praise e.g. describe the good behaviour you have seen – not simply “Well done” or “Good boy”.
* Have a wide range of rewards for on-task behaviour and good work
* Do not set unrealistic or unnecessary restrictions on pupil behaviour
* Non-verbal interruptions can often be an effective way of gaining class attention so never talk over noise – be prepared to wait until pupils are silent and attentive
* Humiliation and sarcasm can damage pupil self-esteem and should be avoided
* Use class discussions/projects on behaviour/feelings to help children develop socially and emotionally,
* e.g. Circle Time
* Avoid class punishments – they are grossly unfair and rarely appropriate
* End lessons positively with feedback or an opportunity for pupils to demonstrate what they have learnt
* Give disruptive children small achievable behavioural tasks to be worked on over a short time and reward suitably

**Rewards**

Children respond to praise. They appreciate and learn from a sense of fairness and justice. It is our duty to offer positive role-models and to demonstrate high standards for ourselves and the pupils we teach.

All good behaviour should be recognised and valued by all pupils and staff. Any member of staff who notices a pupil or pupils behaving in a thoughtful, caring or sensible manner will give praise and reward them with house points.

Quiet praise from an adult to a pupil who demonstrates improvement from previously unacceptable behaviour can be a powerful motivation to maintain improvement.

Good work and behaviour is rewarded by a variety of measures which might include:

* Praise
* House Points
* Opportunity to tell/show Head Teacher/Deputy Head/other staff
* Stickers/stars/smiley faces
* Certificates e.g. for good behaviour at lunchtime.
* ‘Classroom monitors – e.g. in charge of register
* Extra play in playground
* Reward note
* Star of the week
* Head Teacher Award
* Class & house cups
* Tea party with SLT

**Sanctions**

In order for learning to take place in the school, disruptive behaviour must be managed and kept to a minimum. The Behaviour Traffic is used to show children what is expected of them and is followed in order to ensure consistency across the school (appendix 1)

* No corporate punishment will be given at school
* Sanctions will be amended, accordingly with children’s needs if on any plans relating to the SEND Policy

**Behaviour Modification**

**Class Management – Whole Class**

* Use of the behaviour traffic chart
* EYFS : Weather chart system, cloud, sun and star, this replicates the traffic light system in a more visual way.
* Control seating arrangements and do not let challenging children bunch together
* Lessons are most successful when there is an overall theme with clear learning objectives and success criteria which are shared with children
* Negotiate simple rules and routines with children that can help minimise disruptive behaviour
* Remind the class of these regularly
* Introduce the task with clear explanations
* Check pupils’ understanding through verbal feedback
* Vary activities
* Make it more rewarding for pupils to do the work than to avoid it
* Pace the lesson and keep it moving
* Be aware that some activities may not suit certain classroom conditions, for example, pair and group activities can rarely be done silently
* Ensure that there is a high probability of pupils achieving the proposed outcomes
* Make good use of classroom space – ensure seating arrangements are suitable for the task
* Make sure all rules and routines are clear and explicit
* Keep an attractive and tidy classroom using interesting wall displays, preferably including pupil’s work
* Make sure work is regularly marked and accompanied by verbal feedback, if necessary
* Allow time for lessons to finish in a orderly manner
* Use circle time to promote good relationships with children; they are less likely to want to let you down
* If you enjoy what you are doing, then it is likely that the children will too!

**Dealing with unwanted behaviour**

**Marking the limits of acceptable behavior**

* Have in mind the behaviour you are looking for and communicate this clearly. Make it clear which behaviours are not acceptable
* Negotiate simple rules with your class
* Know how to reward systematically the appropriate behaviour of pupils and sanction inappropriate behaviours

**Dealing with situations**

* Have strategies prepared to cope with a situation when pupils misbehave. These should be levelled (as with the behaviour traffic so that the less serious instances of misbehaviour are treated differently from the serious ones. traffic yellow cards x3 2nd red card requires a parent meeting Always be prepared to carry these out.
* Poor behaviour is often seeking negative attention – ignoring such behaviour may stop it occurring
* Early interventions are generally more effective than later ones
* Isolate pupils if necessary. A staged approach could be used i.e. ignoring, warning of isolation, then isolation for a period of time

**Playtimes/Lunchtimes**

Minor problems to be dealt with by:

* Talking to the child, discuss what happened
* Walk around holding an adult’s hand
* Moving child to another part of the playground
* Time out (sitting on bench or by wall with staff)
* Use 3 warning system followed by all staff
* Inform class teacher / Deputy at the end of play
* Deputy logging behaviour, in monthly sporadic monitoring

**Serious problems:**

* Send to Head Teacher/Deputy Head/Leadership Team

**Ongoing Concerns**

1. Is the child on the Special Needs Register?
   1. Yes. Refer to EHCP, Personal Education Plan
   2. No. Discuss with Deputy Head, parents and inform Head Teacher. Share concerns in Year Group Meeting.
2. Set up strategies with the parents

**Challenging Behaviour**

Challenging behaviour can take the form of:

* Verbal abuse
* Physical abuse
* Racial abuse
* Assault
* Defiant refusal
* Absconding
* Persistent bullying

Children exhibiting these behaviours are referred directly to the Head Teacher, Deputy Head, or a member of the Leadership Team.

Staff will record both positive and negative behaviour and enter the information into the class behaviour log.

Staff will speak to parents at home time to inform them that their child has received a 1st red card.

The Home School Agreement explains Buttercup Primary School’s responsibility and those of the Pupils, Parents/Carers and Teachers who are asked to sign the agreement, indicating that they understand and accept its contents.

Parents/Carers can help more effectively if they know what the school is trying to achieve and how they can help.

### Internal exclusion

For children who are persistently disruptive in class, at Salah or playtime an internal exclusion may be deemed necessary. This would involve a short time period of time where a pupil may complete lessons in another class or location, or where a pupil may be excluded from having playtimes with the rest of the school. Internal exclusion would be communicated to the parents in advance as this would only occur due to a situation that does not warrant previously mentioned sanctions or where the previously mentioned sanctions have been exhausted or repeatedly flouted.

**Exclusion**

Serious or continuous breaches of the known and accepted behaviour policy may result in a pupil being excluded from school. It may be necessary for the general good of the pupil to be asked to leave the school on a temporary or permanent basis.

This is a serious matter for the pupil and comes about only when something major has occurred where it seems essential that all parties concerned; the pupil, the parents and members of the school community understand the seriousness of the misdemeanor. The criteria apply to behaviour in school during school activities and on the way to and from school.

There are only two types of exclusion:

1. Fixed term exclusion: limit for fixed period exclusions has been set at 45 school days in one year.
2. Permanent exclusion

The following offences have been judged serious offences, which may, after investigation, lead to fixed term or permanent exclusion:

* Physical aggression against other pupils
* Physical aggression against staff
* Damage to property
* Intimidation of pupils
* Verbal abuse or insolence towards staff
* Disobedience or refusal to obey rules
* Smoking
* Alcohol use
* Illegal drugs or solvent abuse
* Theft
* Racial harassment
* Sexual harassment
* Actions which persistently disrupt the education of others
* Actions which put the health and safety of the school community at risk

The list of offences leading to consideration of exclusion cannot be exhaustive, though most difficulties should be accommodated by the more general rule that a pupil is behaving in a manner that is at variance with the school ethos, and the Behaviour Policy and/or posing a danger to themselves or others If exclusion is judged necessary, the length of exclusion will be decided with regard to the seriousness of the incident. A first offence of sufficient gravity may lead to permanent exclusion. As a general rule, however, a first exclusion would normally be for a number of days. A subsequent exclusion would be for a longer period

(the Education Act 1997 gives a 45-day maximum for a school year). Repeated exclusion would suggest that a pupil is not able to conform to the ethos and the Behaviour Policy of Buttercup Primary School and must give rise to the consideration of the exclusion becoming permanent.

In the case of fixed term exclusion, the pupil will only be accepted back into school when returned by the parent/carer and following discussion to ensure the future good behaviour of the pupil. Only when all parties agree, will the pupil return to class and confirmation of the agreement be sent to the Parent/Carer.

**Staff Responsibility**

Any member of staff who is aware of a breach in the Behaviour Policy likely to lead to an exclusion should report it immediately to the Head Teacher. The Head Teacher will investigate the matter thoroughly, gathering and recording available information.

**The Role of the Head Teacher**

1. The Head Teacher should ensure that all pupils, parents/carers and staff know the standards of behaviour expected.
2. The power to exclude a pupil can only be exercised by the Head Teacher who may delegate that responsibility to the Deputy Head Teacher in the Head Teacher’s absence. The Head Teacher should not exclude a pupil until in possession of all the relevant facts and supporting evidence and the pupil in question has been given an opportunity to comment.
3. The Head Teacher must inform the pupil and parents/carers immediately and a letter confirming the exclusion should be sent by first class post on the same day.
4. A copy of the letter should be sent to the Proprietor.
5. In the case of a fixed term exclusion the Head Teacher should invite the parents/carers to attend a meeting to discuss the reasons for the exclusion, even when parents/carers do not make representations.
6. Homework should be provided for any excluded pupil on fixed term exclusion. The homework should cover the time of the exclusion.
7. In the case of a permanent exclusion the Head Teacher must write a detailed report and send it with a copy of the Behaviour Policy to the parents/carers and the Proprietor.

**The Role of the Proprietors**

The Proprietorial body should review the Behaviour Policy on a regular basis.

1. The Proprietors should support the Head Teacher and staff in maintaining high standards of discipline.
2. The Proprietors needs to monitor the number of exclusions and appoint an exclusion panel of three or five members, when necessary.
3. In the case of permanent exclusions, the exclusions panel must hold a meeting within 15 school days from the date of the exclusion, to review the Head Teacher’s decision. The Parents/Carers and pupil concerned should be invited to this meeting, to which they can make written and/or oral presentation. Any written representation and all documentation from the Head Teacher must be made available to all parties before the meeting.
4. Proprietors can direct reinstatement.

**Intervention**

Details are outlined in the Physical Intervention Policy. If a child violently attacks another child or adult and does not respond to behaviour strategies, then physical restraint maybe necessary. The child should be removed from the situation as soon as possible and taken to the Head Teacher, Deputy Head or Leadership Team members. An Incident form should be filled in and the situation discussed with the Head Teacher or Deputy Head.

The Head Teacher or Deputy Head in consultation with the Inclusion Manager will work with the member of staff and parents to devise a Behaviour Plan to meet the child’s needs. This may include the involvement of other agencies – social services, psychological service etc.

**Accident Book (kept in the school office)**

This is used to record:

* Any incidents involving a child, or anyone employed in school which results in personal injury or damage to property.
* A senior member of staff fills in the accident report to send to the HSE/Riddor (where necessary)

**DDA incidents**

The school has an agreed approach to:

1. Bullying incidents (please refer to Anti-Bullying Policy)
2. Racist incidents (please refer to Race Equality and Equal Opportunities policies)

**Monitoring and Evaluation=**

The school will monitor and evaluate this policy annually in order to review its effectiveness. The policy will be promoted and implemented throughout the school.

**Appendix 1:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Formal Procedure | * Child permanently excluded * Child placed on fixed term exclusion * Child excluded for a whole day * Child excluded for half a day | * Violent behaviour towards * adults * Violent behaviour towards * other pupils Kicking/ * Scratching/ biting * Fighting * Defacing school property * Throwing large missiles e.g. * chairs * Noncompliance |
|  | Letter sent home to parents AP 4 | 2nd, Red  Meeting with Deputy Head Teacher and targets and support plan will be set with a time frame | * Stealing Bullying/racism * Non-compliance with adults repeated offence of |
| 3rd Red  Repeated offence, (if all avenues of sanctions has  been exhausted): Parent & Child Meeting with the Head Teacher –Upon noncompliance formal procedures will initiate. | Repeated offence Noncompliance |
|  | Miss playtime, time out to think & undertake indoor duty.  AP:2 | 1st Red  (If offence is repeated within the half term then commence to 2nd & 3rd red) verbal feedback given to parents during home time | * Name calling (more serious) Hiding other peoples’ belongings Lying * Refusing to co-operate/arguing Running around the classroom Swearing * Being rude to an adult Hitting * Leaving the classroom without permission |
|  |  | 1st Yellow  (If offence is repeated then commence to 2nd & 3rd Yellow  3 yellows= 1 Red in a day)  Verbal warning  (If offence is repeated then commence to 1st Yellow) | * Name calling (minor) Being rude disturbing pushing others Snatching * Drawing/writing on another child’s * work * Throwing small missiles e.g. paper/erasers * Talking when teacher is speaking |
| * Not finishing work * Not stopping when asked Not lining up correctly * Not moving around school quietly * Not joining in with your group |
| * Moving or getting up when not supposed to * Playing with friend’s hair * Chatting * Making silly noises Fidgeting * Kneeling up * Pulling Velcro on shoes Tapping with rulers / objects * Fidgeting on the chair * Shouting out |
| Green expected behaviour |  |

**Appendix 2: Reflection Sheet**

Reflection Sheet

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** |  | **Class** |  | **Date** |  |

|  |
| --- |
| **What did you do that was wrong?** |
|  |
| **Why do you think that was wrong?** |
|  |
| **What steps are you going to take in the future to ensure that this does not happen again?** |
|  |



**Appendix 3**



Buttercup Primary School

181 Cannon Street Road

London

E1 2LX

Tel: 0203 759 7408

Email: [info@buttercupprimary.co.uk](mailto:info@buttercupprimary.co.uk)

**Good News!!!**

|  |
| --- |
|  |

Dear parent/guardian of:

We are writing to let you know that your child has achieved 5 gold cards this half term.

This means that they have shown a great attitude and effort towards their learning. We are very proud of them and hope you are too!

Keep up the fantastic work!

Wa Alaikum Salaam Wa Rahmatullah

Miss Zara and Miss Shaheda

**Appendix 4: Class Letter**

Date:

Dear Parent/Carer,

I am sorry to inform you that I had problems with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(child’s name and class) behaviour today.

They were disruptive in class by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I gave them the opportunity to change their behaviour by following the behaviour traffic system in school.

Please discuss your child’s behaviour with them at home and return the slip below to acknowledge receipt of this letter.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely

Class Teacher

-------------------------------------------------------------------------------------------------------------------

BUTTERCUP PRIMARY SCHOOL – CLASS LETTER

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of child** |  | **Class** |  |

£ I have received the Behaviour Letter:

|  |  |  |  |
| --- | --- | --- | --- |
| **Signature** |  | **Date** |  |

**Appendix 5: Behaviour Letter**

Date:

Dear Parents/Carers,

I am writing to inform you that your child (child’s name and class)

1. £ Has repeatedly not followed instructions
2. £ Has repeatedly been disruptive in class
3. £ Has been rude to: an adult/ a child / children
4. £ Has been aggressive physically by
5. £ Has been aggressive verbally by

## The following action has been taken:

1. £ The matter was referred to the Deputy / Assistant / Head Teacher
2. £ They will / have missed part of their lunch / break
3. £ They will / have missed their whole lunch / break
4. £ Any other comments

Please discuss your child’s behaviour with them, sign the slip and return to school. Remember that three such letters in one term will result in Parents being called into school to discuss behaviour which may result in your child missing their breaks for a week or exclusion.

Yours sincerely

(Senior Leadership member who dealt with the incident)

-------------------------------------------------------------------------------------------------------------------

BUTTERCUP PRIMARY SCHOOL – CLASS LETTER

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of child** |  | **Class** |  |

£ I have received the Behaviour Letter:

|  |  |  |  |
| --- | --- | --- | --- |
| **Signature** |  | **Date** |  |

Buttercup Primary School

Behaviour Policy 2021 Covid-19 Addendum

At Buttercup Primary School we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. It is to be used in conjunction with, and read alongside, the Behaviour Policy, Anti-Bullying Policy, E-Safety Policy and Peer-on-Peer Abuse Policy. These adjustments are set out below:

**Arrivals, Departures and Moving round the school.**

Children will enter school through their designated front entrance at the agreed time. Children will enter into the school building without their parent/carer and will go straight to their designated classroom keeping a 1–2-meter distance from any other individual as outlined on the maps sent to parents/carers. There will be markers on the floors to support children with social distancing.

At their designated home time, children from each year group / bubble will leave the building from their designated exit. They will leave one at a time when their parent has come to collect them, again keeping their distance using the markers on the floors as a guide.

Movement around the school will be limited. Children will follow an adult from their class for dismissal at home time.

Children will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus by raising their hand.

Children must have a responsibility for their own equipment e.g. water bottles and ensure that these are not shared with other pupils.

**Hand washing and Hygiene**

Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands /use antibacterial gel before entering school. We ask children to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school.

Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).

**Social Distancing**

Children who are old enough will be expected to socially distance from their peers and adults in school at all times. Pupils in EYFS, Y1 and Y6 will have their own table with chairs spaced 1-2 m apart. When children enter their classroom, they will be expected to go straight to their table and nowhere else in the room. Children will put their hand up if they need an adult’s support, they will not get out of their seats.

Teachers will ensure that pupils, wherever possible, adhere to social distancing measures. Where older pupils are not complying, the usual disciplinary procedures and sanctions will be used (see below).

We understand socially distancing may be more difficult for younger children, they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

**Toilets**

Each class will have their own toilets to use. These will be sign posted. Children will be supervised and encouraged to use the toilets one at a time (this may not always be possible with reception children). When a child has finished in the toilet, they must wash their hands.

**Break times**

Children will have a designated place to play during break times. Children will be expected to remain socially distant from both peers and adults during play and break times. Children must stay in their designated area at all times.

**Rewards**

The house point system will not be in use during Covid-19. Children instead will be given stickers as rewards. Teachers and Teaching Assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible. Walking through school to show their work to the Head Teacher or other adult for acknowledgement and praise during this time will not be permitted, however, SLT will be holding a class celebration assembly each week for Head teacher’s Award and Star of the Week awards.

**Behaviour in school**

If a child’s behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their pods or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

* Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
* Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil’s parent/carer.
* If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance.

**Pupils with Special Educational Needs**

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience, e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual, this may include

* Anxiety; lack of confidence
* Challenging behaviour; fight or flight response
* Anger; shouting, crying
* Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need, and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use ***reasonable endeavours*** to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary, school will seek external support from other agencies such as Educational Psychologists or Early Help.

**Pupil’s working from home.**

If interacting with other pupils or staff online e.g., email, students should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not ‘friends’ with, or peers to, pupils.

Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via email, or any other platform will be taken very seriously. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.



Buttercup Primary School

Personal, Social and Health Education

Policy including EYFS

Compiled by: Zahina Faruque Reviewed by: Rena Begum

Reviewed on: 01st March 2022 Date of next view: 01st March 2023

At Buttercup Primary School, Personal, Social and Health Education (PSHE) and Citizenship enables our children to become healthy, independent and responsible members of society. Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. They learn how society is organised and governed and experience the process of democracy in school through the school council. We provide opportunities for them to learn about rights and responsibilities and appreciate what it means to be a positive member of a diverse society.

**Aims**

* To develop pupils’ self-esteem and a sense of personal responsibility.
* To promote self-respect, respect for others and celebrate diversity.
* To equip pupils to live safe, healthy lives.
* To encourage pupils to contribute to school life and be an active, responsible member of the wider community.
* To foster positive attitudes towards the principles of sustainable development and global citizenship.
* To prepare pupils for the challenges, choices and responsibilities of work and adult life*.*
* To work with other schools to share good practice in order to improve this policy

**Teaching and Learning**

At Buttercup, we ensure that all pupils are treated with respect and, in turn, are respectful of others. The school The school has devised its own scheme of work using the PSHE Association audit tool to plan for PSHE lessons. Relationship education has also been incorporated within the scheme of work to provide relevant and statutory teaching that will enable children to gain knowledge so that they are able to manage themselves and understand risks. Assemblies and Circle times provide beneficial opportunities for the children at Buttercup to develop personally, socially and emotionally. It is fair to say that PSHE in Buttercup Primary School is taught across the board and is embedded within the school life. Health and happiness of our pupils is of paramount importance.

We have shaped our current PSHE program to make it relevant to the children and the local community e.g., dealing with the economic deprivation and domestic violence. Teachers have the flexibility to deliver PSHE cross curricular within the school community life and curriculum. We also have weekly PSHE lessons where teachers have to follow the scheme of work devised by the senior leaders.

The Education for Social Responsibility (ESR) scheme of work compliments the PSHE curriculum. This gives children the skills they need to look after the planet and its people. ESR is a primary citizenship and environmentalism curriculum for Ks1 and 2. It prepares children for the future with experiences that will give them the skills to care for the world they will inherit.

The subject leader continuously monitors and evaluates the PSHE curriculum to ensure that high standards are delivered and all areas are covered.

Buttercup Primary School PSHE framework is available to support them in this significant aspect of education.

**Monitoring and Evaluation**

PSHE assessments are informal, continuous and ongoing and is tracked throughout the school curriculum. They identify the needs of individual and groups of pupils. These assessments happen incidentally during classroom activities, community and national news that take place and informs the planning of future activities. It is compulsory in the school for children to experience watching Newsround everyday so that they are aware of local and national and international news.

**Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not priorities or disadvantage any pupil and it helps to promote equality at this school.

**Monitoring the Effectiveness of the Policy**

When the need arises the effectiveness of this policy will be reviewed by the coordinator, the Headteacher and the necessary recommendations for improvement will be made to the Proprietor. The subject leader will work on the PSHE Association audit tool to ensure that topics that are relevant and must be taught in the school are being met. This will be reviewed annually.

**Linked Policies**

|  |  |  |  |
| --- | --- | --- | --- |
| * Health & Safety * Mental health | * Foundation | * SMSC policy |  |

**Initial Equality Impact Assessment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Policy Title** | **The aim(s) of this policy** | **Existing policy (ü)** | **New/Proposed Policy (ü)** | **Updated Policy (ü)** |
| **PSHE** | To outline the aims, content, and delivery of the curriculum for PE which is used throughout the whole school. |  |  | **ü** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **This policy affects or is likely to affect the following members of the school community (ü)** | | | | **Pupils** | | | | **School Personnel** | | | | | | **Parents/carers** | | | | | **Proprietor** | | | **School Volunteers** | | | | | | **School Visitors** | | | | | **Wider School Community** | | | |
| **ü** | | | |  | | | | | |  | | | | |  | | |  | | | | | |  | | | | |  | | | |
| **Question** | | **Equality Groups** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Conclusion** | |
| **Does or could this policy have a negative impact on any of the following?** | | **Age** | | | | **Disability** | | | | **Gender** | | | | | **Gender identity** | | | **Pregnancy or maternity** | | | | | **Race** | | | | **Religion or belief** | | | | **Sexual orientation** | | | | **Undertake a full EIA if the answer is ‘yes’ or ‘not sure’** | |
| **Y** | **N** | | **NS** | **Y** | **N** | | **NS** | **Y** | | **N** | **NS** | | **Y** | **N** | **NS** | **Y** | | **N** | **NS** | | **Y** | **N** | | **NS** | **Y** | | **N** | **NS** | **Y** | **N** | | **NS** | **Yes** | **No** |
|  | **ü** | |  |  | **ü** | |  |  | | **ü** |  | |  | **ü** |  |  | | **ü** |  | |  | **ü** | |  |  | | **ü** |  |  | **ü** | |  |  | **ü** |
| **Does or could this policy help promote equality for any of the following?** | | **Age** | | | | **Disability** | | | | **Gender** | | | | | **Gender identity** | | | **Pregnancy or maternity** | | | | | **Race** | | | | **Religion or belief** | | | | **Sexual orientation** | | | | **Undertake a full EIA if the answer is ‘no’ or ‘not sure’** | |
| **Y** | **N** | | **NS** | **Y** | **N** | | **NS** | **Y** | | **N** | **NS** | | **Y** | **N** | **NS** | **Y** | | **N** | **NS** | | **Y** | **N** | | **NS** | **Y** | | **N** | **NS** | **Y** | **N** | | **NS** | **Yes** | **No** |
| **ü** |  | |  | **ü** |  | |  | **ü** | |  |  | | **ü** |  |  | **ü** | |  |  | | **ü** |  | |  | **ü** | |  |  | **ü** |  | |  | ü |  |
| **Does data collected from the equality groups have a positive impact on this policy?** | | **Age** | | | | **Disability** | | | | **Gender** | | | | | **Gender identity** | | | **Pregnancy or maternity** | | | | | **Race** | | | | **Religion or belief** | | | | **Sexual orientation** | | | | **Undertake a full EIA if the answer is ‘no’ or ‘not sure’** | |
| **Y** | **N** | | **NS** | **Y** | **N** | | **NS** | **Y** | | **N** | **NS** | | **Y** | **N** | **NS** | **Y** | | **N** | **NS** | | **Y** | **N** | | **NS** | **Y** | | **N** | **NS** | **Y** | **N** | | **NS** | **Yes** | **No** |
| **ü** |  | |  | **ü** |  | |  | **ü** | |  |  | | **ü** |  |  | **ü** | |  |  | | **ü** |  | |  | **ü** | |  |  | **ü** |  | |  | ü |  |
| **Conclusion** | **We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Preliminary EIA completed by** | | | | | | | | | | | **Date** | | | **Preliminary EIA approved by** | | | | | | | | | | | **Date** | | | | | | | | | | | |
| **R begum** | | | | | | | | | | | **01st March 2022** | | | **Nadeem Rehman** | | | | | | | | | | | **01st March 2022** | | | | | | | | | | | |



Development of Emotional Intelligence: Standards and Indicators

* Students will acquire the knowledge attitudes and interpersonal skills to help them understand and respect self.
* Students will make decisions, set goals and take necessary action to achieve goals.
* Student will understand safety and survival skills

Note : To be used in conjunction with Purification of the heart, PHSE 2020 Framework and the schools Tarbiyah/Nurturing policy document

Teachers to derive Learning objectives using framework strands may cross reference other areas of the school curriculum; eg : Mental Health, Islamic studies, English , Science, Arabic/Quran studies.

**Programme of study 6 units:**

|  |  |  |
| --- | --- | --- |
| **Autumn 1: Feelings** | **Spring 1: Making decisions** | **Summer1: Relationships** |

**Autumn 1 Cycle A/B**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Components** | **Quran and Sunnah** | **Indicators** | **Objective:** | **Practice** |
| **Self Awareness** | **Feelings**  **Verily, Allâh will not change the (good) condition of a people as long as they do not change their state (of goodness) themselves (by committing sins and by being ungrateful and disobedient to Allâh). (Ar Rad)**  **Hadith:** Narrated by Anas bin Malik.  A man was with the messenger saw, when a man passed by, the former said: O messenger of Allah! I love this man, Allah’s messenger asked, “Have you informed him?” He said “No” Allah’s messenger then said “Tell him that you love him” so he went up to the man and said to him” “I love you for the sake of Allah” and the other man replied back “ May Allah ,for whose sake you love me , love you”. | **Feelings**   * Identify and express feelings and emotions * learn how to make and keep friends * Know which emotions they are feeling and why * Know the verses from the Quran and sunnah that support the children’s self-awareness | **FOUNDATION/ KS1**  Feelings   * Happy/ love * Sad * Anger | * Knowledge of Safeguarding Officers in school * Worry box as a system in place for communication and support |
| **Making Decisions**  **Hadith**  Narrated Abu Sayed Al Khudri “Whosoever of you sees an evil, let him change it with his hand; and if he is not able to do so, then [let him change it] with his tongue; and if he is not able to do so, then with his heart and that is the weakest of faith.”  [Reported by Muslim] | **Making Decisions**   * Identify right and wrong (Halal/Haram) * learn how to make the correct decision in different situations * Understand that Allah sees all and hears all * Know the verses from the Quran and sunnah that support the children’s self-awareness | **Making Decisions**   * Recognising situations which involves a decision.   Identify some decisions which a person could make, and who could help them (Drama)   * Describe how some decisions we make can be influenced by other people |  |
| **Relationship**  **Surah Imran**: And when you have decided, then rely upon Allah. Indeed, Allah loves those who rely [upon Him]. (3:159)  **Hadith**:  “The one who severs the ties with the relatives will not be among the first to enter Paradise.  (Al-Bukhari) | **Relationship**  Identify different family structure e.g.  Single parent, divorced, foster, adoption, 2 mums/ 2 dads   * Identify people who are special to us | **Relationship**  Encouraging pupils to reflect on special people in their own lives and helping them to:   * recognise the different ways family and friends care for each other. * manage relationships positively in times of change. * Recognise that families come in different forms | * FBV rule of law * Behaviour policy * Court / police * PC |
| **Self Management** | **Feelings:**  **Hadith:** Narrated Abu Huraira, Muhammad said "The strong is not the one who overcomes the people by his strength, but the strong is the one who controls himself while in anger" Sahih al-Bukhari  **Hadith:** Narrated byAbu Hurayrah (may Allah be pleased with him) A man came to the Prophet (may Allah's peace and blessings be upon him) and said: "Advise me." He replied: "Do not get angry." The man repeated that several times and every time he replied: "Do not get angry.  **Making decision:**  **Name of Allah :** Sameer Al Baseer | **Feelings**   * Understand the need of self-control and how to practice it * Identify personal strength and assets * Learn techniques for managing strength and Conflict * Manage their impulsive feelings and distressing emotions * Know the verses from the Quran and sunnah that support the children’s self-management   **Making decisions**   * **I**dentify Allah as unseen * Accountability * Iman :Muslim , Mumin , Muhsin * Tafseer of Al Fatiha (map / sat nav ) * Life as a test (reward/sin)   **Relationship** | **Feelings**   * To be able to manage feelings and emotions | Parental engagement with school to work with behaviour policy – listening to their children.  Parent workshop to be organised.   * Tarbiyah doc * PowerPoint on framework   FBV: Rule of law  Protected characteristics  Respect  Spiritual |
| **Empathy** | **Hadith:** Narrated by the messenger (saw)  No one is a true believer unless he desires for his brother that, what he desires for himself. (Bukhari)  **Hadith**: Qays ibn Sa’d reported: A funeral passed by the Messenger of Allah, peace and blessings be upon him, and he stood up. It was said to him, “It is a Jew.” The Prophet said, “**Was he not a soul?”** | * Recognise, accept and appreciate individual differences. * Show sensitivity and understands other perspectives. * Helping others; based on other people's needs and feelings. **(F, R, M)** * Know the verses from the Quran and sunnah that support the children’s Empathy. **(F, R, M)** | * To show sensitivity and understand other perspectives.   **(F, R, M)** | SMSC |
| **Social Awareness** | **Hadith**: Narrated by; Al-Nu’man ibn Bashir .  The Messenger of Allah, peace and blessings be upon him, said, “**The parable of the believers in their affection, mercy, and compassion for each other is that of a body. When any limb aches, the whole body reacts with sleeplessness and fever.”**  **Quran:** Hujarat v 13:  O mankind, indeed, We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted. | * Recognise accept and appreciate ethnic and cultural diversity * recognize and respect differences in various family configurations * Demonstrate a respect and appreciation for individual and cultural differences. * Know the verses from the Quran and sunnah that support the children’s Social Awareness   **(F, R, M)** | * Children to be able to implement * and practise skills learnt outside their own environment and scenarios.   **(F, R, M)** | * Childline * NSPCC * Litter picking * SMSC |

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| --- | --- | --- | --- | --- | --- |
| **EYFS – Nursery / Reception**  **UNIT: Feelings**   * Identifying and talking about feelings * Understanding how feelings affect behaviours * Strategies to manage feelings * The link between mental and physical health | | | | | |
| Key Vocabulary/Questions/Resources: **Hadith, Definition, Compilation, Qudsi, : Key vocabulary : Emotion** | | | | | |
| **Week** | **Learning**  **Objective** | **Previous Lesson Recap** | **Teacher Led/Focus Groups and Independent**  **Differentiated Objectives/Activities** | **Plenary** | **COMPLIANCE LINKS**  **SMSC / Protective Characteristics / Fundamental British Values** |
| **1/2** |  |  | Settling In |  |  |
| **3/ 4** | To recognise and describe different feelings | Recap and re visit previous learnings from EYFS | Allah created people with the ability to feel different emotions  EYFS   * Stories that focus on an emotion e.g. sad/happy – * Make a word wall of feelings vocabulary. * Statue game – move round to nasheed– on stop call out an emotion word – freeze with that expression. * Paper plates – draw sad face on one side – happy on the other use as masks and talk about how everyone has these feelings. * Draw and paint different emotions. Use colours to express feelings. * Make a class book of feeling pictures and vocabulary. * focus on other words to describe anger e.g. cross, frustrated, mad irritated, upset annoyed | To understand everyone has similar emotions / feeling as them and to be able to  No one is a true believer unless he desires for his brother that, what he desires for himself. (Bukhari)  **Hadith**: Qays ibn Sa’d reported: A funeral passed by the Messenger of Allah, peace and blessings be upon him, and he stood up. It was said to him, “It is a Jew.” The Prophet said, “Was he not a soul**?”** | FBV: Individual liberty, Mutual tolerance and respect |
| **5** | To explain how different feeling can affect behaviour | Recap and re visit previous learnings from week 1 /2 |  |  |  |
| **6** | To recognise who to go to for support |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **KS1 – Year 1-2**  **UNIT: Feelings**   * Identifying and talking about feelings * Understanding how feelings affect behaviours * Strategies to manage feelings * The link between mental and physical health | | | | | |
| Key Vocabulary/Questions/Resources: **Hadith, Definition, Compilation, Qudsi, : Key vocabulary : Emotion** | | | | | |
| **Week** | **Learning**  **Objective** | **Previous Lesson Recap** | **Teacher Led/Focus Groups and Independent**  **Differentiated Objectives/Activities** | **Plenary** | **COMPLIANCE LINKS**  **SMSC / Protective Characteristics / Fundamental British Values** |
| **1** | To recognise and describe different feelings | Recap and re visit previous learnings from EYFS | Allah created people with the ability to feel different emotions   * Circle time and discussion on naming and expressing feelings. * Photographs of people who look angry, happy and kind. * Paired work to explore body language. Talk about how we recognise how others are feeling from their body language. * Photographs of people showing different emotions. * Role-play different situations to express feelings. * Pass the glasses on‘– what does this look like through different eyes. * makes me the same as you? What makes us different? How does it feel to be different? * Use masks – how does this face feel? * focus on other words to describe anger e.g. cross, frustrated, mad irritated, upset annoyed | To understand that people have similar emotions and feeling as them. To be able to label and recognise them.  No one is a true believer unless he desires for his brother that, what he desires for himself. (Bukhari)  Break down into child friendly language, and understanding Eg: who has a favourite toy? Will you share it or give it to someone you don’t know?  **Hadith**:  Qays ibn Sa’d reported: A funeral passed by the Messenger of Allah, peace and blessings be upon him, and he stood up. It was said to him, “He is a Jew.” The Prophet said, “Was he not a soul**?”** | **FBV:** Individual liberty, Mutual tolerance and respect  **SMSC:** Spirituality  Moral  Mental health |
| **2** | To explain how different feeling can affect behaviour | Recap and re-visit previous learnings from LKS2 | Allah wants to meet you with your good deeds |  |  |
| **3/4** | To be able to manage our negative feelings and actions | Allah wants to meet you with your good deeds | Circle Time rounds to include:   * I feel angry when…. * I feel happy when….   Pupils identify some of the things that someone can do to help them when they have a big feeling, and some of the things that they shouldn’t do:   * For example: * Do talk about it * Do something to help you calm down * Do remember that feelings can change * Don’t hurt yourself * Don’t hurt others * Don’t hurt things or property | Introduce ways of calming down: Breathing techniques.  (Dhikr)  Saying “Astugfirullah”  Sitting, lying down, wudu  **Hadith:**  Narrated Abu Huraira, Muhammad said "The strong is not the one who overcomes the people by his strength, but the strong is the one who controls himself while in anger" Sahih al-Bukhari  **Note:** to be broken down and explained that anger is one emotion that is to be used as the last resort  **Hadith:**  Narrated byAbu Hurairah (may Allah be pleased with him) A man came to the Prophet (may Allah's peace and blessings be upon him) and said: "Advise me." He replied: "Do not get angry." The man repeated that several times and every time he replied: "Do not get angry.  To be able to share as a good act in order to please Allah and establishing acts of kindness | **FBV:** Individual liberty, Mutual tolerance and respect  **Key emotions:** Anger, happy, sad, unhappy, upset, |
| **5** | To recognise who to go to for support |  | Worry box  Introduce Safeguarding  Teacher available to talk | Allah tells us to look after ourselves e.g. sleep, eating healthy food etc...and when you need help you must ask for it. | **CP** |
| **6** | To be able to show empathy | Recap hadith of funeral procession | To recognise feelings from scenarios and give advice. | Never win people arguments, rather defeat them with your smile. Smiling is the best reaction in all situations. | **SMSC:** Social |

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| **LKS2 – Year 3-4**  **UNIT: Feelings**   * Identifying and talking about feelings * Understanding how feelings affect behaviours * Strategies to manage feelings * The link between mental and physical health | | | | | |
| Key Vocabulary/Questions/Resources: **Hadith, Definition, Compilation, Qudsi, : Key vocabulary : Emotion** | | | | | |
| **Week** | **Learning**  **Objective** | **Previous Lesson Recap** | **Teacher Led/Focus Groups and Independent**  **Differentiated Objectives/Activities** | **Plenary** | **COMPLIANCE LINKS**  **SMSC / Protective Characteristics / Fundamental British Values** |
| **1/2** | To recognize and describe different feelings  Developing the language of feelings  To be empathetic  **Communicating our feelings:**  recognising feelings  naming feelings  describing feelings | Recap and re visit previous learnings from KS1  **Continue to develop their vocabulary for feelings and their understanding of the ways in which feelings are expressed**  **become better able to describe their own feelings and those of others** | Allah created people with the ability to feel different emotions  Watch both videos and discuss in pairs /groups the emotions felt by Sufi and his mother:  NOTE: use stories as a distancing technique if subject matter is of a sensitive nature  Video 1: Loving Orphans <https://web.microsoftstream.com/video/73544548-8fb5-4480-a128-8897ba409ffc>  Video 2: Orphans P2   * <https://web.microsoftstream.com/video/7b781abe-8fc3-4eb7-a371-a2946184650d> * Talk about how we show sympathy and compassion for others. What does it feel like inside? Talk about helping others in need – what does it feel like when we see other children less fortunate than ourselves? * Talk about what it means to love yourself and others – what type of love is this? Use pictures of friends and siblings showing affection to each other. Use pictures, newspaper stories of poverty hunger and tragedy. How can we use these feelings in a positive way when thinking about our older relatives and neighbours? | To understand everyone has feelings  No one is a true believer unless he desires for his brother that, what he desires for himself. (Bukhari)  **Hadith**  Qays ibn Sa’d reported: A funeral passed by the Messenger of Allah, peace and blessings be upon him, and he stood up. It was said to him, “It is a Jew.” The Prophet said, “Was he not a soul**?”** | **FBV:** Individual liberty, Mutual tolerance and respect |
| **3** | To explain how different feeling can affect behaviour | Recap and re vist previous learnings from LKS2 | Allah wants to meet you with your good deeds |  |  |
| **4** | To be able to manage our negative feelings and actions | Allah wants to meet you with your good deeds | * when I am included… * when I am left out…. * Talk about which colours come to mind when we feel angry or cross. What other words can we use to express our strong feelings? * Making and breaking friends. * What is the difference between hurting my knee and hurting my feelings? * Discuss the difference between bullying and teasing. Do we all use the same language when referring to bullying? Use stories about bullying and talk about the characters. Who can I ask for help? What do I say? Discuss school procedure for bullying. | Introduce ways of calming down: Breathing techniques.  (Dhikr)  Saying “Astugfirullah”  Sitting, lying down, wudu  **Hadith:** Narrated Abu Huraira, Muhammad said "The strong is not the one who overcomes the people by his strength, but the strong is the one who controls himself while in anger" Sahih al-Bukhari  **Hadith:** Narrated byAbu Hurayrah (may Allah be pleased with him) A man came to the Prophet (may Allah's peace and blessings be upon him) and said: "Advise me." He replied: "Do not get angry." The man repeated that several times and every time he replied: "Do not get angry.  To be able to share as a good act in order to please Allah and establishing acts of kindness | FBV: Individual liberty, Mutual tolerance and respect  Key emotions : Anger, happy,sad , unhappy, upset, |
| **5/6** | **To recognise other emotions - Purification of the heart)** |  | Showing off  Miserliness |  |  |
|  |  |  | Gratitude  Patience |  |  |

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| **UKS2 – Year 5-6**  **UNIT: Feelings**   * Identifying and talking about feelings * Understanding how feelings affect behaviours * Strategies to manage feelings * The link between mental and physical health | | | | | |
| Key Vocabulary/Questions/Resources: **Hadith, Definition, Compilation, Qudsi, : Key vocabulary : Emotion** | | | | | |
| **Week** | **Learning**  **Objective** | **Previous Lesson Recap** | **Teacher Led/Focus Groups and Independent**  **Differentiated Objectives/Activities** | **Plenary** | **COMPLIANCE LINKS**  **SMSC / Protective Characteristics / Fundamental British Values** |
| **1** | To recognize and describe different feelings  **Communicating our feelings:**  recognising feelings  naming feelings  describing feelings | UKS2 (5/6)  Recap and re visit previous learning from LKS2 | Allah created people with the ability to feel different emotions  UKS2 (5/6)   * Circle time activities to explore the language of feelings. * Practise in pairs body language – verbal and non verbal signals. * Explore Strong Feelings – dealing with loss; bereavement; divorce; friendship; love. Use sufi video * Talk about what it means to be ‘comfortable in ones own skin’ and ' feeling OK with self'. * Talk about being on your own - how is this different from feeling isolated? What does isolation feel like? Draw pictures to represent isolation. How do we recognise when someone is being left out and ignored? What body language is being shown? What can we do to include others? | To understand that everyone has similar emotions feeling as themable to  No one is a true believer unless he desires for his brother that, what he desires for himself. (Bukhari)  **Hadith**: Qays ibn Sa’d reported: A funeral passed by the Messenger of Allah, peace and blessings be upon him, and he stood up. It was said to him, “He is a Jew.” The Prophet said, “Was he not a soul**?”**   * recognise as they approach puberty that emotions change * be aware of different types of relationship * see other people’s point of view * talk about their feelings using appropriate language | FBV: Individual liberty, Mutual tolerance and respect |
| **2** | To explain how different feeling can affect behaviour | Recap and re visit previous learnings from LKS2 | Allah wants to meet you with your good deeds |  |  |
| **3** | To be able to manage our negative feelings and actions | Allah wants to meet you with your good deeds | UKS2 Watch or listen together Story surah Kahf  man with 2 gardens, the blind leper, bald hadith  Video: <https://web.microsoftstream.com/video/e566df28-a3d0-4ed1-9d7a-496c95664de9>  Read and extract from Purification of the Heart   * Greed | Introduce ways of calming down: Breathing techniques.  (Dhikr)  Saying “Astugfirullah”  Sitting, lying down, wudu  **Hadith:** Narrated Abu Huraira, Muhammad said "The strong is not the one who overcomes the people by his strength, but the strong is the one who controls himself while in anger" Sahih al-Bukhari  **Hadith:** Narrated byAbu Hurayrah (may Allah be pleased with him) A man came to the Prophet (may Allah's peace and blessings be upon him) and said: "Advise me." He replied: "Do not get angry." The man repeated that several times and every time he replied: "Do not get angry.  To be able to share as a good act in order to please Allah and establishing acts of kindness | FBV: Individual liberty, Mutual tolerance and respect  Key emotions: Anger, happy, sad, unhappy, upset, |
| **4** | **To recognise other emotions (Purification of the heart)** |  | Showing off  Miserliness |  |  |
| **5** | **To recognise other emotions (- Purification of the heart)** |  | Gratitude  Patience |  |  |
| **6** | **To be able to show empathy** |  | To recognise feelings and emotions and give advice. |  |  |



Development of Emotional Intelligence: Standards and Indicators

* Students will acquire the knowledge attitudes and interpersonal skills to help them understand and respect self.
* Students will make decisions, set goals and take necessary action to achieve goals.
* Student will understand safety and survival skills

Note : To be used in conjunction with Purification of the heart, PHSE 2020 Framework and the schools Tarbiyah/Nurturing policy document

Teachers to derive Learning objectives using framework strands may cross reference other areas of the school curriculum; eg : Mental Health, Islamic studies, English , Science, Arabic/Quran studies.

**Programme of study 6 units:**

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| **Autumn 1: Feelings** | **Spring 1: Making decisions** | **Summer1: Relationships** |

**Autumn 1 Cycle A/B**

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| **Components** | **Quran and Sunnah** | **Indicators** | **Objective:** | **Practice** |
| **Self Awareness** | **Feelings**  **Verily, Allâh will not change the (good) condition of a people as long as they do not change their state (of goodness) themselves (by committing sins and by being ungrateful and disobedient to Allâh). (Ar Rad)**  **Hadith:** Narrated by Anas bin Malik.  A man was with the messenger saw, when a man passed by, the former said: O messenger of Allah! I love this man, Allah’s messenger asked “Have you informed him?” He said “No” Allah’s messenger then said “Tell him that you love him” so he went up to the man and said to him” “I love you for the sake of Allah” and the other man replied back “ May Allah ,for whose sake you love me , love you”. | **Feelings**   * Identify and express feelings and emotions * learn how to make and keep friends * Know which emotions they are feeling and why * Know the verses from the Quran and sunnah that support the children’s self-awareness | **FOUNDATION/ KS1**  Feelings   * Happy/ love * Sad * Anger | * Knowledge of Safeguarding Officers in school * Worry box as a system in place for communication and support |
| **Making Decisions**  **Hadith**  Narrated Abu Sayed Al Khudri “Whosoever of you sees an evil, let him change it with his hand; and if he is not able to do so, then [let him change it] with his tongue; and if he is not able to do so, then with his heart and that is the weakest of faith.”  [Reported by Muslim] | **Making Decisions**   * Identify right and wrong (Halal/Haram) * learn how to make the correct decision in different situations * Understand that Allah sees all and hears all * Know the verses from the Quran and sunnah that support the children’s self-awareness | **Making Decisions**   * Recognising situations which involves a decision.   Identify some decisions which a person could make, and who could help them (Drama)   * Describe how some decisions we make can be influenced by other people |  |
| **Relationship**  **Surah Imran**: And when you have decided, then rely upon Allah. Indeed, Allah loves those who rely [upon Him]. (3:159)  **Hadith**:  “The one who severs the ties with the relatives will not be among the first to enter Paradise.  (Al-Bukhari) | **Relationship**  Identify different family structure e.g.  Single parent, divorced, foster, adoption, 2 mums/ 2 dads | **Relationship**  Encouraging pupils to reflect on special people in their own lives and helping them to:   * recognise the different ways family and friends care for each other. * manage relationships positively in times of change. * Recognise that families come in different forms | * FBV rule of law * Behaviour policy * Court / police |
| **Self Management** | **Feelings:**  **Hadith:** Narrated Abu Huraira, Muhammad said "The strong is not the one who overcomes the people by his strength, but the strong is the one who controls himself while in anger" Sahih al-Bukhari  **Hadith:** Narrated byAbu Hurayrah (may Allah be pleased with him) A man came to the Prophet (may Allah's peace and blessings be upon him) and said: "Advise me." He replied: "Do not get angry." The man repeated that several times and every time he replied: "Do not get angry.  **Making decision:**  **Name of Allah :** Sameer Al Baseer  Mulk ayah 2  Shams ayah 11  Hadith badawi  Hadith muslim on removing evil | **Feelings**   * Understand the need of self-control and how to practice it * Identify personal strength and assets * Learn techniques for managing strength and Conflict * Manage their impulsive feelings and distressing emotions * Know the verses from the Quran and sunnah that support the children’s self-management   **Making decisions**   * **I**dentify Allah as unseen * Accountability * Iman :Muslim , Mumin , Muhsin * Tafseer of Al Fatiha (map / sat nav ) * Life as a test (reward/sin)   **Relationship** | **Feelings**   * To be able to manage feelings and emotions | Parental engagement with school to work with behaviour policy – listening to their children.  Parent workshop to be organised.   * Tarbiyah doc * PowerPoint on framework   FBV: Rule of law  Protected characteristics  Respect  Spiritual |
| **Empathy** | **Hadith:** Narrated by the messenger (saw)  No one is a true believer unless he desires for his brother that, what he desires for himself. (Bukhari)  **Hadith**: Qays ibn Sa’d reported: A funeral passed by the Messenger of Allah, peace and blessings be upon him, and he stood up. It was said to him, “It is a Jew.” The Prophet said, “**Was he not a soul?”** | * Recognise, accept and appreciate individual differences. * Show sensitivity and understands other perspectives. * Helping others; based on other people's needs and feelings. **(F, R, M)** * Know the verses from the Quran and sunnah that support the children’s Empathy. **(F, R, M)** | * To show sensitivity and understand other perspectives.   **(F, R, M)** | SMSC |
| **Social Awareness** | **Hadith**: Narrated by; Al-Nu’man ibn Bashir .  The Messenger of Allah, peace and blessings be upon him, said, “**The parable of the believers in their affection, mercy, and compassion for each other is that of a body. When any limb aches, the whole body reacts with sleeplessness and fever.”**  **Quran:** Hujarat v 13:  O mankind, indeed, We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted. | * Recognise accept and appreciate ethnic and cultural diversity * recognize and respect differences in various family configurations * Demonstrate a respect and appreciation for individual and cultural differences. * Know the verses from the Quran and sunnah that support the children’s Social Awareness   **(F, R, M)** | * Children to be able to implement * and practise skills learnt outside their own environment and scenarios.   **(F, R, M)** | * Childline * NSPCC * Litter picking * SMSC |

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| **EYFS – Nursery / Reception**  **UNIT: Making Decisions** | | | | | |
| Key Vocabulary/Questions/Resources: **Hadith, Quran: halal haram (right / wrong) Name of Allah sameer baserr** | | | | | |
| **Week** | **Learning**  **Objective** | **Previous Lesson Recap** | **Teacher Led/Focus Groups and Independent**  **Differentiated Objectives/Activities** | **Plenary** | **COMPLIANCE LINKS**  **SMSC / Protective Characteristics / Fundamental British Values** |
| **1/2** | * To Identify Allah as the unseen * The one who has control of everything * Reward for being good * Tafseer al fatiha |  | Video 1: Allah made everything- Nasheed  <https://web.microsoftstream.com/video/54efd191-2cee-48ff-af27-beda28d42bc5>  Video 2:I love Allaah - Nasheed  <https://web.microsoftstream.com/video/0ef83f6c-60c9-4c61-be54-93275d33c072> |  |  |
| **3/ 4** | * To consolidate the school behaviour policy * To be able to make the right choices |  | All seeing and all hearing Sameer al Baseer | Reward and **sanctions** and **Jannah points** reinforced |  |
| **5** | Reinforce tawhid building |  | Story time/ surah |  |  |
| **6** | Reinforce tawhid building |  | Story time/ surah |  |  |

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| **KS1 – Year 1-2**  **UNIT: Making Decisions** | | | | | |
| Key Vocabulary/Questions/Resources: **Hadith, Definition, Compilation, Qudsi, : Key vocabulary:** | | | | | |
| **Week** | **Learning**  **Objective** | **Previous Lesson Recap** | **Teacher Led/Focus Groups and Independent**  **Differentiated Objectives/Activities** | **Plenary** | **COMPLIANCE LINKS**  **SMSC / Protective Characteristics / Fundamental British Values** |
| **1/2** | * To Identify Allah as the unseen * To understand consequences of any actions |  | **Week 1**: Re introduce (Prior learning from EYFS) and recite out loud Surah Al Fatiha- in Arabic with children  Read out a fairly simple translation  Get children to read translations. (please edit a child friendly version of the synopsis of the surah.  Talking partners to discuss why certain emotions of Allah were mentioned in describing the two paths.   * which path is the right path and why? * (Blooms taxonomy)   **Week 2**: Recap on week 1. Teacher to act out a scenario where they are tempted to take some sweets that do not belong to them. Children to give advantages and disadvantages of taking the sweets. Create a table with notes from the children. Ask children which answer they would choose and why. Practise different scenarios and collect advantages and disadvantages.  Activity- give children different real- life scenarios where they may have to make decisions by looking at the advantages and disadvantages. Stick scenario in book and draw a table with advantages and disadvantages. Children share their thoughts.  Which one will you choose? | Laysa Kamithlihi Shay'un Wa Huwa As-Samī`u Al-Başīru Surah Shams ayah 11  Reward of only seeing Allah in Jannah  Wa Huwa ma^akum aynama kuntum – Hadid aya 4- Allah is with you wherever you may be -   * Behaviour changes in front of those you see eg... Policeman, teacher, Headteacher, traffic light * Behaviour when no one sees you * Explain life after: Life is a test / race …. comparable to a big game and the winner will receive a prize / trophy | SMSC: spiritual, moral  FBV: Rule of law  English oracy speaking skills, drama,) |
| **3** | * To recognise all actions carries weight (good/ bad) * To Identify all actions are recorded | Recap the previous lesson on the 2 different paths. | Did you know that if you have a good intention when making a decision you will be rewarded even more. Even if you are thinking of doing wrong but you decide not to do it, you will be rewarded by Allah. Children to share experiences of when they stop themselves from doing wrong.  **Circle time activity**- have 4 bags in the middle of the circle of different weight. | * Imam Nawai hadith: intentions * Who Kiramun katibun are (angels) recording of actions and erasing of actions (within 6 hours) | mathematical link |
| **4** | * To recognise decisions we make can be influenced by other people, or environment |  | Circle time  The eye is a doorway to the heart and it affects how we feel and behave –   * Talking partners : Do you follow everything your friend does ? Introduce key vocab influenced   Introduce and talk about some of the many mediums out there that affect the way we think.   * Digital devices - Different form of media – TV , Film , social media , Youtube * People around you – family inc extended friends , role models | ***Muslim is a mirror to another ( you become like them )***  ***Choose your crowd / surrounding***  ***Media infuence*** | Esafety,  Cultural Capital  Morality FBV  Literacy: Key vocab influenced |
| **5** | * Identify who to go to for support when decsision making |  | (people who help us ) - list / ppt of people who are in our community that help us eg police lolipop woman , firefighter , imam , teacher ,  Who do go to when you are not sure about something |  |  |
| **6** | * Recognise situations which involve a decision. * Describe how some decisions we make can affect other people. |  | * Introduce different scenarios through circle talk which may lead to decision making. e.g. breakdown of friendship, new starter joining school, sharing toys and clothing with new sibling or cousins . * Chn to write about what they would do in one of the situations . * Write about a situation where they chose to do the right thing even if it didn’t benefit themselves | Being a good citizen in the locality you live in,  obeying the law of the land as a duty in Islam  Healthy relationships - that people will be different and to treat each other with respect and kindness regardless of who they are.  To safeguard and protect themselves is a duty in Islam. | Prevent  Rule of law  Individual liberty |

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| **LKS2 – Year 3-4**  **UNIT: Making Decisions** | | | | | |
| : Key Vocabulary/Questions/Resources: **Hadith, Quran: halal haram (right / wrong)** | | | | | |
| **Week** | **Learning**  **Objective** | **Previous Lesson Recap** | **Teacher Led/Focus Groups and Independent**  **Differentiated Objectives/Activities** | **Plenary** | **COMPLIANCE LINKS**  **SMSC / Protective Characteristics / Fundamental British Values** |
| **1/2** | * To understand the purpose of life * To understand consequences of any actions |  |  |  |  |
| **3** | * To recognise any action carries weight (good/ bad) * To understand that mistakes happen and importance of forgiveness |  | Explain the difference between saying sorry (asking for forgiveness and tauba)  Concept of taubah (Repentance)  Higher level of feeling of remorse or sorry  Mercy / forgiveness Individual level  Forgiveness as an attribute of Allah  Imaan fluctuates and it is something we need to constantly strive in | Explain life after: Life is a test / race …. comparable to a big game and the winner will receive a prize / trophy:  **Allazee khalaqal mawta walhayaata liyabluwakum ayyukum ahsanu ‘amalaa; wa huwal ‘azeezul ghafoor (Surah Mulk Ayah 2)**  Abu Huraira reported: The Messenger of Allah, peace and blessings be upon him, said, “**When Allah completed the creation, he wrote in his book with him upon the throne: Verily, my mercy prevails over my wrath.**” |  |
| **4** | * To understand that actions will be judged by intentions |  |  | **Imam Nawawi** Actions are according to intentions, and everyone will get what was intended. |  |
| **5** | Recognise situations where people may be positively or negatively influenced. |  | We all have opinions about things, and these can affect the decisions we make.  Some of our opinions and the decisions we make may be a result of someone or something influencing us.  ***Influence*** means when someone or something affects someone else’s opinions or decisions.  Make a listof **who** or **what** you think might influence a person’s opinions or decisions, (e.g. parents, family members, teachers).  Table  Description automatically generated |  | Rule of Law |
| **6** | Identify steps we can take to manage negative influences on our opinions or decisions. |  | * In different situations, some influences are stronger than others. * Influences can be positive or helpful in some cases and negative or unhelpful in others. * We can use different strategies in different situations, to manage influences that might affect our decisions. * That respect and tolerance is given to all regardless of who they are * But it is always a good idea to consider: * who or what may be influencing our decisions, * whether the influence is helpful or unhelpful * why they might be trying to influence us (e.g. because they really want to help us, or to encourage us to spend money on something) | Quran and Sunnah being the main source of influence.  Surah Kafirun : they live their way we live ours , creates peace and respect/ tolerance | Rule of Law  Protected Characteristics: Marriage / House hold, Gender Race |

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| **UKS2 – Year 5-6**  **UNIT: Making Decisions** | | | | | |
| Key Vocabulary/Questions/Resources: **Hadith, Quran: halal haram (right / wrong)** | | | | | |
| **Week** | **Learning**  **Objective** | **Previous Lesson Recap** | **Teacher Led/Focus Groups and Independent**  **Differentiated Objectives/Activities** | **Plenary** | **COMPLIANCE LINKS**  **SMSC / Protective Characteristics / Fundamental British Values** |
| **1** | What is the purpose of life? | Islamic studies | * Teacher facilitating class through circle time opening up questions on who, where, what, why we are here? Discuss children’s feedback. * What do you aspire to do/be when you grow up? Why? | * Explain life after: Life is a test / race …. comparable to a big game and the winner will receive a prize / trophy: * **Alazi khalaqal mawta wal hayat liyablu akum ayukum ahsanu amalah wahual azizuur gahfoor** |  |
| **2** | To identify the levels of Imaan |  | * Muslim , Mumin , Muhsin :   introduce and explain what the above terminology means   * Discuss ways in which these levels can influence a person's actions : talking partners   Children to share their examples of what level they feel they fit into share examples of how they aim to achieve more within the highest categorry and why what actions can you | Hadith of Badawi: |  |
| **3** | To pillars of ibaadah |  | * Sincerity and conformance with sunnah to enable any action to gain reward | Ibaadah comprehensive term |  |
| **4** | To identify actions can lose reward through certain emotions | Recap revisit first autumn term 1 | * Riya (showing off) as an emotion * Pride – what happened Iblis * (showing off to feed your pride) * Explain pride as in a parent feeling proud of their child's achievement |  |  |
| **5** | To understand that we have an obligation to actively do good and prevent harm |  | * Community level * And individual level * Surah asr 4 criterias of salvation doing good is one of them (teacher to visit tafseer of surah asr)   As muslims it is a duty and is rewarded | I heard the Messenger of Allah (ﷺ) say, “Whosoever of you sees an evil, let him change it with his hand; and if he is not able to do so, then [let him change it] with his tongue; and if he is not able to do so, then with his heart — and that is the weakest of faith.” [[Muslim]](https://sunnah.com/muslim/1/84) | SMSC: social  FBV: Democracy |
| **6** | To be able to deal with negative emotions |  | TEACHING POINT:  We all will go through many emotions in life good and bad,   * Explain negative emotions hardens the heart and takes us away far from Allah and being able to do good and gain rewards.   Hadith of heart:  Beware! There is a piece of flesh in the body if it becomes good (reformed) the whole body becomes good but if it gets spoilt the whole body gets spoilt and that is the heart. Bukhari  Introduce concept of Envy (read up on Envy on purification of heart book)  Have  To manifest envy is to manifest (introduce word manifest similar to have) one of the characteristics of the most wretched creature, Satan. |  | FBV: Mutal Tolerance  Smsc: Spirituality, Moral |



Development of Emotional Intelligence: Standards and Indicators

* Students will acquire the knowledge attitudes and interpersonal skills to help them understand and respect self.
* Students will make decisions, set goals and take necessary action to achieve goals.
* Student will understand safety and survival skills

Note : To be used in conjunction with Purification of the heart, PHSE 2020 Framework and the schools Tarbiyah/Nurturing policy document

Teachers to derive Learning objectives using framework strands may cross reference other areas of the school curriculum; eg : Mental Health, Islamic studies, English , Science, Arabic/Quran studies.

**Programme of study 6 units:**

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| **Autumn 1: Feelings** | **Spring 1: Making decisions** | **Summer1: Relationships** |

**Autumn 1 Cycle A/B**

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| **Components** | **Quran and Sunnah** | **Indicators** | **Objective:** | **Practice** |
| **Self Awareness** | **Feelings**  **Verily, Allâh will not change the (good) condition of a people as long as they do not change their state (of goodness) themselves (by committing sins and by being ungrateful and disobedient to Allâh). (Ar Rad)**  **Hadith:** Narrated by Anas bin Malik.  A man was with the messenger saw, when a man passed by, the former said: O messenger of Allah! I love this man, Allah’s messenger asked “Have you informed him?” He said “No” Allah’s messenger then said “Tell him that you love him” so he went up to the man and said to him” “I love you for the sake of Allah” and the other man replied back “ May Allah ,for whose sake you love me , love you”. | **Feelings**   * Identify and express feelings and emotions * learn how to make and keep friends * Know which emotions they are feeling and why * Know the verses from the Quran and sunnah that support the children’s self-awareness | **FOUNDATION/ KS1**  Feelings   * Happy/ love * Sad * Anger | * Knowledge of Safeguarding Officers in school * Worry box as a system in place for communication and support |
| **Making Decisions**  **Hadith**  Narrated Abu Sayed Al Khudri “Whosoever of you sees an evil, let him change it with his hand; and if he is not able to do so, then [let him change it] with his tongue; and if he is not able to do so, then with his heart and that is the weakest of faith.”  [Reported by Muslim] | **Making Decisions**   * Identify right and wrong (Halal/Haram) * learn how to make the correct decision in different situations * Understand that Allah sees all and hears all * Know the verses from the Quran and sunnah that support the children’s self-awareness | **Making Decisions**   * Recognising situations which involves a decision.   Identify some decisions which a person could make, and who could help them (Drama)   * Describe how some decisions we make can be influenced by other people |  |
| **Relationship**  **Surah Imran**: And when you have decided, then rely upon Allah. Indeed, Allah loves those who rely [upon Him]. (3:159)  **Hadith**:  “The one who severs the ties with the relatives will not be among the first to enter Paradise.  (Al-Bukhari) | **Relationship**  Identify different family structure e.g.  Single parent, divorced, foster, adoption, 2 mums/ 2 dads   * identify people who are special to us (our own special people) * explain what makes them special and why they are important to us * describe how our special people care for us * recognise how we can show we care for people special to us | **Relationship**  Encouraging pupils to reflect on special people in their own lives and helping them to:   * recognise the different ways family and friends care for each other. * manage relationships positively in times of change. * Recognise that families come in different forms | * FBV rule of law * Behaviour policy * Court / police * Protected characteristic: |
| **Self Management** | **Feelings:**  **Hadith:** Narrated Abu Huraira, Muhammad said "The strong is not the one who overcomes the people by his strength, but the strong is the one who controls himself while in anger" Sahih al-Bukhari  **Hadith:** Narrated byAbu Hurayrah (may Allah be pleased with him) A man came to the Prophet (may Allah's peace and blessings be upon him) and said: "Advise me." He replied: "Do not get angry." The man repeated that several times and every time he replied: "Do not get angry.  **Making decision:**  **Name of Allah :** Sameer Al Baseer | **Feelings**   * Understand the need of self-control and how to practice it * Identify personal strength and assets * Learn techniques for managing strength and Conflict * Manage their impulsive feelings and distressing emotions * Know the verses from the Quran and sunnah that support the children’s self-management   **Making decisions**   * **I**dentify Allah as unseen * Accountability * Iman :Muslim , Mumin , Muhsin * Tafseer of Al Fatiha (map / sat nav ) * Life as a test (reward/sin)   **Relationship**  What is grooming?  Strategies of keeping physically & emotionally  Who are the special people who care for us | **Feelings**   * To be able to manage feelings and emotions | Parental engagement with school to work with behaviour policy – listening to their children.  Parent workshop to be organised.   * Tarbiyah doc * PowerPoint on framework   FBV: Rule of law  Protected characteristics  Respect  Spiritual  Online safety (safeguarding)  PREVENT |
| **Empathy** | **Hadith:** Narrated by the messenger (saw)  No one is a true believer unless he desires for his brother that, what he desires for himself. (Bukhari)  **Hadith**: Qays ibn Sa’d reported: A funeral passed by the Messenger of Allah, peace and blessings be upon him, and he stood up. It was said to him, “It is a Jew.” The Prophet said, “**Was he not a soul?”** | * Recognise, accept and appreciate individual differences. * Show sensitivity and understands other perspectives. * Helping others; based on other people's needs and feelings. **(F, R, M)** * Know the verses from the Quran and sunnah that support the children’s Empathy. **(F, R, M)** | * To show sensitivity and understand other perspectives.   **(F, R, M)** | SMSC |
| **Social Awareness** | **Hadith**: Narrated by; Al-Nu’man ibn Bashir .  The Messenger of Allah, peace and blessings be upon him, said, “**The parable of the believers in their affection, mercy, and compassion for each other is that of a body. When any limb aches, the whole body reacts with sleeplessness and fever.”**  **Quran:** Hujarat v 13:  O mankind, indeed, We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted. | * Recognise accept and appreciate ethnic and cultural diversity * recognize and respect differences in various family configurations * Demonstrate a respect and appreciation for individual and cultural differences. * Know the verses from the Quran and sunnah that support the children’s Social Awareness   **(F, R, M)** | * Children to be able to implement * and practise skills learnt outside their own environment and scenarios.   **(F, R, M)** | * Childline * NSPCC * Litter picking * SMSC * PREVENT Radicalisation |

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| **EYFS – Nursery / Reception**  **UNIT: Relationships** | | | | | |
| Key Vocabulary/Questions/Resources: **Hadith, Definition, Compilation, Qudsi, : Key vocabulary : Emotion** | | | | | |
| **Week** | **Learning**  **Objective** | **Previous Lesson Recap** | **Teacher Led/Focus Groups and Independent**  **Differentiated Objectives/Activities** | **Plenary** | **COMPLIANCE LINKS**  **SMSC / Protective Characteristics / Fundamental British Values** |
| **1** | To identify people who are special to us |  | * Re-cap and revisit - People who help us unit |  |  |
| **2** | Describe how our special people care for us |  |  |  |  |
| **3** | E- safety |  |  |  |  |
| **4** |  |  |  |  |  |
| **5** |  |  |  |  |  |

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| **KS1 – Year 1-2**  **UNIT: Relationships** | | | | | |
| Key Vocabulary/Questions/Resources: **Hadith, Definition, Compilation, Qudsi, Key vocabulary: Emotion** | | | | | |
| **Week** | **Learning**  **Objective** | **Previous Lesson Recap** | **Teacher Led/Focus Groups and Independent**  **Differentiated Objectives/Activities** | **Plenary** | **COMPLIANCE LINKS**  **SMSC / Protective Characteristics / Fundamental British Values** |
| **1** | To identify people who are special to us and the role that they play in our lives  That Families |  | * To identify the people who love and care for them and what they do to help them feel cared for. * **Hadith on mother x3**   **Other adults in your lives can also take a role of a mother, who may have the attributes of what a mother's role is e.g. grandmother, stepmother, father etc**  **Resource: Read books from selection based on different family structures**  **Orphan child Prophet pbuh was taken care by his uncle and foster mother and Grandfather** |  | PC: Marriage civil partnership  FBV: MTR |
| **2** | To understand what makes a good friendship  What is anger  What is  kindness |  | * Who do we call friends? Discuss what children want to see in a friendship? * about what is kind and unkind behaviour, and how this can affect others * Identify simple strategies to resolve arguments between friends. Positively how to ask for help if a friendship is making them feel unhappy. **Kindness as a mark of faith (Hadith**) |  | PC, FBV : Mutual tolerance and respect  SMSC: Spirituality |
| **3/4** | To understand how to keep yourself safe in relationships. | Recap – Revisit secret/privacy healthy unhealthy relationships | **Week 3**   * Define what is a relationship? * Identify the type of relationship that they know about * Introduce concept of Privacy; some things are private and the importance of respecting privacy * Secrets vs Privacy * healthy and unhealthy times of keeping things private or as a secret * the support of Allah is there to enable you to do the –make the right choice of breaking a secret/ privacy nothing is hidden from Allah and there is a reward in protecting yourself and others from harm   **Week 4**   * What body parts are private * that parts of their body covered by underwear are private * how to respond safely to adults they don’t know * about how to respond if physical contact makes them feel uncomfortable or unsafe * basic techniques for resisting pressure to do something they don’t want to do and which may make them unsafe * Introduce that similar experiences can be felt online without direct contact * **Islam instructs us to keep our self away from any harm and to protect yourself. (Also, Honesty, not keeping secrets from family members)** |  | RSE: safeguarding: keeping self safe from harm  Healthy living and Relationships  Online safety |
| **5** | To understand the importance of always letting a person you trust know about what you do online |  | * Define what online means * Identify devices that can be used to go online * Describe incidents or activities where chn can accidently be directed to sites where they didn’t intend * **Introduce and explain the Islamic concept of lowering the gaze or using the blessing of the eyesight appropriately**   **(There is nothing in the body less thankful than the eye, so do not give it what it asks for, as it will occupy you from remembering Almighty God.)**   * Expand negative behaviour by online predators that sometimes people may behave differently online, including by pretending to be someone they are not * what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.   **Islamic taribiyah:** Honouring parents and elders, being brave and always speaking the truth |  | Organise parent e- safety around dangers online safety workshop  E.g. parental controls |
| **6** | Purification of Heart:  To understand the importance of forgiveness in strengthening positive relationships  Experiencing letting go |  | Introduce what forgiveness is– expand from some of Allah’s name relating to forgiveness Al Ghafar , ‘The All Forgiving’ and Al Ghafur ‘The forgiving’  Go through scenarios and identify within their own experiences when they have used this emotion  How did they feel when they forgave?  There is a reward in forgiving others hence the heart feels good and you feel good  Abstract scenario with an object where all chn take part in a practical exercise  (hold an object for 2-3 min facilitate by speaking after 2 min  How does it feel? Does your arm ache? Tell chn to put object down, facilitate ask Q: how does it feel , does it feel light? do you feel free from the weight and pain translate this scenario by explaining to forgive is to remove the pain and hurt felt emotionally and letting go is feeling free  **Let them pardon and overlook. Would you not love for Allah to forgive you? Allah is Forgiving and Merciful.**  Surat An-Nur 24:22 |  |  |

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| **LKS2 – Year 3-4**  **UNIT: Relationships** | | | | | |
| Key Vocabulary/Questions/Resources: **Hadith, Definition, Compilation, Qudsi, : Key vocabulary : Emotion** | | | | | |
| **Week** | **Learning**  **Objective** | **Previous Lesson Recap** | **Teacher Led/Focus Groups and Independent**  **Differentiated Objectives/Activities** | **Plenary** | **COMPLIANCE LINKS**  **SMSC / Protective Characteristics / Fundamental British Values** |
| **1** | To identify people who are special to us  explain what makes them special and why they are important to us  To recognise that there are different types of families/households | Revisit and expand on relationships | * Hadith mother x3 * Other adults in your lives can also take a role of a mother, who may have the attributes of what a mother's role is e.g. grandmother, stepmother, father etc * Resource: Read books from selection based on different family structures * Orphan child Prophet pbuh was taken care by his uncle and foster mother and Grandfather * Single parent, adoption, foster, different households e.g. 2 mums (use books: invisible string, mum and dad glue etc... * No compulsion in religion / kafiroon / hadith your neighbour has a right over you. * that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart * that a feature of positive family life is caring relationships; about the different ways in which people care for one another |  | PC- marriage  FBV:IL, MTR |
| **2** | To Identify Sadness  how it can lead to Harm: Depression  Identify how to overcome sadness |  | * What does it mean or feel to be sad? * Discuss scenarios using family structures as point when someone can feel this emotion eg Divorce, Death, someone walking away giving up - * Evaluate real sadness from what it means to children in this day and age and allow them to compare with those that have less than them and those who have experienced sadness elsewhere * Introduce gratitude as a remedy to sadness.   Talk about the time Rasul Alllah s(aw) felt this emotion of sadness (year of sorrow)  Explain what Depression is (a deeper level of sadness that may lead to harm) touch on self-harm /suicide / ,mental health  (analogy of fire in a house – depression is calling out for help as you would do to put out a fire in a house)   * Revisit worry box, safeguarding lead and teachers / people they trust and ChildLine as point of calling for help   Explain feeling depressed is like giving up hope and Islam instructs to seek help and have hope  ***“Certainly, we have created man to be in distress****.” Balad Ayah 4*  NOTE: It is very important to note here that Islam did not come to eliminate sadness; it came to teach us how to regulate it. | Show this video:  <https://web.microsoftstream.com/video/c161c0e2-d821-43bc-9a41-d5faf6ff41ef> | MH – Bereavement / divorce  RSE Marriage and civil partnership (household structures)  FBV- MTR  Growth mindset  Safeguarding  See your school MHFA LEAD |
| **3** | To understand that kindness is a mark of faith. |  | Showing kindness to the people around you, family, friends and people from different backgrounds and opinions. Also online interactions.  Talk about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing  Hadith: kindness as a mark of faith   * about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing * what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships |  | FBV: MTR  Growth mindset |
| **4** | To know what to do when there is a conflict | Recap revisit emotion unit on anger | Reinforce behaviour policy procedures: by upskilling chn with their communication skills:  Break down the word **conflict**   * Develop strategies e.g.: school councillors, safeguarding officer, writing a note on worry box, breathing techniques,   Prophet pbuh taught us to remain calm, to collect thought before any reaction – Patience  Islam emphasises and encourages patience in any **conflict** management and resolution process. Muslims **are** encouraged to remain patient when faced with hardships to success (**Quran**, 3:200)   * Technique of Listening and remaining calm   Breathing (revisit emotion anger) hadith on reward of one who controls anger Abu Umamah reported: The Messenger of Allah, peace and blessings be upon him, said, **“I guarantee a house on the outskirts of Paradise for one who leaves arguments even if he is right, and a house in the middle of Paradise for one who abandons lies even when joking, and a house in the highest part of Paradise for one who makes his character excellent.”** |  |  |
| **5** | To understand how anger and pride are barriers that breakdown relationships. | Recap revisit anger | How do you feel when you have an argument or disagreement with someone? What feelings are felt towards that person?  What could be the consequences of these actions?  **Pride as an emotion and its harms and treatment (source purification of the soul book)** |  |  |
| **6** | To understand the importance of forgiveness in strengthening relationships |  | Children to share experiences of when they forgave someone or was forgiven by someone. How did it feel?  Abstract scenario with an object where all chn take part in a practical exercise  (hold an object for 2-3 min facilitate by speaking after 2 min  How does it feel? Does your arm ache? Tell chn to put object down, facilitate ask Q: how does it feel, does it feel light? do you feel free from the weight and pain  When you do not forgive, how does it make you feel? How does it affect your relationship with the other person? | Abu Huraira reported: The Messenger of Allah, peace and blessings be upon him, said, “**When Allah completed the creation, he wrote in his book with him upon the throne: Verily, my mercy prevails over my wrath.**” |  |

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| **UKS2 – Year 5-6**  **UNIT: Relationships** | | | | | |
| Key Vocabulary/Questions/Resources: **Hadith, Definition, Compilation, Qudsi, : Key vocabulary : Emotion** | | | | | |
| **Week** | **Learning**  **Objective** | **Previous Lesson Recap** | **Teacher Led/Focus Groups and Independent**  **Differentiated Objectives/Activities** | **Plenary** | **COMPLIANCE LINKS**  **SMSC / Protective Characteristics / Fundamental British Values** |
| **1** | To develop confidence when facing and addressing a difficulty |  | * Expand emotions: Confidence and Trust (Tawakul) * Hadith 19 Imam Nawai * About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong | Tawakkul in Allah when choosing to do the right thing – no harm will come | SMSC: Spiritual Development |
| **2** | To know about taking care of their body.   * To understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact. * To judge what kind of physical contact is acceptable or unacceptable and how to respond. * To understand the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’. |  | What can we do when things do not feel right?   * Concept of lowering gaze: * Romantic love and love as a universal concept * Teaching respect for others e.g. their body space and right * What is a Secret? Explain healthy and unhealthy situations. * Knowing who to go to if you are worried about your health. * Secret developed online /offline * that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others * to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty * how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice | Islam teaches you to look after yourself both physically and mentally we are regarded as whole being  Emotional and romantic Love exist in a Marriage Relationship as sacred unit to express Love  Showing respect to different households and non-marital relationships as an Islamic duty. | SRE, online safety: cyber bullying  Child protection  FBV  Individual liberty.  **PSHE:** HEALTH AND WELLBEING Healthy lifestyles (physical wellbeing) |
| **3** | To recognise ways in which a relationship can be unhealthy and who to talk to if they need support. |  | * Ask the children to think about their relationships What ‘rules’ both specific and general, must they keep in order to get along with them? * What happens if the rules are broken or changed, or if the relationship changes in ways which cause concern or unease, or which puts pressure on them? * Responsibility of managing your own health in terms of getting help and support for all types of harm both visible and non-visible (emotional) harm. * how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health * Discuss with chn people they may follow / look up to in the media e.g. social media e.g. influencers / film and entertainment industry | Chn will be able to:   * describe some of the ways people might behave in an unhealthy relationship. * name people we can talk to if we feel uncomfortable or worried. * explain what grooming is and some of the ways of recognising it. * e.g. online (including social media, the responsible use of ICT and mobile phones). * Islam and role model as influencers | Safeguarding  Online safety  FBV:   * individual liberty, * Mutual tolerance and respect * Rule of law * PC: civil partnership marriage, sexual orientation gender reassignment * RE * Healthy eating (Bulimia, anorexia, six pack etc) |
| **4** | To identify what can be harmful grooming | Recap on week 3 media influencers and followers | Grooming breakdown,  Online and physical grooming eg gangs, misled by social followers/ influencers/ sexual predators, radicalisation  Islam says it is a duty to protect oneself from any harm)  Daily adhkaars as a protection  Wisdom, honesty and sincerity as an emotion |  | Safeguarding policy: county line eg gangs  Prevent |
| **5** | To develop strategies for keeping physically and emotionally safe | Recap revisit emotion / feelings | * Physical safety, eg Drugs, intoxicant addiction (games tv, alcohol) peer pressure, lowering gaze (soft porn) Cp up skirting, Epstein * about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break * to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others * about why people choose to use or not use drugs (including nicotine, alcohol and medicines); * about the mixed messages in the media about drugs, including alcohol and smoking/vaping * about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns | That some mubah/ permissible acts can become harmful  Worry box  Safeguarding officers  School councillors  Childline  Police | Mental Health  Policy: Up skirting keeping safe |
| **6** | To discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with | Recap revisit surah kafiroon  Genders, transgender / different households | Discuss that for some people gender identity does not correspond with their biological sex (Hijrah community in India)  Also discuss about case of age identity not corresponding with body appearance |  | Public speaking skills  FBV: MRT  Protected characteristic: gender, |

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PSHE ISLAMIC TARBIYAH/ NURTURING

ADDEDNUM

**Nurturing Young Minds / Tarbiyah**

At Buttercup Primary School we have a vision and devised an integrated approach to education that seeks to nurture the character and inner spirit of children and empower them to self-discovery, wholeness and social consciousness. The result has been a distinctive and powerful approach to contemporary Islamic education.

The term *tarbiyah*, it is one of the truly beautiful words in Arabic deeply rich in meaning. Usually it is translated as *education.*

The word *tarbiyah* means, *"to cause something to develop from stage to stage until reaching its completion [full potential]."5* This implies that something (the *fitrah,* or intrinsic nature) already exists within the child and that education is a process of unfolding and bringing out, more than a process of instilling and pouring in. This is similar to the modern-day notion of *developmental stages.*

**Tarbiyah / Nurturing:**

* Human development in general,
* Curriculum development,
* Staff development (both professional and personal (including spiritual development)
* Community development (including parent education and community service learning

building (*tarbiyah*), Nurture i.e., empowering students, in the educational process, both in their own personal growth and within the educational experience as a whole. The implantation of this is therefore built around the PSHE 2020 framework.

The following are key areas of development in achieving

The school curriculum focuses on several areas of development, all of which are critical to the overall goal of *total human development*. Our main goal is human capacity

**Islām-Imān-Ihsān**

Along with the principle of *tawhid*, the Tarbiyah utilizes a broad understanding of the concepts of *islam, iman* and *ihsan* as key elements of its educational model. Here, these elements represent the dimensions of: 1) doing, body, kinesthetic (*islam*) ; 2) knowing, mind, cognitive (*iman*); and 3) being, soul, affective (*ihsan*).

We have used the 3 areas to adapt a curriculum that has 7 elements .Each of the seven elements of the model is directly connected to Islam , Iman AN iHSAN the tarbiyah / nurturing model is therefore fully integrated. To reflects the philosophical and pragmatic view of the nature of the curriculum and instruction. The concept of *tawhid* is the central, pivotal element in the model

**Key Principles**

**Fitrah.** Each child is endowed with a God-given nature, known as the *fitrah*. Like the seed of a tree, it contains the essential *programming* needed to grow. In the right environment, it will naturally unfold and develop. This is contrary to the notion of *tabula rasa* (blank slate) of John Locke and others, and suggests instead the complementary blend of both nature and nurture.

**Uniqueness**. Each child (and each brain) is unique, based on the unique genetics, natural talents and life

experiences of that child. Each child has his or her own individual personality, temperament and abilities. This is the individualized part of the child’s *fitrah*, the part that makes him or her a unique creation of God. Education must acknowledge this unique aspect of each child—and that children are not identical objects on an assembly line.

**Holistic: *Tawhīd***. Authentic education must encompass and engage the whole child—spiritually, morally, intellectually, physically, emotionally and socially. It must open up to the child a “*big picture*” view of the world as a network of interconnected and interdependent relationships and systems. Ultimately, holistic education must seek to connect the heart, mind and soul of the learner experientially to the Source of all wholeness, holiness and wellbeing.

**Integrative: *Tawhīd***. Education must be integrative in the broad range of topics it addresses and its treatment of these topics; integrative across time, place and cultures; integrative across the curriculum; integrating knowledge, beliefs, and values with action, application and service. These integrative aspects have the potential to truly enhance the power of the learning experience. Additionally, learning is mind-body integrated. All learning is dependent on the body's physiological state. Nutrition, hormones.

**Developmental Stages: *Tarbiyah***. Developmental windows for learning exist, but vary between children. Children develop in stages as a function of natural gifts, genetics and environment. As noted earlier, the word *tarbiyah* itself conveys this idea of developing from “stage to stage” until reaching one’s full potential.

**Emotion-based: *Ayat Allah***. Emotion drives attention, motivation, meaning and memory. Emotional experiences *code* our learning as important.23 The Quran draws our attention to the fact that awe, wonder and “*being there”* experience are the natural starting point of the learning process. Conversely, stress & threat inhibit normal learning and thwart its effectiveness.24

**Pattern & Meaning Seeking: *Sunnat Allah***. We gain meaning through patterns; meaning comes from understanding the larger pattern of things. In search of meaning, the brain seeks patterns, associations and connections between new data and prior knowledge.25 This search for meaning is innate.

Intelligence and understanding are the ability to make connections and construct patterns.26 The Quran calls us to discover the recurring “patterns” in nature and human history.

**Challenging (Enrichment): *Ibdā’***. Students must be challenged to thoughtfully examine what they are studying, to participate assertively in group discussions, to work productively in cooperative learning activities, and to come to grips with controversial issues. Such activities and experiences help foster the skills needed to produce competent citizens able to present and defend their beliefs and principles effectively. Challenging, authentic learning stimulates curiosity, creativity and higher-order thinking.

**Higher-Order Thinking (Problem Solving): *Ijtihād***. Higher-order thinking involves the manipulation of information and ideas by synthesizing, generalizing, explaining, hypothesizing, or arriving at conclusions that produce new meaning and understanding.27 Of course, the brain is continuously responding and adapting to the changing requirements of the environment; humans have survived throughout the ages by problem-solving and flexible thinking.

**Deep Knowledge: *Hikmah***. *Understanding* (and *wisdom*) is a key goal of knowledge and education. “Deep knowledge” involves addressing the central ideas of a topic or discipline with enough thoroughness to explore connections and relationships, and to produce complex understanding.28 The Quran (62:2) notes that the real goal of knowledge is deep understanding (*hikmah*, or wisdom), not information.

**Hands-on (Active): *Amal***. Like the roots of a tree, children must *get their hands dirty* in order for knowledge and understanding to take root.29 This is done through active learning experiences. Effective teaching and learning must emphasize hands-on and minds-on activities that call for students to interact with what they are learning and use it in their lives in some meaningful way. Teachers must be prepared to take advantage of unfolding events and teachable moments to develop examples that relate directly to students, and to implement other practices that facilitate active and meaningful instruction. One of the major, recurring themes of the Quran is the importance of

joining theory with hands-on practice and application.

* **Real-world Connections (Relevance):** Students should feel that the content they are studying is worth learning because it is directly meaningful and relevant to their personal lives (lifestyle/lifeway). Students must see the usefulness and potential application of knowledge to their everyday lives. Real-world connections involve making connections between the knowledge gained and the larger issues of the world outside the classroom.
* **Values-based: *Akhlaq***. By focusing on values and by considering the ethical dimensions of topics, education becomes a powerful vehicle for character and moral development. Educators need to realize that every aspect of the teaching-learning experience conveys values to students and provides opportunities for them to learn about values.
* **Social Brain (Substantive Conversation, Cooperative Learning): *Hiwar, Ta’awun***. Language is the primary means of human communication. A great deal of learning takes place by talking and interacting with others, especially in *learning communities.* Substantive conversation involves dialogue and extended conversation with peers and experts about a particular subject or topic in order to build shared understanding. Groups, teams and cooperative learning experiences benefit our understanding of new learning and its application.30 Essentially, the Noble Prophet (?) utilized similar notions as social brain, substantive conversation, and cooperative learning in formulating the learning communities of early Islam.31
* **Non-conscious Learning (Modeling): *Qudwah, Suhbah*.** Much of what we learn is not taught directly, but simply "picked up." Real learning is not forced, but orchestrated. This highlights the importance of association, role- modeling and mentoring. In fact, the Companions of the Prophet (?) received their special designation of *sahabah* because of their association with him in this type of learning community.

**Educational Aims**

The overall framework is set out of broad educational aims that has been articulated in the PSHE 2020 document and the schools islamic ethos. Accordingly, the aim of Islamic education is to produce a total, well- rounded person who is:

* **God-conscious**: Is aware of God and the interconnectedness of creation in all that one thinks, feels and does. (***Tawhīd*** *– Unity & Systems*)
* **Principled**: Has a sound grasp of the principles of moral reasoning and a commitment to self-reflection, self-direction, and moral action, with an emphasis on integrity, honesty, compassion and justice. (***Tazkiyah*** *– Power/Force, Duality, Causation*)
* **Knowledgeable**: Has a deep understanding of the major patterns and recurring issues of humankind and the impact of significant events and discoveries on the course of human development. (***Hikmah*** – Space, Relations & Structure)
* **Well-balanced**: Understands the scope and importance of balance and wellbeing in one’s personal and collective life, and actively works to establish it therein. (***Istiqāmah*** *– Form & Substance)*
* **Cooperative**: Has an understanding of the role of good communications, cooperation, fairness, and friendship in establishing and maintaining meaningful and healthy relations between individuals and groups. (***Ihsān***

– Motion & Interaction)

* **Committed**: Has a commitment to a lifestyle consistent with the principles and practices of Islam, especially as reflected in one’s daily interactions with others. (***Dīn*** – Time & Pattern)
* **Caring**: Has a strong sense of caring, stewardship, service and social activism, and a commitment to using one’s life to make a difference in the world. (***Amānah*** – Function & Outcome)

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**Figure 4: Tarbiyah Curriculum Framework**

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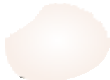
**Seven Integrated Strands**

Within the Nurturing framework, the curriculum is closely tied to the universal structure presented in the previous section and to its seven principal components. It is worth noting here that the Quran (15:87) similarly refers to the “recurring seven.”40 These components represent the seven developmental areas, or strands, that constitute the holistic makeup of the child and his connection to the world. These strands comprise the *rope*, or handhold, that a student needs to develop in order to maintain a state of balance and wellbeing (*istiqamah*) throughout life. Muslims are instructed to pray and work towards this central goal every day.

**Framework of Knowledge, Education & Personal Development**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 2 | | | | 3 | 4 | 5 | 6 | 7 |
|  | **Islamic** | Tawhīd | Tazkiyah | Hikmah | Istiqamah | Ihsan | Din | Amanah |
| **Education** | **Educational** | Spirituality | Character | Wisdom | Wellness | Interactions | Lifestyle | Stewardship |
| **Curricular** | God- awareness | Noble Character | Useful Knowledge | Healthy Living | Human Relations | Daily Living | Public Service |
| **Instructional** | Curiosity | Character | Contemplation | Connections | Collaboration | Cultivation | Caring |
| **Learning Styles\*** | Existential | Intrapersonal | Cognitive\*\* | Bodily | Interpersonal | Artistic | Natural |
| **Interrogative** | Wow | Who | Where | What | How | When | Why |
| **Development** | **Transformational** | Spiritual | Moral | Intellectual | Physical | Emotional | Creative | Social |
| **Character** | Wholeness | Goodness | Wiseness | Uprightness | Kindness | Integrity | Justness |
| **Outcomes** | God- conscious | Principle d | Knowledgeable e | Well- balanced | Cooperative | Committed | Responsible |

In addition to integrating the content of the curriculum, a second issue here is integrating our view of the child—as a whole person.



For most people, the practical goal of education is to fill a student’s mind with as much information as possible (even if much of it is quickly forgotten or becomes obsolete). The real purpose of education, however, is for a goal far greater than this, which is to guide and assist students in their overall development as whole people. This is the heart of real education: total human development.

**The Content Strands**

Each strand of the Tarbiyah curriculum revolves around a single universal concept, or *big idea*, along with a set of ancillary concepts and themes. These concepts are woven together within and between the other strands of the framework. Structurally, each strand consists of three major *learning threads*, known as *powerful ideas*. These correspond to the three learning domains of affect (feeling, *ihsan*), cognition (knowing, *iman*) and kinesthetics (doing, *islam*) This guarantees the integration of these three dimensions into each strand of the curriculum.

The structure and components of the Tarbiyah curriculum are listed below, followed by a brief overview of the seven strands of the curriculum.

**Spiritual Literacy**

*God Consciousness: Wholeness, Holiness & Systems*

* Awe & Wonder: *Discovering God's Wonder*
* Wholeness & Worldview: *God, the World & Me*
* Faith & Piety: *Building on Faith*

**Moral Literacy**

*Noble Character: Force & Causation*

* Values & Identity: *Knowing Yourself*
* Conscience & Conviction: *A Heart of Gold*
* Character & Conduct: *Actions Speak Louder*

**Intellectual Literacy**

*Useful Knowledge: Space, Connection, Relation, Structure*

* Learning & Literacy: *Learning to Learn*
* Useful Knowledge: *Love of Learning*
* Problem Solving: *Finding Solutions*

**Physical Literacy**

*Healthy Living: Form & Proportion*

* Health & Wellness: *The Sacred Vessel*
* Fitness & Exercise: *Keeping in Shape*
* Recreation & Enrichment: *Renewing Ourselves*

**Interpersonal Literacy**

*Human Relations: Motion & Interaction*

* Communications & Understanding: *Understanding & Being Understood*
* Relationships & Cooperation: *Getting Along With Others*
* Community & Belonging: *A Sense of Belonging*

**Cultural Literacy**

*Daily Living: Time, Pattern, Change*

* Culture & Confidence: *Drawing Strength From the Past*
* Lifestyle & Modern Living: *Islam a Way of Living*
* Change & Challenges: *Facing the Challenge, Facing the Future*

**Social Literacy**

*Public Service: Function, Purpose & Outcome*

* Justice & Peace: *Caring for Allah's Creation*
* Service & Stewardship: *Making a Difference*
* Exampleship: *Leading by Example*

**Strand 1: Spiritual Literacy**

**God-consciousness (Tawhīd – ﻟاﺘوﺤﻴد)**

*Spiritual literacy* is the first strand of the Tarbiyah curriculum. Its main theme is oneness, unity and systems. It is the center point and pivot around which all the other strands of the curriculum connect, emanate and return. This reflects the view that God is the beginning and the end of the cycle of creation and existence (Quran 37:4), and that spiritual literacy is the central aspect of the child’s wholesome (holistic) growth and development. When nurtured properly, it plays a constructive and transformative role in the life of the individual and society. This is done by opening up to the child a sense of the creative power (*jalāl*), beauty and wonder (*jamāl*), and perfection (*kamāl*) of God’s work in creation, and by guiding the child to discover the underlying universal pattern (*sunnah*) that is woven throughout all of it.

Spiritual literacy is rooted in the concept of oneness (*tawhīd*). This is the foundational principle of Islam and its worldview. The Quran (37:4) makes clear this central principle of oneness:

*“Your God is surely One, Lord of the heavens and earth and what is between them both.”*45

The Islamic worldview is therefore rooted in the belief that there is a single and sole creative force responsible for the cosmos and that the One God created and unified the elements of creation within a single, integrated system, known as the *uni-verse*.

Oneness is the main idea and central concept of this strand of the curriculum. Wholeness, wholesomeness, holiness (sacredness) and unity, along with the concept of “systems,” are the key concepts of this unit.46

Also related are the concepts of integration, completeness, synergy, simplicity and identity. All of these are important conceptual building blocks in the child’s construction of his view of the world and his place in it.

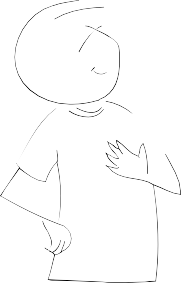
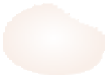
***Unity in Diversity*** is the overarching theme of this unit. Realizing the underlying unity of creation, despite its multiplicity and diversity of forms and functions, is one of the key learnings of the unit. The goal here is *God- consciousness*, or being fully and continually aware of God in all that one thinks, feels and does. This means being aware (*‘ilm*) of the sacred *imprint of God* (*‘alamāt*) in creation (*‘ālam*). This means discerning the universal paradigm that unifies creation into a single, whole system all the parts of which, by their very existence, are in constant praise (*tasbīh*) of the Creator (Quran 17:44 and 24:41).

Awareness of God and the sacredness of God’s creation is, at its core, the heart of spiritual and religious education.

Modern man has cut himself off from this sense of the sacred. The challenge for educators today is how to restore to wholeness the connection between the children of modernity and the sacred vision of life and creation that was once their heritage. Developing the student’s sensibility (*taqwa*) to the presence of God, through His ever-present *signs*, and to the interconnectedness of creation is the central goal of the unit. Further, the goal is to develop his/her understanding of God’s unfolding plan for the world and man’s role in it, nurturing in each student a personal commitment to God and to a life of spiritual piety and discipline.

**Strand 2: Moral Literacy**

**Noble Character (Tazkiyah – ﺔ&ﻟاﺘزﻜ)**



*Moral literacy* is the second component of the Tarbiyah curriculum, which focuses on the moral aspect of the child’s development.

The Noble Prophet (?) said that in order for belief to have real meaning it most be translated into *action*. Ultimately, it is how we treat other people (*mu’āmalāt*) that reflects our true beliefs and values (*dīn*).

The goal of this component of the curriculum is *noble character*. The Quran (62:2) suggests that, after God-consciousness, character is the next important building block in the process

of human development. The focus of this part of the curriculum is developing a solid understanding of what good character is and helping students to achieve it in their personal lives by adopting a moral lifestyle. This includes the areas of moral knowledge and reasoning, moral feelings or conscience, and moral actions or character. This component addresses such issues as values clarification, goal setting and decision making, and includes such concepts as moral tradition, ethics, conscience, self-control, empathy, free will, and other issues of related to character development.

**Strand 3: Intellectual Literacy**

*Intellectual literacy* is the third component of the curriculum. This focuses on the intellectual

aspect of the child’s development. In the Islamic view, knowledge is closely related to character and, ideally, these two elements are mutually inclusive and interrelated. That is to say, knowledge aids us in understanding the requirements and benefits of noble character, and noble character prepares us to receive the sacred gift of knowledge (*‘ilm*) and wisdom (*hikmah*).

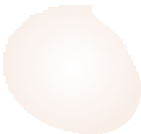
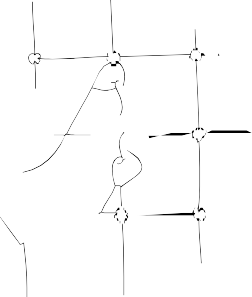
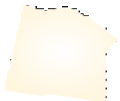
**Useful Knowledge (Hikmah – ﻤﺔ)ﻟاﺤ)**

*Useful knowledge* is the aim of this component of the curriculum. Useful knowledge is all knowledge that brings us closer to God and can be used in a positive way to benefit humanity and creation.

Seeking this knowledge is an obligation for each and every Muslim. This component focuses on developing in students a *love of learning* and training them in *how to learn* and other *habits of mind*. Integrated subject area knowledge (from various disciplines such as Mathematics, English, etc.) as well as training in critical thinking and problem solving are important components of this segment of the curriculum. Together, they provide students with the knowledge base and intellectual skills needed to succeed in their quest to discern the universal patterns (*sunan*) in creation, as well as to succeed academically and to handle the challenges they will face later in life and society.

**Strand 4: Physical Literacy**

**Healthy Living (Istiqāmah – ﻹاﺴﺘﻘﺎﻤﺔ)**



*Physical literacy* is the fourth strand of the curriculum and focuses on the physical aspect of the child’s development. In the Tarbiyah framework, this is not an ancillary or secondary part of the curriculum. It is an essential and integral part, because all other aspects of human development are tied to it and are expressed through it. Spiritual, moral and intellectual development all depend on a healthy body. This reflects the integrated (and paradoxical) nature of human development.

The aim of this component of the curriculum is *healthy living*. This emphasizes that health is an important part of total human development and highlights that our body is a perfectly designed system and one of God’s greatest miracles in creation. It further emphasizes the responsibility we have as individuals towards our health as a God-given trust (‘*amanah)*. Fitness, wellness and balance (*istiqamah*) are the key elements of this component.

of the curriculum. In addition, it explores with students a holistic and Islam view on such topics as personal hygiene, junk food, over-eating, smoking, drugs, consumerism and other key topics. Finally, recreation, rejuvenation and restoration, creativity and enjoyment are explored as important elements of a balanced lifestyle and of total human development.

These three components of the curriculum framework— soul, mind and body—focus on the various “internal” aspects of the learner as an individual. The next three components focus on the “external” aspects of the learner in relation to the larger society and the world.

**Strand 5: Interpersonal Literacy Human Relations (Ihsān – ﻹاﺤﺴﺎن)**

*Interpersonal literacy* is the fifth component of the curriculum, focusing on the emotional and interpersonal aspect of the child’s development. Human relations are a concern of all religions and philosophies.

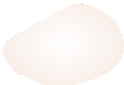
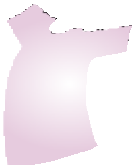
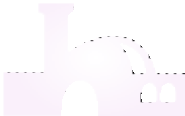
Inherent to all of them is the tenet, “treat others as you would like to be treated yourself.” This is the golden rule of human relations. It is a principle that urges us toward the highest and

most equitable standards of behavior in all of our dealings with other people.

The aim of this component of the curriculum is good *“human relations.”* (*husn al-mu’āmalah*). Good human relations, however, do not just happen. They are the product of spiritual awareness, moral conscience and knowledge of the skills necessary for equitable and cordial relations between people. This part of the curriculum highlights the development of communication skills and the ability to live and work cooperatively as

part of a group. Also, it focuses on issues of identity and the sense of belonging to our families, communities and society at-large.

**Strand 6: Cultural Literacy Daily Living (Dīn – ﻟادﻴن)**49



*Cultural literacy* is the sixth strand of the curriculum.

This focuses on lifestyle and culture as part of human development. *How we live*, that is to say, our *lifeway*, is the clearest reflection of who we really are and what we really believe in, both individually and as a society. Working to align our lives with our principles and values is an important goal of holistic education.

The focus of this part of the curriculum is *belief in action.* The goal is to guide and assist students in translating their values into a *way of living*. This includes helping students understand the major, recurring issues of humankind and how previous generations attempted to address them, that Islam itself is a total and complete way of

living, and that Islam had and continues to have an important contribution to make in addressing the problems and challenges of humankind today and as we go into the future. This component includes such concepts as culture, tradition, lifestyle, integrity, change, challenges and futures.

**Strand 7: Social Literacy**

**Public Service (Amānah – ﻷاﻤﺎﻨﺔ)**

*Social literacy* is the seventh and culminating component of the Tarbiyah curriculum. It focuses on the social aspect of the child’s development. It represents the culmination of student learning in all areas of

character education because it is the application of the values that have been taught. As children and adults develop spiritually and morally, they realize that serving others *is* serving God.

Chart

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**Figure 8: Integrated Learning Model, Seven C’s**

Diagram

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**Figure 9: Integrated Learning Model, Components**

**The Process**

The Integrated Learning Model consists of a 7-part process that parallels the seven content strands of the holistic curriculum. This effectively integrates both the *content* and *process* of learning into a single, unified learning system and eliminates the content-process dichotomy noted earlier.

This is a significant design feature of the nurturing model.

The seven components of this instructional model (referred to as the Seven C’s) are listed and then briefly described below:

* **Curiosity**: Awe & Wonder (Excite)
* **Character**: Purifying & Planning (Prepare)
* **Contemplating**: Exploring & Reflecting (Explore)
* **Connecting**: Thinking & Discovering (Extend)
* **Collaborating**: Communicating & Sharing (Exchange)
* **Cultivating**: Applying Personally (Transform)
* **Caring**: Applying Socially, Participating (Apply)

**Phase 1: Curiosity (Spiritual Aspect)**

In the Islamic view, knowledge and learning begin with and connect us inexorably with the Creator According to the Quran (62:2), the starting point of learning is experiencing the awe and wonder of God’s signs in creation (*ayah*). The first part of the learning process therefore involves guiding students to experience a sense of the awe & wonder of God’s creation (*awe*) through “being there” experiences. These *signs* are found in nature, history and in scripture, and are intended to “spark the interest” (*motivate*) and activate the heart and mind in the learning process. The experience of “awe and wonder” naturally and instinctively activates the child’s God- awareness, curiosity and interest in learning (*wonder*). Next, students are assisted in developing questions from these signs (*ponder*) that will guide their exploratory learning. Finally, in this initial phase, the importance and the benefit of the learning activity should be related to the child’s prior knowledge within the context of the child’s life as a whole (*tawhid*). From the Islamic perspective, this phase is essentially *spiritual* in nature and speaks to the existential aspect of learning.

**Phase 2: Character (Moral Aspect)**



Following the lead of the Quran, the second phase of the learning process consists of “preparation in character” (*tazkiyah*). Since

Islam sees the acquisition of knowledge as a sacred act and trust, it believes that a person must properly prepare (even qualify) himself before being a suitable receptacle for such sacred knowledge. Humility before God and purity of intention are the starting point of all actions in Islam, most especially learning.

The second aspect therefore involves assisting students in preparing themselves for learning. This includes:

1. developing a sense of humility before the signs of Allah (*humility*);
2. acknowledging the efforts and accumulated knowledge of earlier generations and drawing inspiration and courage from those efforts (*respect & inspiration*);
3. understanding the real purpose of learning (*purpose*), 4) clarifying and aligning one’s intention accordingly (sincerity of intention),

56 The Quran (8:2) uses the phrase, *“their hearts are humbled at the remembrance of Allah and when His signs are presented to them, they are strengthened in faith.”*

5) realising that acquiring knowledge is a sacred activity that carries with it certain moral and social responsibility to action (‘*amanah*). This phase is essentially *moral* in nature and draws on the intrapersonal dimension of the learner.

**Phase 3: Contemplation (Intellectual Aspect)**

The third aspect of the learning process involves guiding students through the four steps of discovery learning. This includes:

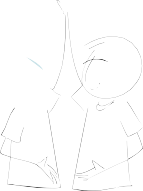
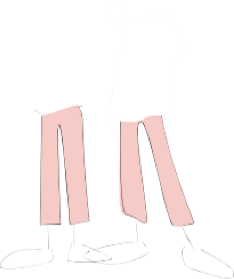
1. planning a strategy to find answers to their questions (*plan*);
2. investigating by doing hands-on activities, using resources to gather information and recording their findings (*explore*);
3. reflecting on their findings (*reflect*);
4. summarising the new understandings they have learned (*discovery*). This phase is essentially *intellectual* in nature and focuses on the logical (cognitive) dimension of learning.

**Phase 4: Connections (Physical & Practical Aspect)**

The fourth aspect involves guiding students to solidify (i.e., make concrete and real) their new understanding by testing it in new ways (*expand*) and in new contexts (*extend*). This is done by making connections to other areas and contexts and to real world situations. This phase is *practical* in nature and incorporates the visual and kinesthetic styles of learning.

**Phase 5: Collaboration (Interpersonal Aspect)**

The fifth aspect of the learning process involves assisting the children in utilising cooperative learning



(*collaboration*) throughout the learning process, and assisting them in sharing what they have learned with different audiences in different ways (*sharing*), including through oral and written communication and multi-sensory, multimedia presentations (*communication*). This phase is primarily interpersonal in nature and incorporates the interpersonal and the verbal-linguistic styles of learning.

**Phase 6: Cultivation (Cultural Aspect)**

The sixth aspect of this model involves guiding students to examine and reflect on

the significance of what they have learned for themselves personally and to identify ways of applying it in their personal lives and

integrating it into their personal lifestyle (*transformation*). This phase includes ways of authentically assessing the student’s personal application of their learning (*assessment*). According to their age and ability, the student should play a key role in defining and carrying out this assessment.



The student’s Individualized Learning Map

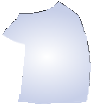
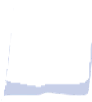
should serve as a baseline for this assessment. From the Islamic perspective, this phase represents the true “transfer of knowledge” that teachers seek to achieve with their students. This transfer is not merely an intellectual change, but more importantly, a

psychological one, resonating at the core of who he or she is as a person. This phase is *practical* in nature and speaks to the visual-spatial dimension of learning.

**Phase 7: Caring (Social Aspect)**

The seventh and culminating aspect of the ILM² learning process involves guiding students to identify ways to use what they have learned by applying it for the

good of others through service (*service*). This should be in the form of service- learning projects that can function as a culminating and



authentic assessment of the learning unit (*assessment*). For Islam, this is the culmination of this self-transformation process: serving God through service to the world (‘*ibadah*). This completes the circle and the cycle of God- centered education, beginning and ending with God. This phase is *social* in nature and incorporates the kinesthetic (doing) dimension of learning.

Tarbiyah Programs

*Tawhid & Tarbiyah as a Technology*

**PILLARS OF POWER**

The pillars of Islam are meant to serve as a dynamo in the individual and collective life of Muslims. The *Pillars of Power* program emphasizes the basic pillars of Islam and their importance as a source of strength in the daily life of a Muslim. In addition to developing the students’ factual knowledge of the pillars and how they are performed, the program focuses on developing concepts and values in students and emphasizing students’ understanding the real purpose of these pillars in the life of a Muslim.

Emphasis is also placed on the application of these pillars in the individual life of the student and the collective life of the school and the community at-large.

**VALUE OF THE Week**

In the *Value of the week* program teachers organise their values education program by using the 99 names of Allah for each theme. Each week, the school focuses on one core value. This program provided the school with a values-based theme for each week. Teachers are requested and expected to find “teachable moments”, or opportunities, to incorporate the weeks’s theme into the complete Primary School curriculum inc NC and Islamic studies.

Teachers and students are encouraged to find and create stories, poems, songs and artwork that tie into the week’s value /theme.

**CHILDREN OF CHARITY**

The *Children for Charity* program is a service-learning program of systematic charity work by students. The purpose of this program is to get students to think about the needs of others and to “do something” to make the lives of others better. The focus of this program is not on collecting money, but rather on instilling in Muslim

children a sense of social responsibility, a desire for helping others, and providing them with opportunities to develop the important values of giving and sharing, collective decision making (*shariah*), prioritisng, cooperation, PR and marketing a message (*da’wah*) and other core Islamic values.

Charity is an integral part of the Islamic way of life, a learned behavior that is acquired by example and through hands-on-practice. Our school curriculum includes lessons in *sadaqa* which teach children a sense of social responsibility and instill a desire to actually “do” something to help others. Students learn that every act of kindness is charity. Through some thematic weeks such as seerah , Charity week held during Ramadan we create opportunities such as assisting in sheltered homes for the elderly and various other projects for the children to experience

The primary focus for our school is not on collecting money for some cause or organization. We emphasize providing concrete opportunities for students themselves to develop the important value of giving and sharing, as well as collective decision making (*sharah*), prioritizing and evaluating service projects of merit,

and cooperation in planning, executing and describing the projects.

**LEADERSHIP**

*Leadership is embedded with the whole school* program of PSHE 2020. Opportunities such as School Council, Khateeb,/Naseeha training are some activities that are embedded into the school life to identify and nurture leaders among the student population in school.

The schools leadership program concentrates on developing the students’ skills through the PSHE and some core subject areas in creating opportunities where critical thinking, problem solving, decision making, survival research, healthy living and relationships are taught.

Children will be exposed to project planning management, and public speaking.

Appendices

**Figure 10: Curriculum Strands (Centered)**

Radar chart

Description automatically generated with medium confidence

Chart

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**Figure 12: Key Learning Areas**

Sunburst chart

Description automatically generated

**Figure 14: Key Outcomes and Indicators**

Calendar

Description automatically generated with low confidence



RELATIONSHIPS AND HEALTH EDUCATION POLICY

INCLUDING EYFS

Our school is:

a safe, **supportive** stimulating learning environment; a **team** of respectful, tolerant, open minded citizens;

a community where everyone **aspires** to be the very best they can be;

a community of **resilient** lifelong learners;

a centre of excellence where all achieve **success**.

**PURPOSE**

This policy contains information on how our school will meet its legal duties, with which schools must comply, when teaching Relationships Education and Health Education.

|  |  |
| --- | --- |
| Date issued | 6th July 2021 |
| Written By | Proprietors Rena Begum Nadeem Rehman |
| Next Review | 6th July 2022 |
| Summary of changes | Draft policy issued for consultation Appendix 3 List of resources |

Approved By:

Head Teacher …Rena Begum …………………………… Date …9th July 2021

Proprietors……Nadeem Rehman…………………………Date …9th July 2021

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# Introduction

This policy has been written in accordance with the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. This policy contains information on how our school will meet its legal duties, with which schools must comply, when teaching Relationships Education and Health Education.

The Relationships Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

For the purpose of this policy, **“relationships education”** is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

For the purpose of this policy, **“health education”** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

# Consultation with parents

The school understands the important role parents play in enhancing their children’s understanding of relationships and health. Similarly, we also understand how important parents’ views are in shaping the curriculum.

The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in Appendix 2 of this policy.

Parents are provided with the following information:

* The content of the relationships and health curriculum
* The delivery of the relationships and health curriculum, including what is taught in each year group
* The legalities surrounding withdrawing their child from the subjects
* The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

Parents will be informed at parent meetings and through the school website about the content of the Relationships and Heath Education taught in each year group. Parents will be invited to discuss the content with the class teacher. In addition, parents will be consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

# Curriculum Content

Relationships and health education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate relationship and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered (Appendix 3).

# Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to

* + Families and people who care about me
  + Caring friendships
  + Respectful relationships
  + Online relationships
  + Being safe

See table below for the content laid out in the DfE Guidance:

|  |  |
| --- | --- |
| Families | That families are important for children growing up because they can give love, security and stability  The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives  That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care  That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up  That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong  How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |

|  |  |
| --- | --- |
| Caring Relationships | How important friendships are in making us feel happy and secure, and how people choose and make friends  The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties  That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded  That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right  How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed |
| Respectful Relationships | The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs  Practical steps they can take in a range of different contexts to improve or support respectful relationships  The conventions of courtesy and manners  The importance of self-respect and how this links to their own happiness  That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority  About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help  What a stereotype is, and how stereotypes can be unfair, negative or destructive The importance of permission-seeking and giving in relationships with friends, peers and adults |

|  |  |
| --- | --- |
|  | That people sometimes behave differently online, including by pretending to be someone they are not  That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous  The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them  How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met How information and data is shared and used online |
| Being safe | What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)  About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe  That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact  How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know  How to recognise and report feelings of being unsafe or feeling bad about any adult  How to ask for advice or help for themselves or others, and to keep trying until they are heard  How to report concerns or abuse, and the vocabulary and confidence needed to do so  Where to get advice e.g. family, school and/or other sources |

# Health Education

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

* + Mental wellbeing
  + Internet safety and harms
  + Physical health and fitness
  + Healthy eating
  + Drugs, alcohol and tobacco
  + Health and prevention
  + Basic first aid
  + Changing adolescent body

See table below for the content laid out in the DfE Guidance:

|  |  |
| --- | --- |
| Mental wellbeing | Mental wellbeing is a normal part of daily life, in the same way as physical health. There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.  How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.  The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.  Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.  Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.  Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.  Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).  It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. |
| Internet safety and harms | For most people the internet is an integral part of life and has many benefits.  About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.  How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.  Why social media, some computer games and online gaming, for example, are age restricted.  The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.  How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.  Where and how to report concerns and get support with issues online |
| Physical Health and Fitness | The characteristics and mental and physical benefits of an active lifestyle.  The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.  The risks associated with an inactive lifestyle (including obesity).  How and when to seek support including which adults to speak to in school if they are worried about their health. |

|  |  |
| --- | --- |
| Healthy Eating | What constitutes a healthy diet (including understanding calories and other nutritional content).  The principles of planning and preparing a range of healthy meals.  The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). |
| Drugs alcohol and tobacco | The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| Health and Prevention | How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.  About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.  The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.  About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.  About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.  The facts and science relating to allergies, immunisation and vaccination. |
| Basic First Aid | How to make a clear and efficient call to emergency services if necessary.  Concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
| Changing adolescent body | Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11 including physical and emotional changes.  About menstrual wellbeing including the key facts about the menstrual cycle. |

# Delivery

Relationships and Health Education is taught throughout the whole school curriculum. This includes within the Personal, Social, Health Education (PSHE) curriculum, science curriculum, Physical Education (PE), computing and some aspects are included in religious education (RE). (Please see Appendix 3 for coverage of the statutory content across the school’s curriculum.) Pupils will mainly be taught in their class groups. Single gender lessons will be used as deemed appropriate by the school eg about the changing body. It is important to note that although separated groups may have different activities, the messages and information they receive will be consistent. It is important that children learn about all changes not just their own.

Through effective organisation and delivery of the subject, we will ensure that:

* + Core knowledge is sectioned into units of manageable size.
  + The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
  + Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

In addition, teachers will:

* + Deliver a high-quality and age-appropriate relationships and health curriculum in line with school and statutory requirements.
  + Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
  + Ensure they do not express personal views or beliefs when delivering the programme.
  + Model positive attitudes to relationships and health education.
  + Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

# Questions

Teachers will attempt to answer pupils’ questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use skill and discretion in these situations and refer to the Relationships and Health Education Lead.

Teachers will apply the following principles:

* + Clear ground rules will be established and set out for each session
  + Pupil questions will be encouraged and opportunities to ask questions openly and in private eg. post it notes/question boxes will be provided
  + Clarity about the topics being taught will be shared with pupils
  + If a child’s question is not appropriate to answer in front of the class, the teacher will explain calmly that this is not part of today’s discussion and will discuss later.
  + Individual questions may be answered by the teacher at the end of the session.
  + Some questions may be referred to the child’s parents to provide an answer; in these circumstances the class teacher will make contact.

All staff members at the school will undergo training on a yearly basis to ensure they are up-to-date with the relationship and health education programme and associated issues.

Members of staff responsible for teaching the subjects will undergo further training led by the relationships and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, which may need to be addressed in relation to the programme.

# Equality and accessibility

The school creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination. The school understands its responsibilities in relation to the Equality Act 2010, specifically, that it must not unlawfully discriminate against:

* Women/girls and men/boys
* People of different races
* Disabled people
* People with different religions or beliefs or with no religion or belief
* People of different ages
* Lesbian, gay and bisexual and straight people
* People who have changed their sex

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

The curriculum will be taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances along with reflecting sensitively that some children may have a different structure of support around them.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils’ needs, including the gender and age range of our pupils.

We will encourage children to be respectful of the differences between boys and girls, but we will also be careful of assuming that boys and girls have distinct characteristics which can lead to negative stereotyping. For example, we will discourage negative characterisation of gender such as “boys don’t cry”, or “girls shouldn’t play football” and dispel any manifestations of discrimination from an early age. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, which sets out our expectations of pupils.

# Sex education

The Proprietors have agreed that the school will not be delivering sex education except as part of Health education where the changing of the adolescent body topics will be taught in single sex groups and, where possible, by a member of staff of the same gender.

In line with our school’s safeguarding policy, if a child is at risk of sexual harm, additional actions will be taken to ensure children have the knowledge and skills to keep themselves and others safe.

# Parents’ right to withdraw

Parents **do not** have the right to withdraw their children from relationships and health education.

# Monitoring and review

This policy will be reviewed on an annual basis by the relationships and health education subject lead, Head Teacher and Proprietors The next scheduled review date for this policy is 07 **July 2022.** This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The Proprietorial board is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff and parents by the school website.

# Appendix 2 How Buttercup Primary School consulted parents in the development and delivery of the curriculum:

Our school understands the important role parent’s play in enhancing their children’s understanding of relationships and health. Parents’ views are important in shaping the curriculum.

Our schoolworks closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum through zoom meeting letters and surveys. Parents are provided with the following information:

* The content of the relationships and health curriculum
* The delivery of the relationships and health curriculum, including what is taught in each year group.
* The legalities surrounding withdrawing their child from the subjects
* The resources that will be used to support the curriculum.

Our school aims to build positive relationships with parents, and we invite them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

Parents are encouraged to provide their views at any time.

# Appendix 3: Relationships and Health Education Statutory Content & Shared Resources – this is a working document, more information is found within the curriculum compliance audit

Families

|  |  |
| --- | --- |
| Statutory Content |  |
| * That families are important for children growing up because they can give love, security and stability * The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives * That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care * That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up * That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong | **EYFS (Not Statutory)**  My Mum/ My Dad – Anthony Browne Owl Babies – Martin Waddell Monkey Puzzle – Julia Donaldson Peace at last – Jill Murphy  Stick Man – Julia Donaldson  Children to share photos of their family members |
| **Key Stage One (Y1&2)** |
| **Lower Key Stage 2 (Y3&4)** |
| **Upper Key Stage 2 (Y5&6)** |
| * How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |  |

Caring Relationships

|  |  |
| --- | --- |
| Statutory Content | **Year Groups** |
| * How important friendships are in making us feel happy and secure, and how people choose and make friends * The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties * That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded * That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right * How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed | **EYFS (Not Statutory)** |
| **Key Stage One (Y1&2)** |
| **Lower Key Stage 2 (Y3&4)** |
|  | Upper Key Stage 2 (Y5&6) |

Respectful Relationships

|  |  |  |
| --- | --- | --- |
| Statutory Content |  | |
| * Practical steps they can take in a range of different contexts to improve or support respectful relationships * The conventions of courtesy and manners * The importance of self- respect and how this links to their own happiness * That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority * About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help * What a stereotype is, and how stereotypes can be unfair, negative or destructive * The importance of permission-seeking and giving in relationships with friends, peers and adults | **EYFS (Not Statutory)**  The Rainbow fish – Marcus Pfister Tidy Titch – Pat Hutchins  Learning the names of our new friends  Respecting one another and the classroom provision Using manners at lunchtime and around school  [Anti-Bullying Alliance- Resources for Anti-Bullying Week](https://www.anti-bullyingalliance.org.uk/)  Ways to Look after yourself- washing hands, eating your lunch and doing things that make you happy  Permission seeking – rules for playing games, asking adults for permission e.g. to go out of the classroom and why it is important (fire,  safety) | |
| **Key Stage One (Y1&2)** | |
| **Lower Key Stage 2 (Y3&4)** | |
|  | | Upper Key Stage 2 (Y5&6) |

Online Relationships

|  |  |
| --- | --- |
| Statutory Content | Year Groups |
| * The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs * That people sometimes behave differently online, including by pretending to be someone they are not * That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous * The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them * How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met * How information and data is shared and used online | **EYFS (Not Statutory)** |
| **Key Stage One (Y1&2)** |
| **Lower Key Stage 2 (Y3&4)** |
| **Upper Key Stage 2 (Y5&6)** |

Being Safe

|  |  |
| --- | --- |
| Statutory Content |  |
| * What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) * About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe * That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact * How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know * How to recognise and report feelings of being unsafe or feeling bad about any adult * How to ask for advice or help for themselves or others, and to keep trying until they are heard * How to report concerns or abuse, and the vocabulary and confidence needed to do so * Where to get advice e.g. family, school and/or other sources | **EYFS (Not Statutory)**  Bog baby – Jeanne Willis What is a secret? Discussion Privacy- Using the toilets Little Red Riding Hood |
| **Key Stage One (Y1&2)** |
| **Upper Key Stage 2 (Y5&6)** |
| **Lower Key Stage 2 (Y3&4)** |

Changing adolescent body

|  |  |
| --- | --- |
| Statutory Content |  |
| * Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11 including physical and emotional changes. * About menstrual wellbeing including the key facts about the menstrual cycle. * identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. * describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird * describe the life process of reproduction in some plants and animals. * describe the changes as humans develop to old age. * notice that animals, including humans, have offspring which grow into adults | **EYFS (Not Statutory)**  The very hungry caterpillar – Eric Carle Bog baby – Jeanne Willis |
| **Key Stage One (Y1&2)** |
| **Lower Key Stage 2 (Y3&4)** |
| **Upper Key Stage 2 (Y5&6)** |

Mental Wellbeing

|  |  |
| --- | --- |
| Statutory Content |  |
| * that mental wellbeing is a normal part of daily life, in the same way as physical health. * that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. * how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. * how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. * the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. * simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. * isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. * that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. * where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). * it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. | **EYFS (Not Statutory)**  Feelings Fans- naming feelings  SEAL Photo cards-identifying feelings [Children’s Mental Health Week Resources](https://www.childrensmentalhealthweek.org.uk/) [Anti-Bullying Week Resources](https://www.anti-bullyingalliance.org.uk/)  Go Noodle [Mindfulness and exercise activities](https://www.gonoodle.com/) |
| **Key Stage One (Y1&2)** |
| **Lower Key Stage 2 (Y3&4)** |
| **Upper Key Stage 2 (Y5&6)**  [Children’s Mental Health Week Resources](https://www.childrensmentalhealthweek.org.uk/) [Anti-Bullying Week Resources](https://www.anti-bullyingalliance.org.uk/)  Go Noodle [Mindfulness and exercise activities](https://www.gonoodle.com/) SEAL Feelings Detective Posters  Hobbies- What hobbies do you have now and what hobbies do you see yourself having when you are older? How does following a hobby affect our health? Discussion. |

Internet Safety and Harm

|  |  |
| --- | --- |
| Statutory Content |  |
| * that for most people the internet is an integral part of life and has many benefits. * about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. * how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. * why social media, some computer games and online gaming, for example, are age restricted. * that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. * how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. * where and how to report concerns and get support with issues online. | **EYFS (Not Statutory)**  [Links to Anti-Bullying Week, Child Mental Health Week and Safer](https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s) [Internet Day](https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s)  <https://www.thinkuknow.co.uk/> |
| **Key Stage One (Y1&2)** |
| **Lower Key Stage 2 (Y3&4)** |
| **Upper Key Stage 2 (Y5&6)** |

Physical Health and Fitness

|  |  |
| --- | --- |
| Statutory Content |  |
| * the characteristics and mental and physical benefits of an active lifestyle. * the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. * the risks associated with an inactive lifestyle (including obesity). * how and when to seek support including which adults to speak to in school if they are worried about their health. | **EYFS (Not Statutory)**   * Take 10 in classrooms * Joe Wicks Routines * Links during Child Mental Health Week |
| **Key Stage One (Y1&2) playground topic DT**  **Toys past and present autumn 1 plan bee**  **PE scheme of work** |
| **Lower Key Stage 2 (Y3&4)**  -Take 10 in classrooms  -Joe Wicks Routines  -Links during Child Mental Health Week  -Discussion about who they can go to if they are concerned about their health |
| **Upper Key Stage 2 (Y5&6)**  -Take 10 in classrooms   * Joe Wicks Routines * Links during Child Mental Health Week * Discussion about who they can go to if they are concerned about their health |

Healthy Eating

|  |  |
| --- | --- |
| Statutory Content |  |
| * what constitutes a healthy diet (including understanding calories and other nutritional content). * the principles of planning and preparing a range of healthy meals. * the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). | **EYFS (Not Statutory)**  Food- <https://www.nhs.uk/change4life> [Healthy Eating Resources](http://www.primaryresources.co.uk/science/science2b.htm)  oral hygiene |
| **Key Stage One (Y1&2)**  Food- <https://www.nhs.uk/change4life> [Healthy Eating Resources](http://www.primaryresources.co.uk/science/science2b.htm)  Healthy and Unhealthy- sorting pictures of foods Teeth and sugar- coke experiment |
| **Lower Key Stage 2 (Y3&4)**  Food- <https://www.nhs.uk/change4life> Food Pyramid |
|  | Healthy and Unhealthy- sorting pictures of meals and explaining why |
|  | [Healthy Eating Resources](http://www.primaryresources.co.uk/science/science2b.htm) |
|  | Teeth and diet- facts. Investigation- Which drink contains the most sugar? Eating and digestion Science planbee |
|  |  |
|  | **Upper Key Stage 2 (Y5&6)** |
|  | Food- <https://www.nhs.uk/change4life> |
|  | Food Wheel |
|  | [Healthy Eating Resources](http://www.primaryresources.co.uk/science/science2b.htm) |
|  | Healthy Eating- nutritional content of food and traffic light system (food packaging) |
|  | Investigation- Which food contains the most calories? |

Health and Prevention

|  |  |
| --- | --- |
| Statutory Content |  |
| * how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. * about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. * the importance of sufficient good quality sleep for good health   and that a lack of sleep can affect weight, mood and ability to learn.   * about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. * about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. * the facts and science relating to allergies, immunisation and vaccination. | **EYFS (Not Statutory)** [Sun Safe resources](https://www.sunsafeschools.co.uk/resources/) Teeth Resources |
| **Key Stage One (Y1&2)** [Sun Safe resources](https://www.sunsafeschools.co.uk/resources/) Teeth Resources |
| **Lower Key Stage 2 (Y3&4)**  [Sun Safe resources](https://www.sunsafeschools.co.uk/resources/) Teeth Resources |
| **Upper Key Stage 2 (Y5&6)** |

Basic First Aid

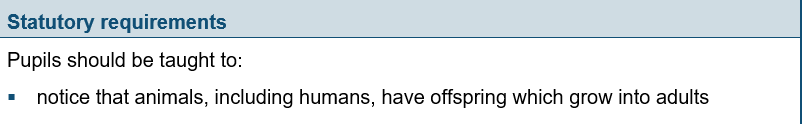
|  |  |
| --- | --- |
| Statutory Content |  |
| * how to make a clear and efficient call to emergency services if necessary. * concepts of basic first-aid, for example dealing with common injuries, including head injuries. | **EYFS (Not Statutory)**  Who to go to in school if you hurt yourself. |
| **Key Stage One (Y1&2)**  Who to go to in school if you hurt yourself. Calling 999 in an emergency.  [**Red Cross Life Live it: Stay safe**](https://firstaidchampions.redcross.org.uk/primary/) |
| **Lower Key Stage 2 (Y3&4)**  Who to go to in school if you hurt yourself. Calling 999 in an emergency.  [**Red Cross Life Live it: Stay safe**](https://firstaidchampions.redcross.org.uk/primary/) |
| **Upper Key Stage 2 (Y5&6)**  Who to go to in school if you hurt yourself. Calling 999 in an emergency.  [**Red Cross Life Live it: Stay safe**](https://firstaidchampions.redcross.org.uk/primary/)  **first aid practical workshop summer term 2 -** |

# Appendix 4: Objectives taught, and terminology used in the science curriculum as set out in the National Curriculum

## Graphical user interface, text, application Description automatically generatedYear 1:

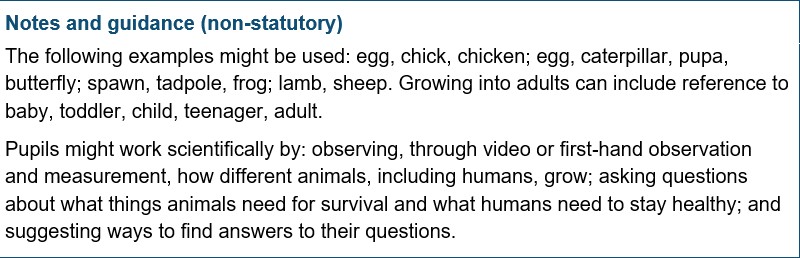
|  |
| --- |
| *Notes and guidance (non-statutory)* |
| Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.  Pupils should have plenty of opportunities to learn the names of the main body parts (including **head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth**) through games, actions, songs and rhymes.  Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different  textures, sounds and smells. |

**Year 2:**



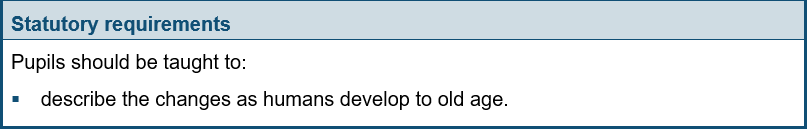
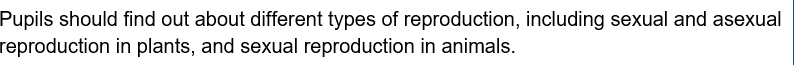
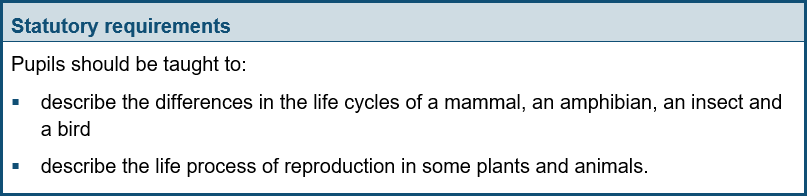
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**Year 3 and Year 4 – nothing linked**

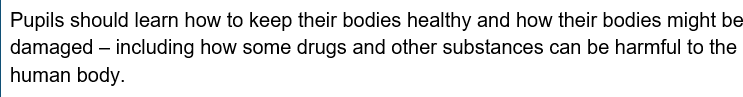
**Year 5:**



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**Year 6:**





Buttercup Primary School and EYFS

E-Safety Policy

Compiled by: Shaheda Khanom Reviewed by: Rena Begum

Reviewed on: 01st March 2022 Date of next review: 01st March 2023

We believe we have a duty to provide pupils with quality Internet access as part of their learning experience across all curricular areas. The use of the Internet is an invaluable tool in the development of lifelong learning skills.

We believe that used correctly Internet access will not only raise standards, but it will support teacher’s professional work and it will enhance the school’s management information and business administration systems.

We acknowledge that the increased provision of the Internet in and out of school brings with it the need to ensure that learners are safe. We need to teach pupils how to evaluate Internet information and to take care of their own safety and security.

E-Safety, which encompasses Internet technologies and electronic communications, will educate pupils about the benefits and risks of using technology and provides safeguards and awareness to enable them to control their online experience.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

**Aims**

* To provide clear advice and guidance in order to ensure that all Internet users are aware of the risks and the benefits of using the Internet.
* To work with other schools to share good practice in order to improve this policy.

**Responsibility for the Policy and Procedure**

Role of the Headteacher

The Headteacher will:

* ensure all school personnel, pupils and parents are aware of and comply with this policy.
* work closely with the Proprietor and the coordinator to create a safe ICT learning environment by having in place:
  + an effective range of technological tools
  + clear roles and responsibilities
  + safe procedures
  + a comprehensive policy for pupils, staff and parents.
* ensure regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.
* provide leadership and vision in respect of equality.
* provide guidance, support and training to all staff.
* monitor the effectiveness of this policy.

**Role of the e-Safety Coordinator**

The coordinator will:

* undertake an annual e-safety audit in order to establish compliance with Local Authority guidance
* ensure that all Internet users are kept up to date with new guidance and procedures.
* have editorial responsibility of the school Web site and will ensure that content is accurate and appropriate.
* ensure regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.
* undertake risk assessments in order to reduce Internet misuse.
* lead the development of this policy throughout the school.
* work closely with the Headteacher Proprietor and school team.
* provide guidance and support to all staff.
* provide training for all staff on induction and when the need arises.
* keep up to date with new developments and resources.
* review and monitor

**Role of School Personnel**

School personnel will:

* comply with all aspects of this policy.
* undertake appropriate training.
* before using any Internet resource in school must accept the terms of the ‘Responsible Internet Use’ statement
* be responsible for promoting and supporting safe behaviours with pupils.
* promote e-Safety procedures such as showing pupils how to deal with inappropriate material.
* report any unsuitable website or material to the e-Safety Coordinator.
* will ensure that the use of Internet derived materials complies with copyright law.
* report any concerns they have on any aspect of the school community.

**Role of Pupils**

Pupils will be aware of this policy and will be taught to:

* be critically aware of the materials they read.
* validate information before accepting its accuracy.
* acknowledge the source of information used.
* use the Internet for research.
* respect copyright when using Internet material in their own work.
* report any offensive e-mail.
* report any unsuitable website or material to the e-Safety Coordinator.
* listen carefully to all instructions given by the teacher.
* ask for further help if they do not understand.
* participate fully in all lessons.
* treat others, their work and equipment with respect.
* take part in questionnaires and surveys.

At the beginning of each year there will be an ICT unit on E-safety which will include the children being made aware of the E-safety policy the school has. The materials the school uses are readily available from the CEOPS website. [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk/)

**Role of Parents/Carers**

Parents/carers will:

* be aware of and comply with this policy.
* be asked to support the e-Safety policy.
* make sure their children are aware of the e-Safety policy.
* be encouraged to take an active role in supporting e-safety by attending.
* parents and open evenings
* parent-teacher consultations
* ICT information meetings
* be asked to take part in periodic surveys conducted by the school.

Internet Use

The school Internet access will:

* be designed for pupil use.
* include school filtering configuration provided and approved by the Local Authority which is designed to protect pupils as well as additional filtering by the school.
* provide filtering which is reviewed annually and improved if necessary.
* include filtering appropriate to the age of pupils.
* will have virus protection installed which will be updated regularly.
* be reviewed and improved annually.

**Authorising Internet Access**

* Before using any school ICT resource, all pupils and staff must accept the ‘Acceptable ICT Use Agreement
* Parents must sign a consent form before their child has access to the Internet.
* An up-to-date record will be kept of all pupils and school personnel who have Internet access.

**E-mail**

**Pupils must:**

* only use approved e-mail accounts.
* report receiving any offensive e-mails.
* not divulge their or others personal details.
* not arrange to meet anyone via the e-mail.
* seek authorisation to send a formal e-mail to an external organisation.

**School Website**

Contact details on the website will be:

* the school address
* e-mail address
* telephone number

The school website will not publish:

* staff or pupils contact details.
* the pictures of children without the written consent of the parent/carer
* the names of any pupils who are shown.
* children’s work without the permission of the pupil

The E-safety policy will be available on the school website.

**Social Networking and Personal Publishing**

Pupils will not be allowed access:

* to social networking sites except those that are part of an educational network or approved Learning Platform
* to newsgroups unless an identified need has been approved. No unsupervised use of internet or computer access is allowed.

**Inappropriate Material**

* Any inappropriate websites or material found by pupils or school personnel will be reported to the e-Safety Coordinator who in turn will report to the school safeguarding officer.

**Internet System Security**

* New programs will be installed onto the network or stand-alone machines by school technicians.
* Everyone must be aware that under the Computer Misuse Act 1990 the use of computer systems without permission or for inappropriate use could constitute a criminal offence.

**Remote education provision**

* Staff should use school email accounts and devices rather than personal, provides links to other resources and sets out many other considerations and practical tips for safe remote learning. Both staff and pupils should be in suitable places at home and suitably dressed.

**Complaints**

* The Headteacher will deal with all complaints of Internet misuse by school personnel.
* The ICT curriculum leader will deal with all complaints of internet misuse by pupils.
* Parents will be informed if their child has misused the Internet.
* The school has a system to record internet/ICT misuse in school.

**Raising Awareness of this Policy**

We will raise awareness of this policy via:

* the school website
* meetings with parents such as introductory, transition, parent-teacher consultations, and periodic curriculum workshops
* school events
* meetings with school personnel
* communications with home such as weekly newsletters
* information displays in the school

**Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Head Teacher and the Proprietor.

**Linked Policies**

|  |  |  |
| --- | --- | --- |
| * Safeguarding & Child Protection | * ICT | * Acceptable Internet Use Agreement |
| * Pupil Behaviour & Discipline |  |  |

**Initial Equality Impact Assessment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Policy Title** | **The aim(s) of this policy** | **Existing policy ()** | **New/Proposed Policy ()** | **Updated Policy ()** |
| **E-safety policy** | To ensure staff and pupils are able to access ICT, predominantly  the internet, safely. |  | **** |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **This policy affects or is likely to affect the following**  **members of the school community ()** | | | | **Pupils** | | | | **School Personnel** | | | | | **Parents/carers** | | | **Proprietor** | | | **School Volunteers** | | | | | **School Visitors** | | | | **Wider School Community** | | | |
| **** | | | | **** | | | | | **** | | |  | | | **** | | | | |  | | | |  | | | |
| **Question** | | **Equality Groups** | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Conclusion** | |
| **Does or could this policy have a negative impact on any of the following?** | | **Age** | | | | **Disability** | | | | **Gender** | | | **Gender identity** | | | **Pregnancy or maternity** | | | **Race** | | | | **Religion or belief** | | | **Sexual orientation** | | | | **Undertake a full EIA if the answer is ‘yes’ or ‘not sure’** | |
| **Y** | **N** | | **NS** | **Y** | **N** | | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | | **NS** | **Y** | **N** | **NS** | **Y** | **N** | | **NS** | **Yes** | **No** |
|  | **** | |  |  | **** | |  |  | **** |  |  | **** |  |  | **** |  |  | **** | |  |  | **** |  |  | **** | |  |  | **** |
| **Does or could this policy help promote equality for any of the following?** | | **Age** | | | | **Disability** | | | | **Gender** | | | **Gender identity** | | | **Pregnancy or maternity** | | | **Race** | | | | **Religion or belief** | | | **Sexual orientation** | | | | **Undertake a full EIA if the answer is ‘no’ or ‘not sure’** | |
| **Y** | **N** | | **NS** | **Y** | **N** | | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | | **NS** | **Y** | **N** | **NS** | **Y** | **N** | | **NS** | **Yes** | **No** |
| **** |  | |  | **** |  | |  | **** |  |  | **** |  |  | **** |  |  | **** |  | |  | **** |  |  | **** |  | |  | **** |  |
| **Does data collected from the equality groups have a positive impact on this policy?** | | **Age** | | | | **Disability** | | | | **Gender** | | | **Gender identity** | | | **Pregnancy or maternity** | | | **Race** | | | | **Religion or belief** | | | **Sexual orientation** | | | | **Undertake a full EIA if the answer is ‘no’ or ‘not sure’** | |
| **Y** | **N** | | **NS** | **Y** | **N** | | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | | **NS** | **Y** | **N** | **NS** | **Y** | **N** | | **NS** | **Yes** | **No** |
| **** |  | |  | **** |  | |  | **** |  |  | **** |  |  | **** |  |  | **** |  | |  | **** |  |  | **** |  | |  | **** |  |
| **Conclusion** | **We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Preliminary EIA completed by** | | | | | | | | | | **Date** | | | **Preliminary EIA approved by** | | | | | | | | **Date** | | | | | | | | | | |
| **R Begum** | | | | | | | | | | **01/03/2022** | | | **N Rehman** | | | | | | | | **01/03/2023** | | | | | | | | | | |

1. Authorised device – purchased by the pupil/family through a school-organised scheme. This device may be given full access to the network as if it were owned by the school. [↑](#footnote-ref-2)
2. Authorised device – purchased by the pupil/family through a school-organised scheme. This device may be given full access to the network as if it were owned by the school [↑](#footnote-ref-3)
3. The school should add below any specific requirements about the use of personal devices in school, e.g. storing in a secure location, use during the school day, liability, taking images etc. [↑](#footnote-ref-4)