



Digital Wellbeing Award Scotland

This Evidence Checklist is a suggested guide for nurseries/schools in selecting examples where their policies, practices and other activities meet the requirements of each criteria. The Award does not specify the number of pieces of evidence needed to meet the requirements of each criteria but rather that the evidence they provide is representative of the overall experience of students and teachers.

Leadership and Vision

1: The nursery/school has a culture that supports the implementation of the three main aims of the National Action Plan on Internet Safety for Children and Young People, and this is integrated into the vision and development plan with digital wellbeing being clearly linked to the nursery/school's GIRFEC and safeguarding policy

Evidence could include examples of:

- Nursery/school improvement planning showing progression of cyber resilience and internet safety learning across the curriculum and at all levels
- Evidence that staff and learners understand the difference between Cyber Resilience and Internet Safety
- A Health and Wellbeing policy showing digital wellbeing reporting and intervention strategies for children
- Evidence of a whole nursery/school approach to dealing with and recording technology enabled incidences for both staff and learners
- Evidence of practitioners/teachers incorporating CRIS in their planning
- Action planning on digital wellbeing with timeframes and designated personnel
- Discussions with staff and pupils across all levels
- Digital learning and teaching strategy
- Learning and Teaching strategy /policy where CRIS is embedded

2: The senior leadership team within the nursery/school takes responsibility for defining CRIS strategy, policy and procedures to ensure there is a supportive digital wellbeing environment and this is communicated across the wider community

Evidence could include examples of:

- Examples where opportunities for co-construction of policy and/or initiatives are provided for practitioners, teachers parents and students
- Evidence of a protocols/support for staff managing school social media channels
- Communications with parents
- Examples of ongoing teacher professional learning in CRIS
- Lists and practical guides for teachers and learners in relation to wellbeing characteristics. These are developed and agreed among all stakeholders
- Evidence of a whole nursery/school process/approach to dealing with and recording technology enabled incidences for both staff and learners

3: The CRIS learning coordinator is supported by the senior management team, a team of staff and student representatives and through partnerships with relevant stakeholders

Evidence could include examples of:

- Active and dynamic leaders among practitioners and students with records of meetings, actions, examples of interactions with peers and mentoring
- Plans and evidence of working with the wider community and partner agencies/stakeholders, eg. CLD
- Staff are directed to and provided with engaging and relevant CRIS professional learning
- Evidence of working with CLD staff to support CRIS with family learning

4: Decision making around the ongoing management of the digital wellbeing of staff and learners in CRIS are supported through a strong school community voice

Evidence could include examples of:

- Records of meetings where staff, student and the wider community voice is instrumental in contributing to the formation of policy
- Evidence of a whole school process/approach to dealing with and recording technology enabled incidences for both staff and learners
- Examples of digital leaders or other teams of students where emerging issues are discussed, and suggestions forwarded to senior management teams/personnel
- Audits of student views and experiences including interviews with students
- Examples of digital leaders and other peers supporting student wellbeing through presentations, clubs and extracurricular activities
- Where appropriate, student voice is supported by parental input

Learning and Teaching

5: Practitioners deploy a range of strategies to support CRIS as part of their online and face-to-face teaching which reflects incidents from data gathered

Evidence could include examples of:

- Discussions with practitioners, teaching teams and with their students
- Lesson plans and/or schemes of work
- Evidence of a whole school process/approach to dealing with and recording technology enabled incidences for both staff and learners
- Examples of student work and discussions with students
- Clear instructions on how to sustain ethical and positive actions while engaging on online and remote or blended learning tasks

6: Practitioners have a range of support tools/resources for themselves and for their students to help develop and sustain good cyber hygiene. Assessment reflects the positive experiences young people have using technology

Evidence could include examples of:

- Guidance for practitioners about how to promote, identify and safeguard students
- Evidence of practitioners using student voice to support their own practices and pedagogies
- Evidence of student self-evaluation demonstrating they have their say in how well the school is doing with CRIS and how it can be improved
- Examples of learning experiences where CRIS is incorporated into the activities and where there is an open student-teacher dialogue
- Discussions with students and staff reflect the positive experiences they have using technology safely and responsibly

Student Digital Competence

7: A proactive team of student CRIS leaders who are supported by staff, school senior managers and partner agencies work with peers to inform, promote and evaluate Digital Wellbeing

Evidence could include examples of:

- Discussions with digital leaders or CRIS leaders about their role in promoting resilience among their peers
- Examples of student leaders supporting the promotion of CRIS and wellbeing (assemblies, information to parents, and work with younger children)
- Examples of student leaders liaising with staff about any emerging trends, software and other usages that their peers are involved in
- Evidence of co-construction of policy and practice in the school
- Evidence, where appropriate, of links between home and school in supporting digital leaders and other learners

8: Students and teachers have an open dialogue about how to exploit, digital technologies to enhance their learning and life outside school. This open dialogue reflects the CRIS experiences within the school community

Evidence could include examples of:

- Students have access to a wide range of resources to help understand how to maintain robust CRIS and digital wellbeing and these are part of regular conversations with teachers
- Examples of students using the information they have to support their own digital wellbeing and that of others
- Examples of learning activities that have CRIS and/or wellbeing incorporated into their content
- Evidence of student choice in how they maintain their own wellbeing (for example in managing remote learning)
- Evidence of parental input into student teacher dialogue

9: Students are aware of the relationship between what they do in the digital world and their physical, social and emotional wellbeing. Students can identify how technology has a positive and negative effect on their wellbeing

Evidence could include examples of:

- Students can demonstrate how digital wellbeing can impact on many other aspects of their lives, relationships and their learning
- Examples of conversations with practitioners
- Examples of digital leaders informing peers about the importance and methods of developing and maintaining digital wellbeing
- Examples of learning activities that have CRIS incorporated into their content
- Case studies and interviews with students and, where appropriate, families

Professional Development and Resources

10: Staff have been given appropriate professional learning relating to the age and stage of their learners and have a level of expertise to lead CRIS across the curriculum

Evidence could include examples of:

- Records of professional learning events either in-house or from external agencies or partners
- Examples where practitioners support student CRIS and wellbeing through their lesson planning and practical teaching
- Examples where digital leaders support teachers
- Evaluations of current practice

11: Staff competence and knowledge in CRIS is constantly informed by consultation, feedback, student feedback and information from relevant agencies, industry partners and stakeholders

Evidence could include examples of:

- Records of professional learning events either in-house, from partner schools or from stakeholders and external agencies;
- Examples where practitioners work with students to support activities related to CRIS and digital wellbeing;
- Evaluations of the effectiveness of the impact of student voice on how digital wellbeing is promoted