Leamington Community Primary School

Together we make a Difference

Computing and E-Safety Policy

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Date Issued: 22nd January 2023
Approved by Governors: 1st February 2023
Review Date: 1st February 2024

Courage   Determination   Friendship   Honesty   Respect

<u>**Leamington Community Primary School: Computing and E-Safety Policy**</u>

<u>**Mission Statement:**</u>
We at Leamington Community Primary School will work to provide a happy, secure and stimulating environment in which every child is valued and encouraged to achieve their full potential through the development of a love of learning and a desire to expand their knowledge.

<u>**Introduction:**</u>
The development of Computing is changing at home and in the community. Its impact on the lives of individuals continues to grow and it is essential that our pupils can take advantage of its opportunities and understand its effects. Therefore, it is important that pupils in our school gain the appropriate skills, knowledge and understanding to have the confidence and capability to use Computing throughout their lives.

The National Curriculum requires Computing to be used in all subjects where appropriate. Computing is a cross-curricular subject and at Leamington Community Primary School, staff are committed to teaching our pupils the skills they need in order to use them across the curriculum.

This policy also outlines our purpose in providing access to the internet and explains how our school is seeking to avoid the potential problems that unrestricted internet access could give rise to.

<u>**Implementation:**</u>
Computing can be implemented in many ways, throughout all subject areas. Therefore, all staff have a role to play implementing Computing throughout the school.

The aims of the school are:
- To help children use Computing with purpose and enjoyment;
- To help children to develop the necessary Computing skills;
- To help children to become independent users;
- To help children be e-safe when using any Computing facilities;
- To help children to evaluate the benefits of Computing and its impact on society;
- To meet the requirement of the National Curriculum as fully as possible;
- To help all children to achieve the highest possible standards of achievement;
- To use Computing to develop partnerships beyond the school.

National Curriculum requirements for Computing are delivered through a variety of discrete lessons once a week (when needed) and also through other subject areas and topics. Leamington Community Primary School aims to embed Computing in the curriculum across all subjects. We use the 'Teach Computing' curriculum which is split into 6 different sections that ensure Computer science, Digital Literacy and Information Technology are all being taught. Where possible, Computing lessons are adapted to fit in with our year group topics.

Our school has a Computing Suite, as well as laptops, iPads and a range of mobile devices in order to deliver the Computing curriculum effectively. Provision throughout the school includes:

- All classes have access to the Computing Suite, laptops and mobile devices;
- Every classroom has an interactive whiteboard;
- A curriculum server is connected to the network that provides safe, central storage for children and staff within individual, staff-shared and public access drives;
- All machines are connected to wireless, colour printers;
- Children have access to various other types of equipment to develop their Computing skills, such as: roamer machines, Code & Go robot mice, Crumble kits and other control programming devices; sound recording equipment; electronic keyboards and mobile devices. Children may also control the AV equipment in the hall under adult supervision.

To help children develop their Computing skills, teachers employ a range of strategies including:

- Demonstrating to the whole class/group using interactive white boards;
- Discussion with the whole class/group;
- Individual or paired working;
- Collaborative group work;
- Encouraging pupils to demonstrate new skills to others;
- Use of both on and off computer tasks.

Computing in Foundation Stage

Although the 'Technology' strand has now been removed from 'Understanding the World' section in Development Matters we know how important technology is and will be for the lives of the children we teach.

What does Computing look like in our EYFS?

We learn through play across the curriculum and try to provide children with as many opportunities to develop their ICT skills building on listening skills, curiosity and creativity and problem solving.

Technology in our Early Years can mean:

- Playing with toys with buttons, flaps and simple mechanisms and learning how to operate them;
- taking a photograph with a camera or tablet;
- searching for information on the internet and watching the adults around me model this;
- playing games on the interactive whiteboard;
- exploring an old typewriter or other mechanical toys;
- using a Beebot/Code & Go Robot mouse or other programmable toys;
- watching a video clip;
- listening to music;
- listening to or reading stories on different devices (e-books);
- using age appropriate computer software;
- children are exposed to emails, texts and how technology can be used as a form of communication. We do this through our narrative curriculum using technology for a purpose.

- A half termly wellbeing session dedicated to e-safety with e-safety being high priority and discussed in an age appropriate way when children are using the internet.

We allow our children the opportunity to explore technology through planned and child-led activities. We have taken aspects from the Technology strand of *Birth to Five* to ensure that our children develop a familiarity with equipment and vocabulary and confidently access the Year 1 computing curriculum.

Staff Development:

INSET will be provided within the school or through courses run by School Improvement Liverpool or other reputable providers. The Computing Subject Leader will discuss with the Headteacher any colleague who would like to further their individual needs and encourage them to attend relevant courses through INSET or twilight sessions. STEM and Teach Computing also provide online/virtual and face to face sessions for staff wishing to improve their subject knowledge or support them with their Computing lessons.

Planning and Delivery:

While planning colleagues should consider whether children are:
- Developing Computing skills, knowledge and understanding;
- Using Computing to enrich and extend the understanding of another subject;
- Developing or using their existing Computing skills, whilst working in a different subject context;
- Using Computing facilities safely and responsibly.

Progression:

Curriculum planning should ensure continuity and progression. The school recognises that progression in Computing involves four main aspects:
- The progressive development of pupils' skills, knowledge and understanding;
- Breadth of study in Computing;
- Increased complexity of contexts in which Computing is applied;
- The growing understanding and confidence of the pupils in their learning.

Assessment, Recording and Reporting:

Teachers assess children continually throughout lessons using observation and verbal feedback. Marking, if work is completed in books/on paper, is according to school policy. Staff also use SeeSaw to document the different stages of their Computing lessons such as tinkering, developing skills etc. All children are assessed using a highlighted sheet relating to the lesson objectives.

Differentiation:

Differentiation should be achieved both through differentiated activities and through differentiation of intended outcomes or task. For example, pupils who are progressing rapidly should be

encouraged to extend their Computing experiences either through the use of more challenging software, or simply an alternative software package to provide depth of experience, or by extending the task which has been set.

Equal Opportunities:

As mentioned in the Disability Equality Scheme, all reasonable adjustments will be made to the Computing curriculum to allow all stakeholders to have access to the full curriculum regardless of any disability. Any child with a disability will be targeted, tracked and planned for to ensure they have full access to the curriculum, and that good progress is made.

Be Healthy, Be Safe:

It is imperative that all electrical equipment is kept in good working order. To ensure the health and safety of pupils and staff the following guidelines must be adhered to:

- Pupils should not be allowed to switch on the computer at the mains;
- Equipment should be situated away from water;
- Pupils should always be supervised when using electrical equipment;
- All plugs, leads and equipment should be checked regularly and tested for electrical safety in accordance with LA guidelines.
- Pupils should not be allowed to carry computers or printers;
- All leads should be packed away from general classroom traffic.

Periodically, teachers will ensure that they help the children understand health and safety aspects of working with computers, including correct posture when working.

Before the pandemic

Before the pandemic, computing was an integral part of our school curriculum. Children were exposed to lots of different technologies and allowed the time to explore different software. Children developed their knowledge and skills of the six strands of computing and work matched with the theme of their narrative (see English Curriculum website page for further information). A typical example of this is demonstrated within the Year 3 curriculum during the topic that links to the narrative 'Tuesday' by David Wiesner, which incorporates lots of work relating to the environment and pollution: with a focus on keep the frog's lagoon safe. The computing aspect included the children creating a lagoon space using 'Cospaces' (integrating the digital coding aspect of the computing curriculum) where the children were able to program the different animals within the habitat.

Across the whole school, each year group has ensured that the children's learning is always purposeful, and the progression of skills is clearly evident and built on each year through carefully planned programs and activities.

Remote learning through the pandemic

Throughout the pandemic, we worked closely with MGL to provide an array of lessons for children to access. These lessons focused on problem solving, using code for creating fluid animations, creating digital images etc. Skills were targeted at different year groups to ensure a continuous and consistent curriculum was delivered both remotely and on-site for those children attending. Lessons and activities were differentiated appropriately, as they would be in school. We also participated in 'Safer Internet Day' activities - compromising of elements of password protection and being able to identify fake news. Further to this, we shared lots of support via our website and social media regarding:

- Being safe online;
- Hints and tips for safe use of passwords;
- Recommended apps/websites to use at home;
- How to access parental controls.

Furthermore, class teachers and LSOs were available throughout the pandemic to offer support in relation to accessing the remote learning or the work set.

After the pandemic

After the pandemic, children returned to school with gaps in their knowledge, understanding and skills. Upon return, staff consolidated topics, where relevant, and gaps in skills were identified and have been noted. This information has been used by the children's next teacher to inform future planning, so that gaps could be addressed and taught before building upon these skills.

Staff assessed children's KUS and made the judgement on what is best for their children. Further to this, staff were provided with a plan to complete a range of basic skills that may have been needed to be consolidated before continuing further with future computing units.

Computing and SEND

At Leamington, we passionately believe that Computing has the potential to empower pupils with SEND and transform their lives. With the right blend of progressive, imaginative planning, exposure to a broad range of tools and technologies and comprehensive support it is possible that all children can fulfil their potential – in Computing and throughout the curriculum.

Computing and Information Technology are essential tools for inclusion. They enable children with SEND, whatever their needs, to use technology purposefully in ways that make the wider curriculum accessible, empower those with communication difficulties to engage with others and to fully include everyone in activities and learning.

We offer children with SEND varied and engaging ways to communicate, collaborate, express ideas and demonstrate success. From making and editing video/audio footage, programming animations, games and apps to creating rich web content – all pupils have an opportunity to participate, be challenged, learn and progress.

Supporting children's mental health

Children's use of technology is increasing annually with social media now a part of many families' lives. Screen time can cover a broad range of activities from reading novels on an e-reader or doing research for a school project to cooperatively playing games with others across the world. Even on the same platform, children and young people could have vastly different experiences depending on the content they are accessing. Therefore, when considering the risks and benefits of technology use, an understanding of the content with which children and young people are engaging is essential.

For children and young people there are many positives about these innovations: instant communication with family and friends around the world; the ability to play and be creative; access to high-quality information; the ability to socialise in a different environment; and online support for a range of health concerns and identity themes.

However, these devices can pose potential challenges to the health and well-being of children and young people. Staff and parents work together to ensure children are safeguarded, have an appropriate amount of screen time, the programs they use are in line with parents' parental controls and that above all, there is a balance between screen time and other activities. Further to this, as a whole school we have completed the 360 Safe Mark; we ensure the e-safety is embedded across the curriculum and via assemblies etc.

If however, there is an online incident that occurs and it affects children's mental health; the incident is logged as an online incident and monitored on our secure CPOMS system. If this impacts the child's mental health – it can be referred to the Inclusion Team or to our mental health subject leader for personalised support.

Leamington Community Primary School: Internet Acceptable Use and E-Safety Policy

Introduction:

The Internet is an essential element in 21st Century life for education, business and social interaction. It is an open communications channel allowing information to be transmitted to many locations in the world. Messages may be sent, ideas discussed and material published, with very little restriction. These features of the Internet make it an invaluable resource used by millions of people every day.

The purpose of Internet usage in school is to promote pupil achievement, to support the professional work of staff and to enhance the school's management, information and business administration systems. Benefits of using the Internet in education include:

- Access to world-wide educational resources;
- Educational and cultural exchanges between pupils world-wide;
- Cultural, vocational, social and leisure use in libraries, clubs and at home;
- Access to experts in many fields for pupils and staff;
- Staff professional development through access to national developments, educational materials and good curriculum practice;
- Communication with support services, professional associations and colleagues;
- Improved access to technical support including remote management of networks;
- Exchange of curriculum and administration data with the LA and DfE;
- Promotion of the learning that takes place in our school, through the school website.

The statutory curriculum requires pupils to learn how to locate, retrieve and exchange information using Computing facilities. Consequently, in delivering the curriculum, teachers need to plan to integrate the use of communications technology such as web-based resources and e-mail, to enrich and extend learning activities. Effective and responsible Internet use is an essential life-skill for all pupils to master.

Core Principles of Internet Safety:

In common with most technologies, Internet use presents risks as well as benefits. Pupils could be placed in inappropriate and even dangerous situations without mediated Internet access. To ensure responsible use and the safety of pupils, the school's policy is built on the following five core principles:

1. Guided educational use

Internet use will be planned, task orientated and educational within a regulated and managed environment.

2. Risk assessment

Both staff and pupils will be aware of the risks associated with Internet use. Emerging technologies will be examined for educational benefit before use in school is allowed. Staff and pupils will know what to do if they come across inappropriate material when using the Internet.

3. Responsibility

Internet safety depends on staff, governors, advisors, parents, and, where appropriate, pupils themselves taking responsibility for use of the Internet and associated technologies. The school will seek to balance education for responsible use, regulation and technical solutions to ensure pupils' safety.

4. Regulation

The use of the Internet, which brings with it the possibility of misuse, will be regulated. Fair rules, written for pupils to read and understand, will be prominently displayed as a constant reminder of the expectations regarding Internet use.

5. Appropriate Strategies

Effective, monitored strategies will be in place to ensure responsible and safe Internet use. The school will work in partnership with the LA, DfE, parents/carers and the Internet Service Provider to ensure systems to protect pupils are regularly reviewed and improved.

Internet Access:

Children's Access

Parents/carers will be informed that pupils will be provided with supervised internet access and will be required to sign and return a form **acknowledging their understanding of the school's policy on Internet use** at our Autumn parent's evening.

In common with other media, such as magazines, books and video, some material available via the Internet is unsuitable for pupils. The school, with the support and guidance of the LA, will take all precautions to ensure that users only access appropriate material. However, due to the international and linked nature of Internet content, it is not possible to guarantee that unsuitable material will never occur on a school computer. Neither the school nor Liverpool LA can accept liability for the material accessed, or any consequences of Internet access.

If staff or pupils discover unsuitable sites, the URL (address) and content must be reported immediately to the Internet Service Provider via the Computing Subject Leader or Headteacher.

Children are also made aware of what to do if they find unsuitable material online or on any Computing device in school/home.

Staff access

Staff will be encouraged to use this resource to support and enrich their own teaching and professional development. Staff will observe all restrictions and policies with regards to appropriate use of the internet. Any complaint about staff misuse must be referred to the headteacher. This facility is not intended for personal use, although it is understood that staff may access the internet at school during their own time (for example, to access Email), but are ultimately responsible for the sites they access. This extends to the use of their allocated laptops outside of school.

Staff and pupils will be made aware that the use of computer systems without permission or for inappropriate purposes could constitute a criminal offence under the Computer Misuse Act 1990.

School Website

Leamington Community Primary School website is regularly updated and can be found here: http://www.leamingtonprimary.com It is designed to celebrate children's work, promote the school, advertise events and communicate with parents. The point of contact on the website will be the school address, school email and telephone number. Staff or pupils' home information will not be published. Written permission from parents or guardians will be obtained before photographs of pupils are published on the school web site, in line with the new GDPR Regulations.

E-Safety

Leamington Primary uses the internet in school to facilitate learning. We also encourage children to use this valuable resource outside of school to consolidate their learning. However, there are risks with using the internet at home and we recommend that all internet usage at home is monitored by parents/carers. We actively discourage children using social networking sites for example, Facebook, Instagram, etc. These sites can present risks to children and also open up opportunities for cyber bullying to occur. We would also like to inform parents that certain social networking sites have age restrictions in place so children should not be using them.

Use Of Mobile Technology:

Leamington Community Primary School has provided technical solutions for the safe use of mobile technology for school devices:

- 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;
- 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;
- Staff owned devices should not be used for personal purposes during teaching sessions, unless in exceptional circumstances;
- Devices may be used in lessons in accordance with teacher direction;
- 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.

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 (GDPR). 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.

Social Media:

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).

Staff

- Personal communications are those made via 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.
- 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.

Pupils

- 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

- 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.

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 (this should be completed both on and off school premises with the support of parents/carers);
- 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.

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.

<u>Monitoring and Review:</u>

This policy is reviewed annually by the Computing Subject leader.

This policy is available on the school website and at the office upon request.