St Charles Catholic Primary School
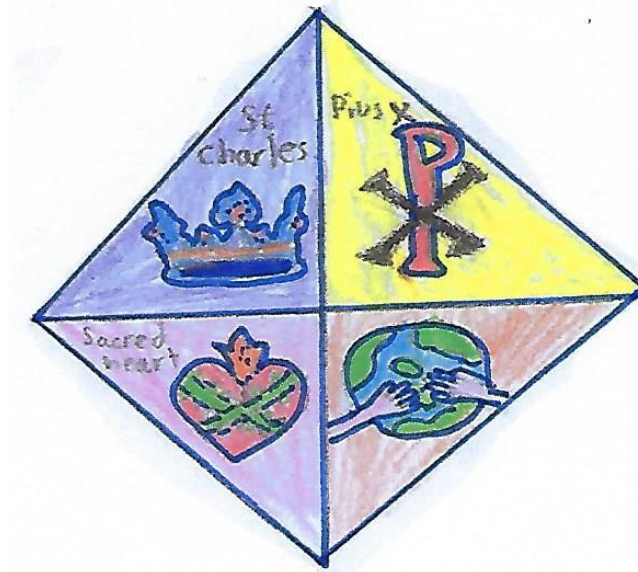
ICT and Computing/ Internet Access and E-safety Policies

Designated Teacher: Frederick Fowle
Designated Governor: Dave Hallbery
Date policy adopted: Spring 2021
Reviewed date: Summer 2022

St Charles Catholic Primary school

Our Mission Statement

Love God, Love your Neighbour

(Design by Claudia 5A - 2020)

Through God's love, and with guidance from the Holy Spirit, we, the Community of St Charles, share our Catholic faith together. We seek to nurture in our children an understanding of the importance of Christian values and a deep love and lifelong commitment to God.

We value the unique strengths and gifts of the children entrusted to us and strive to provide an excellent education, so that through our teaching the children may realise their full potential.

In partnership with our families, Governors and Parish, and inspired by our faith, we support the children of St Charles. We encourage them to shine, to have pride in their achievements, to show concern for others and contribute to society as responsible citizens.

Our Aims

- *To appreciate that we are all uniquely created and loved by God.*
- *To deepen each child's understanding of the Catholic faith.*
- *To nurture in the children an understanding of Christian values and how these help shape our lives and the lives of others.*
- *To understand the importance of forgiveness and reconciliation.*
- *To work in partnership with parents and Parish to create a Christian atmosphere enriched through prayer.*
- *To provide an excellent education so children learn and achieve their potential.*
- *To respect and care for one another in a happy, welcoming and nurturing community.*
- *To ensure children care and respect others, develop an understanding of the world and contribute to society as responsible citizens.*

Contents

Spiritual, Moral, Social Development

At St. Charles Catholic Primary School we believe that each child should learn in an atmosphere surrounded by love. We recognise that the personal development of pupils spiritually, morally and socially plays a significant part in their ability to learn and achieve.

We therefore aim to provide an education that allows pupils opportunities to explore and develop their own values; beliefs; spiritual awareness; high standards of personal behaviour; a positive caring attitude towards other people and an understanding of their social and cultural tradition.

In each class every child will be given the opportunity to develop his/her true potential academically, spiritually, morally and socially

The children in our care will be taught to value each other and the world around them. In dealing with others they will show forgiveness and patience, ready to comfort those in need.

They will be taught clear guidelines about the ethical use of the internet and other forms of communication technology. They will be taught internet safety and an appreciation of rules, and turn taking. They will be given the opportunity to acknowledge advances in technology and appreciate human achievement.

Opportunities to do this will be sought across the subject range both in the academic and the more creative aspects of the curriculum.

Cultural Capital

The subject curriculum aims to equip children with the knowledge, skills and values they need to succeed in all stages of their education and later life.
For example; Pupils learn about computing pioneers such as Ada Lovelace and Tim Berners Lee as well as the history of computing and our societies influence.

Definition of Computing and ICT

Computing and ICT has the potential to improve the quality of teaching and learning across the Curriculum. Society is ever changing and there is an increasing need for a greater level of technological knowledge and awareness amongst the population as a whole. The effective use of Computing & ICT in the classroom will help to produce a population which is digitally competent, feels comfortable with the new technology, is able to access lifelong learning opportunities through the use of Computing & ICT and can adapt to the rapid changes in this field.

Learning Journey

In Computing the curriculum is planned and sequenced with knowledge and skills building on what has been taught before. Children embark on a learning journey which builds towards clear end points.
We aim to provide a rounded, inspiring and challenging curriculum for all pupils including those with SEND, the most disadvantaged and the most able, so that all can achieve highly and are ready for the next stage of their education.

Discussion, debate and vocabulary

Through the subject curriculum children will learn and use the technical vocabulary they need to express ideas and knowledge clearly. In addition children will have plenty of opportunities to discuss and debate questions relating to specific areas/topics.

Memory

The subject curriculum is designed to help children know more and remember more. Through regular retrieval tasks and opportunities to make links between learning, children will commit learning to long term memory.

Aims

The aim of this document is to provide an overview to the new Computing Curriculum and a programme of study across the Key Stages.

The national curriculum for computing has four main aims to ensure that all pupils:

• *Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.*

• *Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.*

• *Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.*

• *Are responsible, competent, confident and creative users of information and communication technology.*

It is the aim of St Charles Catholic Primary school to:

• *provide all pupils with their Computing Curriculum*
• *develop children's individual Computing & ICT capability*
• *develop skills and understanding as well as knowledge*
• *develop the use of technical language*
• *enhance learning in other areas of the curriculum using Computing & ICT*
• *develop Computing & ICT as a tool for learning and investigation in all subjects*
• *equip pupils with the confidence and capability to use Computing & ICT throughout their later life*
• *recognise the potential, and deepen the awareness of the*

application and necessity of Computing & ICT in everyday life
• stimulate interest in new technologies

Inclusion
We undertake to ensure:

- accessibility to all pupils;

- awareness of race, gender, class, religion and disability;

- all pupils can achieve in Computing & ICT regarding individual capabilities and expectations;

- achievement of different groups is monitored;

- resources and displays reflect positive images and cultural diversity;

- appropriate presentation and differentiation of activities to meet individual needs.

- opportunities, where appropriate, for child initiated learning.

Special Educational Needs

At St Charles School we recognise the advantages of the use of Computing & ICT by pupils with special educational needs. These include:

- addressing pupil's individual needs;
- increased access to the curriculum;
- improvement in language skills.

SEN targets are supported through the use of specific software programs recommended by the Computing & ICT Coordinator, SENCO, Subject coordinators and appropriate agencies working with the School.

Programme of Study

Early years

It is important in the foundation stage to give children a broad, play-based experience of technology in a range of contexts, including outdoor play. Technology is not just about computers. Early Years learning environments should feature scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities to 'write' and 'paint' on the whiteboard. Recording devices can support children to develop their communication skills. This is particular useful with children who have English as an additional language.

Key Stage 1

By the end of key stage 1 pupils should be taught to:

- understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Key Stage 2

By the end of key stage 2 pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

<u>Resources and access</u>

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible computing system. We do this by investing in resources that will effectively deliver the strands of the new curriculum and support the use of Computing & ICT across the school. ICT and computing network infrastructure and   equipment has been sited so that:
• Every classroom from nursery to Y6 has a PC connected to the school network and an interactive whiteboard with sound and DVD facilities.
• There are ipads, which are for class use
• Each class has an allocated slot across the week for using the Computer Suite.
• The class ipads are available for use throughout the school day as part of computing lessons and for cross curricular use.
• The school employs an ICT technician from Core Networx who is in school for a half day each week.
• The School has an allocated Computing governor with responsibility for overseeing the Computer curriculum and reporting to the full governing board when required to do so.

• We currently subscribe to Espresso which provides a massive library of cross-curricular digital resources for use in the classroom at Foundation, Key Stage 1 and Key Stage 2.
• We currently subscribe to 3BM Education which provides lesson plans, resources and an assessment tool for all key stages

- The School is moving towards integrating Gsuite for education for online learning at school and remotely

• The School's connectivity is provided by the London Grid for Learning which is a community of schools and local authorities committed to using technology to enhance teaching & learning. LGfL schools receive:

- safe, high-speed broadband
- managed network services
- premium learning resources: a blend of commercially-licensed content and homegrown exclusives

Assessment and Recording

Assessment

To ensure pupils are making good or better progress, teachers should assess each student's attainment . Teachers in Early Years should follow the school's assessment policy for Early Years. Teachers in Key Stage 1 and Key Stage 2 should use the 3BM Assessment Spreadsheet for their class to track pupil progress and attainment at the end of each term.

Assessment will be carried out in order to:

*	monitor pupil's progress and ensure continuity.
*	identify needs and assist individual pupils.
*	provide a framework for future planning.
*	ensure the breadth and depth of the National Curriculum is covered.
*	give an accurate report to all interested parties.
*	recognise achievement.

Recording

Record Keeping should take a variety of forms, including:

- formative assessment such as teacher observations, samples of work etc.
- Annotated records of pupils' work at the end of each taught unit
- displays

Staff Use of Computers

All members of staff have access to their own login within the school's curriculum network and it is their responsibility to ensure children do not gain access to these login details. Supply teachers use one of the special accounts set up especially for their use. (See also Staff e-safety in the Internet policy below).

Teachers may use the Internet as a teaching resource but must check any websites and searches prior to a lesson. Each teacher has a school e-mail address and should check this daily.

Roles & Responsibilities of the Computing & ICT Coordinator

The Computing & ICT Coordinator is responsible for;

- Regular monitoring of the teaching and assessment of Computing & ICT.
- Overseeing long, medium and short term Computing & ICT planning within the school.
- Attending regular insets and coordinators forums and to be aware of recent initiatives and changes and to inform the rest of the staff about these new developments.
- Where appropriate, organise (and at times provide), appropriate training.
- Advising colleagues on managing equipment and software in the classrooms and the suite, ***but is not expected to act as a technician***.
- The School buys in technical support from CoreNetworx. A technician visits the School for half a day each week. It is the Co-ordinators responsibility to communicate with the technician to ensure problems are prioritised and dealt with.
- Reporting to the Governors via the Head teacher's report with regard to the school's development plan. The coordinator will also work in close consultation with the Governors representative for Computing & ICT.
- Providing a Computing & ICT action plan, which includes expenses, informs the School Development Plan. The finance sub-committee ensures adequate funding is allocated to cover equipment and all necessary contracts.
- Providing induction for Newly Qualified Teachers.

Cross curricular links

Where appropriate, Computing & ICT should be incorporated into schemes of work for all subjects. Computing and ICT should be used to support learning in other subjects as well as develop Computing & ICT skills.

Planning

The School follows the 3BM Scheme of Work for Computing & ICT. Teachers use the lesson plans provided but differentiate them according to the ability groups and individual needs of their class. Teachers use a wide range of strategies to achieve this. Examples of these are:

- same activity but different expected outcome;
- same theme but different levels of input;
- different pace of working;
- different groupings of pupils including 1 to 1;

Teachers' planning is reviewed weekly by the Senior Leadership Team to ensure full coverage of the Computer Curriculum and to monitor the range of teaching styles that are employed to develop Computing & ICT capability. These teaching styles include: group work of mixed and similar ability, individual work and whole class teaching. Teachers' planning will also include opportunities for work away from the computers intended to compliment the ICT and computing activities.

Reporting & Recording

Parents receive an annual written report on their child's progress as part of their 'end of year pupil report'. In addition to this, class teachers provide verbal feedback on each child's progress during parent conferences held in the Autumn and Spring Terms.

Monitoring, Evaluation and Review

The Senior Leadership Team monitors planning weekly. The coordinator also observes lessons and reviews pupil's work on a regular basis in accordance with the School Improvement Plan and a rolling observation programme which includes other curriculum subjects. Oral and written feedback is given to the teacher.

The Governors are kept informed of the progress of Computing & ICT through termly reports from the Head teacher and in her annual report to the Governors.

All teachers are expected to have high expectations for all pupils. When monitoring Computing & ICT planning, teaching and learning, due consideration is given to issues of gender and ethnicity to ensure that all pupils' experiences with Computing & ICT are positive.

Resource Management

Human

The Computing and ICT curriculum will provide the main focus of one staff meeting per term. This may include: introduction of software, training for Computing & ICT, whole school support in planning for Computing & ICT, sharing pupil's work, moderation of pupil's work, development of the Computing & ICT portfolio or sharing ideas of good practice.

Opportunities for training are offered, wherever possible, to meet whole school needs as well as those of individual teachers. These needs may be identified as a result of monitoring or performance management reviews.

As part of Continuing Professional Development all members of staff are encouraged to improve necessary skills and techniques, and take up training opportunities such as those organised through the LA.

The school has computer monitors selected from year 6. Their duties include switching the computers on and off at the beginning and end of each day, setting up a piece of software for the foundation years, keeping the Computer Suite tidy and reporting any damages to the Coordinator. They also oversee the use of the ipads and ensure they have been returned at the end of the day.

Technical

Any faults with the computers are reported and recorded in a fault notebook kept in the Teachers PPA suite. The coordinator and the CoreNetworx technician will endeavour to resolve these faults as soon as possible. The CoreNetworx technician currently visits the school every Monday morning.

Hardware

The school has a suite of 31 computers with and printers attached. Pupil access is timetabled on a weekly basis. The suite is equipped with a Promethean Interactive whiteboard.

All 13 classrooms and the two curriculum target rooms are equipped with a computer, a printer and an interactive white board. There is also a DVD player attached to the computer. The Large study and the Library are both equipped with a Dell computer and a printer.

All computers are networked and internet linked.

The Hall is equipped with a projector and an electronic screen. There are also four LED stage lights. It also has an interactive table.

Obsolete equipment is disposed of in accordance with LA guidelines. Such equipment is cleared, reconditioned and where possible, sent to charitable causes.

Software

The LA is responsible for ensuring that the automatic updating of anti-virus software is operating efficiently.

The Coordinator is made aware of new software through newsletters from the ICT Advisory Team (3BM) and through regular coordinators meetings.

New software, including apps, are purchased only after evaluation to ensure that it fits the purpose for which it is intended and that it is non-discriminatory. Subject coordinators are encouraged to recommend appropriate software for their subjects.

Staff and pupils are not permitted to use software or to download resources from external sources unless they have been cleared by the coordinator.

Interactive White Boards

All classrooms are equipped with Promethean Activboards. This allows teachers to use Computing & ICT across the curriculum. Safety is paramount and pupils and staff are expected to go through the following safety points on a regular basis;

- All users are advised not to stare directly into the beam of the projector.

- When using the white board for long periods, users must ensure that they work facing away from the beam as far as is reasonably practicable and step out of the beam when turning to face their audience.

- At least 1 metre either side of the activboard should be kept clear of obstruction in order to facilitate movement around the board.

- In order to reduce eye strain it is recommended that working at the activboard for extended periods should be avoid whenever possible.

- The matt surface of the Activboard has been specially selected to prevent glare and reflective hotspots from the projector and is therefore not optimised for regular use with wipe dry markers.

- Users must not attempt to alter the Activboard system in anyway as this may increase the risk of system malfunction. If the system malfunctions do occur users must not attempt to repair themselves as this may invalidate the warranty.

- Before cleaning the filters of the projector, users must ensure that the equipment is switched off and cooled down to an appropriate temperature. It is recommended that this activity is carried out first thing in the morning.

- Pupils working at the Activboard must be supervised at all times.

- Boards should be switched off when not in use to prolong the life of the bulb.

Health and Safety

All pupils receive introductory and reminder sessions in the Computer Suite dealing with Health and Safety issues. These include showing pupils how to adjust the brightness and contrast settings of monitors as well as the correct keyboard and seating position. Pupils also receive instruction on the correct procedure for using a mouse and are regularly reminded not to look directly into the projector beam when using the interactive whiteboard.

When using the Computer Suite all staff will make a visual check of equipment specifically to ensure that:

- a fire extinguisher and fire blanket suitable for electrical fires are in place and undamaged
- there are no trailing cables or leads which could constitute a health hazard
- there are no damaged chairs or other faulty and/or potentially hazardous equipment.

Lessons involving the use of Computing & ICT should be structured to ensure that there are periodic breaks where pupils' attention is directed away from the monitor to a distant object such as the teacher or interactive whiteboard.

The Computer Suite is fitted with suitable non-reflective blinds.

Computers located in classrooms are positioned, wherever possible, away from light reflection and glare. The optimum position is at right angles to the natural source of light.

The air conditioning system in the Computer Suite should be set at an appropriate temperature setting to establish a comfortable environment for learning.

The Computer Suite should be kept in a tidy state at all times. Chairs should be placed back in front of the computers when leaving the suite. Pupils should not swing on chairs or use them as a means of transport!!

Internet Access and E-safety Policy

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Internet Access Policy

Internet access.

Providing access to the internet in school raises educational standards and supports the professional work of staff.

Teachers and pupils have access to web sites world-wide (including museums and art galleries) offering educational resources, news and current events. It provides opportunities for discussion with experts in many fields and to communicate and exchange information with students and others world-wide.

In addition, staff will have the opportunity to access educational materials and good curriculum practice, to communicate with the advisory and support services, professional associations and colleagues; exchange curriculum and administration data with the LA and DfE.

Ensuring internet access is appropriate and safe.

1 E-Safety for pupils

The internet is a popular communications medium and is freely available to any person wishing to send e-mail or publish a web site. In common with other media such as magazines, books and video, some material available on the internet is unsuitable for pupils. Pupils in school are unlikely to see inappropriate content in books due to selection by publisher and teacher and the school will take every practical measure to ensure that children do not encounter upsetting, offensive or otherwise inappropriate material on the internet. The following key measures have been adopted to help ensure that our pupils are not exposed to unsuitable material:

- Our internet access is purchased from the LGFL which provides a service designed for pupils including a filtering system intended to prevent access to material inappropriate for children;
- Children using the internet will normally be working in the classroom or Computer Suite, during lesson time and will be supervised by an adult (usually the class teacher) at all times;
- Staff will check that the sites pre-selected for pupil use are appropriate to the age and maturity of pupils;
- Staff will be particularly vigilant when pupils are undertaking their own search and will check that the children are following the agreed search plan;
- Pupils will be taught to use e-mail and the internet responsibly in order to reduce the risk to themselves and others;

- A copy of 'Rules for Responsible ICT Use' is posted near every computer system in the school. (*See appendix 1*)
- The ICT co-ordinator will monitor the effectiveness of internet access strategies;
- The SLT will ensure that the policy is implemented effectively;
- Methods to quantify and minimise the risk of pupils being exposed to inappropriate material will be reviewed on a regular basis in consultation with colleagues from other schools and advice from the LA, our Internet Service Provider and the DfE.

To date the above measures have been highly effective. However, due to the international scale and linked nature of information available via the internet, it is not possible to guarantee that particular types of material will never appear on a computer screen. ***Neither the school nor The Tri-borough Local Authority can accept liability for the material accessed, or any consequences thereof.***

A most important element of our Rules for Responsible Internet Use is that pupils will be taught to tell a teacher **immediately** if they encounter any material that makes them feel uncomfortable. If there is an incident in which a pupil is exposed to offensive or upsetting material the school will wish to respond to the situation quickly and on a number of levels. Responsibility for handing incidents involving children will be taken by the ICT Co-coordinator and the Child Protection Officer in consultation with the Head Teacher and the pupil's class teacher. All the teaching staff will be made aware of the incident.

- If one or more pupils discover (view) inappropriate material our first priority will be to give them appropriate support. The pupil's parents/carers will be informed and given an explanation of the course of action the school has taken. The school aims to work with parents/carers and pupils to resolve any issue;
- If staff or pupils discover unsuitable sites the ICT co-ordinator will be informed. The ICT co-ordinator will report the URL (address) and content to the Internet Service Provider and the LA; if it is thought that the material is illegal, after consultation with the ISP and LA, the site will be referred to the Internet Watch Foundation and the police.
- St Charles follows the LA's advice not to use Google as a search engine. This particular resource is more difficult to filter. Alternative search engines are used.
- At St Charles pupils are not allowed to access the YouTube Website as inappropriate material can be accessed. Teachers, however, may use the site as part of their teaching but care must be taken to ensure pupils are not exposed to the inappropriate material.

Pupils are expected to play their part in reducing the risk of viewing

inappropriate

material by obeying the Rules of Responsible Internet Use which have been designed

to help protect them from exposure to internet sites carrying offensive material. If

pupils abuse the privileges of access to the internet or use of e-mail facilities by failing

to follow the rules they have been taught or failing to follow the agreed search plan

when given the privilege of undertaking their own internet search, then sanctions

consistent with our School Behaviour and Expectations Policy will be applied. This

may involve informing the parents/carers. Teachers or the Coordinator may also

consider whether access to the internet should be denied for a period of time.

Parental permission is required before pupils are permitted to use the internet. Parental permission is also required before a child's image can be used on the school website or other forms of media available to the public, ie, newspaper articles proclaiming school sports achievements. (*See appendix 2*)

Pupils are required to sign an E-Safety Agreement Form stating that they promise to keep the rules as stated in the 'Rules for Responsible ICT use'. (*See appendix 3*)

All parental permissions and pupils agreement forms are held in a school register and kept by the Coordinator. A parental permission class list is available in each class for easy reference.

As part of the logging on process all pupils are required to read and accept the School's Safe User agreement. Failure to do so will result in the PC closing logging off.

2 **E-Safety for staff**

All staff members are;

- Required to read and sign the 'Acceptable Use of ICT' policy. (*See appendix 4*)
- Discouraged from leaving their computers unattended, allowing access to their account. To minimize this risk a security time laps of 5 minutes is in place.
- Discouraged from leaving their memory sticks about the premises.
- Discouraged from disclosing their passwords to students, supply teachers or pupils. Every classroom has an extra account set up especially for supply teachers and other visitors who may need to use the computer.
- Staff should not communicate in any way with pupils via a public networking site such as 'Facebook'.
- Staff are strongly discouraged from communicating with parents/carers via a public

networking site such as 'Facebook'.

- Staff should not use public networking sites such as 'Facebook' to comment on any practices or procedures of the School or to disclose information of a confidential nature relating to staff or pupils. **Such action may result in disciplinary proceedings.**
- Encouraged not to spend too long working on a computer or to look directly into the IWB projector beam in the interests of health and safety.
- Asked not to use the computer for personal use during teaching hours. This reduces the risk of pupils discovering personal details.
- Asked to be aware of their 'digital foot print'. Information, photographs etc, available on the internet via face book, etc, are also available to pupils, parents and Governors.
- As part of the logging on process all members of staff are required to read and accept the School's Safe User agreement. Failure to do so will result in the PC refusing to log on.
- Instructed not use any personal device for recording images of children. Only School devices should be used and only for internal use, ie, evidence for assessment. Once a hard copy has been created for a child's file the electronic image must then be deleted.

Maintaining the security of the school ICT network

We are aware that connection to the internet significantly increases the risk that a computer or a computer network may be infected by a virus or accessed by unauthorized persons.

The LA through the SLA will up-date virus protection regularly. The LA will keep the school up-to-date with ICT news developments and work with the school and Internet Service Provider to ensure system security strategies to protect the integrity of the network are reviewed regularly and improved as and when necessary.

Using the internet to enhance learning

Pupils will learn how to use a web browser. Older pupils will be taught to use suitable web search engines. Staff and pupils will begin to use the internet to find and evaluate information. Access to the internet will become a planned part of the curriculum that will enrich and extend learning activities and will be integrated into the class schemes of work.

As in other areas of their work, we recognise that pupils learn most effectively when they are given clear objectives for internet use. Different ways of accessing information from the internet will be used depending upon the nature of the material being accessed and the age of the pupils:

- access to the internet may be by teacher (or sometimes other-adult) demonstration;
- pupils may access teacher-prepared materials, rather than the open internet;
- pupils may be given a suitable web page or a single web site to access;

- pupils may be provided with lists of relevant and suitable web sites which they may access;
- Older, more experienced, pupils may be allowed to undertake their own internet search having agreed a search plan with their teacher; pupils will be expected to observe the Rules of Responsible Internet Use and will be informed that checks can and will be made on files held on the system and the sites they access.

Pupils accessing the internet will be supervised by an adult, normally their teacher, at all times. They will only be allowed to use the internet once they have been taught the Rules of Responsible Internet Use and the reasons for these rules. Teachers will endeavour to ensure that these rules remain uppermost in the children's minds as they monitor the children using the internet.

Using information from the internet

At St Charles we believe that, in order to use information from the internet effectively, it is important for pupils to develop an understanding of the nature of the internet and the information available on it. In particular, they should know that, unlike the school library for example, most of the information on the internet is intended for an adult audience, much of the information on the internet is not properly audited/edited and most of it is copyright.

- Pupils will be taught to expect a wider range of content, both in level and in audience, than is found in the school library or on TV.
- Teachers will ensure that pupils are aware of the need to validate information whenever possible before accepting it as true, and understand that this is even more important when considering information from the internet (as a non-moderated medium).
- When copying materials from the Web, pupils will be taught to observe copyright.
- Pupils will be made aware that the writer of an e-mail or the author of a web page may not be the person claimed.

Using e-mail *(See also E-safety for pupils)*

Pupils will learn how to use an e-mail application and be taught e-mail conventions. Staff and pupils will begin to use e-mail to communicate with others, to request information and to share information. It is important that communications with persons and organizations are properly managed to ensure appropriate educational use and that the good name of the school is maintained. Therefore:

- Pupils will only be allowed to use e-mail once they have been taught the Rules of Responsible Internet Use and the reasons for these rules.
- Teachers will endeavour to ensure that these rules remain uppermost in the children's minds as they monitor children using e-mail;
- Pupils may send e-mail only as part of planned lessons;
- In-coming e-mail to pupils will not be regarded as private;
- Children will have the e-mail messages they compose checked by a member of staff before sending them;
- The forwarding of chain letters will not be permitted;
- Pupils will not be permitted to use e-mail at school to arrange to meet someone outside school hours.

St Charles School web site

Our school web site is intended to:
- Provide accurate, up-to-date information about our school;
- Enable pupils to publish work to a high standard, for a very wide audience including pupils, parents, staff, governors, members of the local community and others;
- Celebrate good work;
- Provide pupils with the opportunity to publish their work on the internet;
- Promote the school.

All classes may provide work for publication on the school web site. Class teachers will be responsible for ensuring that the content of the pupils' work is accurate and the quality of presentation is maintained. All coordinators, teachers and staff have joint ownership of the site and are encouraged to take responsibility for their own areas. All material must be the author's own work, crediting other work included and stating clearly that author's identity and/or status.

The school web site is run by an independent technician who ensures that the links work and are up-to-date, and that the site meets the requirements of the site host. All information is sent to him via the ICT Coordinator or the Administrations Officer to be downloaded and updated.

The point of contact on the web site will be the school address, telephone number and e-mail address. We do not publish pupils' full names. Images of pupils are used on the site but only after acquiring permission form parents or carers. Images are protected and cannot be cut and pasted out. Home information or individual e-mail identities will not be published. Permission will

be sought from other individuals before they are referred to by name on any pages we publish on our web site.

School website address: www.st-charles.rbkc.sch.uk

LOVE GOD
LOVE YOUR NEIGHBOUR

St Charles

before   Keeping safe: stop and think
                              you click!

12 rules for responsible ICT use

These rules will keep everyone safe and help us to be fair to others.

- I will only use the school's computers for schoolwork and homework.

- I will only delete my own files.

- I will not look at other people's files without their permission.

- I will keep my login and password secret.

- I will not bring files into school without permission.

- I will ask permission from a member of staff before using the Internet and will not visit Internet sites I know to be banned by the school.

- I will only e-mail people I know, or my teacher has approved.

- The messages I send, or information I upload, will always be polite and sensible.

- I will not open an attachment, or download a file, unless I have permission or I know and trust the person who has sent it.

- I will not give my home address, phone number, send a photograph or video, or give any other personal information that could be used to identify me, my family or my friends, unless my teacher has given permission.

- I will never arrange to meet someone I have only ever previously met on the Internet or by email or in a chat room, unless my parent, guardian or teacher has given me permission and I take a responsible adult with me.

- If I see anything I am unhappy with or I receive a message I do not like, I will not respond to it but I will tell a teacher / responsible adult.

St Charles RC Primary School

e-safety agreement form

Child's name: _____

Part 1 - Permission to use the Internet

As the parent or legal guardian of the above pupil(s), I grant permission for my daughter or son to have access to use the Internet, LGfL e-mail (KS2) and other ICT facilities at school as part of their learning.

I accept that ultimately the school cannot be held responsible for the nature and content of materials accessed through the Internet and mobile technologies, but I understand that the school will take every reasonable precaution to keep pupils safe and to prevent pupils from accessing inappropriate materials. These steps include using an educationally filtered service, restricted access email, employing appropriate teaching practice and teaching e-safety skills to pupils.

I understand that the school can check my child's computer files, and the Internet sites they visit and that if they have concerns about their e-safety or e-behaviour that they will contact me.

I will support the school by promoting safe use of the Internet and digital technology at home and will inform the school if I have any concerns over my child's e-safety.

I give my permission ☐   **I do not give my permission** ☐

Part 2 - Use of digital images - photography and video.

I also agree to the school using photographs of my child or including them in video / video conferencing material, as described in the document 'Use of digital images - photography and video' (See reverse). I understand that images / video will only be used to support learning activities or in publicity that reasonably promotes the work of the school, and for no other purpose.

I give my permission ☐   **I do not give my permission** ☐

Part 3 - Sharing Images of Pupils on Social Media Networks.

I understand that I may take photographs/videos of my own child during School gatherings, such as assemblies, but I cannot post any images on any social media if they include the image of another pupil. (Which inevitably they will!) If another pupil appears in the image, then I WILL NOT POST IT.

I agree ☐   **I do not agree** ☐

Parent / guardian signature: _____ **Date:** ___/___/___

Use of digital images - photography and video

To comply with the Data Protection Act 1998, we need your permission before we can photograph or make recordings of your daughter / son. We follow the following rules for any external use of digital images:

If the pupil is named, we avoid using their photograph.

If their photograph is used, we avoid naming the pupil.

Where showcasing examples of pupils work we only use their first names, rather than their full names.

If showcasing digital video work to an external audience, we take care to ensure that pupils aren't referred to by name on the video, and that pupils' full names aren't given in credits at the end of the film.

Only images of pupils in suitable dress are used.

Staffs are not allowed to take photographs or videos on their personal equipment.

Examples of how digital photography and video may be used include:

- Your child being photographed (by the classroom teacher, teaching assistant or another child) as part of a learning activity; e.g. photographing children at work and then sharing the pictures on the class Interactive Whiteboard allowing children to see their work and make improvements.

- Your child's image used in display / presentation around the school; e.g. in school wall displays and school PowerPoint© presentations.

- Your child taking part in a timed video conferencing learning activity set-up through the London Grid for Learning 'closed and secure' system. e.g. part of a small group or class video conference with other school(s).

- Your child's image being used in a presentation about the school and its work in order to share its good practice and celebrate its achievements, which is shown to other parents, schools or educators; e.g. within a CDROM / DVD / video conference or a document; in our school prospectus; on our school website. In rare events, your child's picture could appear in the media if a newspaper photographer or television film crew attend an event.

Note: If we, or you, actually want your child's image linked to their name we will contact you separately for permission, e.g. if your child won a national competition and wanted to be named in local or government literature.

St Charles RC Primary School

e-safety agreement form.

Keeping safe: stop and think before you click!

Pupil name: _____

Class:_____

I have read the school 'rules for responsible ICT use'.   My teacher has explained them to me.

☐

I understand these rules are there to help keep me safe, and my friends and family safe.
I agree to follow the rules.

☐

This means I will use the computers, Internet, e-mail, online communities, digital cameras, video recorders, and other ICT in a safe and responsible way.

I understand that the school can check my computer files, and the Internet sites I visit, and that if they have concerns about my safety, that they may contact my parent / carer.
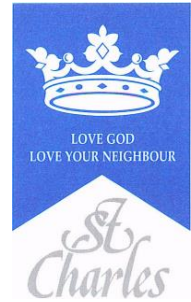
☐

Pupil's signature _____

Date: ___/___/___

St Charles RC Primary School

ACCEPTABLE USE POLICY: STAFF FORM

- I will only use the school's digital technology resources and systems for Professional purposes or for uses deemed 'reasonable' by the Head and Governing Body.
- I will only use the approved, secure email system(s) for any school business (currently Outlook and LGfL web-mail).
- I will not browse, download or send material that could be considered offensive to colleagues.
- I will report any accidental access to, or receipt of inappropriate materials, or filtering breach to the appropriate line manager / school named contact.
- I will not allow unauthorised individuals to access email / Internet / intranet / network, or other school / LA systems.
- I will not download any software or resources from the Internet that can compromise the network, or are not adequately licensed.
- I understand that all Internet usage / and network usage can be logged and this information could be made available to my manager on request.
- I will ensure all documents are saved, accessed and deleted in accordance with the school's network security and confidentiality protocols.
- I will not connect a computer, laptop or other device (including USB flash drive), to the network / Internet that does not have up-to-date anti-virus software, and I will keep any 'loaned' equipment up-to-date, using the school's recommended system.
- I will not use personal digital cameras or camera phones for transferring images of pupils or staff without permission.
- I will use the school's Learning Platform in accordance with school / and London Grid for Learning advice.
- I will ensure that any private social networking sites / blogs etc that I create or actively contribute to are not confused with my professional role.
- I will not use a private networking site to communicate with pupils of the School.
- I agree and accept that any computer or laptop loaned to me by the school, is provided solely to support my professional responsibilities and that I will notify the school of any "significant personal use" as defined by HM Revenue & Customs.
- I will ensure any confidential data that I wish to transport from one location to another is protected by encryption and that I follow school data security protocols when using any such data at any location.
- I understand that data protection policy requires that any information seen by me with regard to staff or pupil information, held within the school's information management

system, will be kept private and confidential, EXCEPT when it is deemed necessary that I am required by law to disclose such information to an appropriate authority.

- I will ensure I am aware of digital safety-guarding issues so they are appropriately embedded in my classroom practice.
- I will only use RB Kensington and Chelsea systems in accordance with any Corporate policies.
- I understand that failure to comply with the Acceptable Use Policy could lead to disciplinary action.

User Signature

I agree to abide by the Acceptable Use Policy and wish to have an email account; be connected to the Intranet & Internet; be able to use the school's ICT resources and systems.

I would like email forwarding enabled from my RBKC Outlook Account to my LGfL school email address given below:

Signature ……………………….………… Date ……………………

Full Name ……………………………….......................................(printed)

Job title . . . .

School: St. Charles RC Primary School

Authorised Signature (Head Teacher (primary) / Head/Deputy/ senior teacher (secondary))

Is this member of staff temporary? NO / YES   If yes, contract end date: ……………

I approve this email account / connection to the Intranet.

Signature …………………………………….... Date 3.9.2007

Full Name:...

For Outlook email / RBKC Intranet connections - please return to:
ICT Support Team, Isaac Newton PDC, 108a Lancaster Road, London W11 1QS

Fax to: 0207598 4820

For ISD Use: Date added to system:............/........../............................