

St Charles Catholic Primary School



ICT and Computing/ Internet Access and E-safety Policies

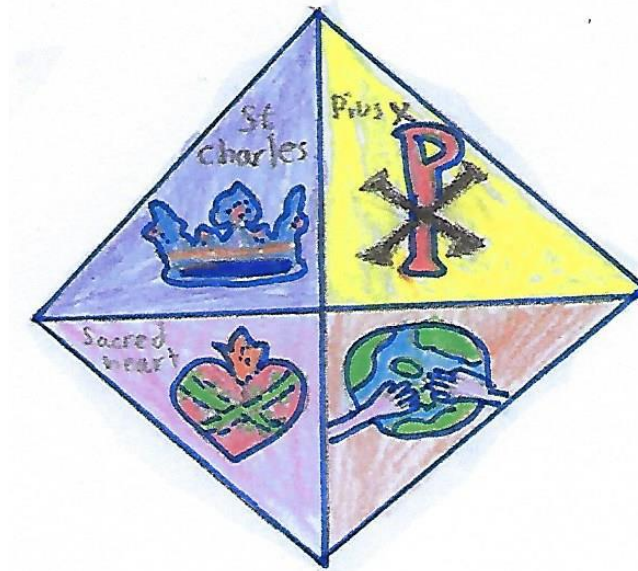
**Designated Teacher: Frederick Fowle
Date policy adopted: December 2022
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St Charles School Policy on Computing and ICT

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

	Page No.
School Mission Statement	1
Cultural Capital	3
Definition	3-4
Learning Journey	4
Discussion, debate and vocabulary	4
Memory	4
Aims	3-4
Inclusion	4
Special Needs, Equal Opportunities & Protected Characteristics	4-5
Programme of Study	5-6
Resources and access	6-7
Assessment and Recording	7
Staff Use of Computers	7
Roles & Responsibilities	7-8
Cross curricular links	8
Planning	8
Reporting & Recording	8
Monitoring, Evaluation and Review	9
Resource Management	
Human	9
Technical	9
Hardware	10
Software	10
Interactive White Boards	10-11
Health and Safety	11
Internet Access Policy and E-Safety Policy	12-26

Cultural Capital

The computing 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.

At St Charles, we provide an exciting, rich, relevant and challenging Computing curriculum for all pupils. Our intention is to enthuse and equip our pupils with the capability to use technology effectively throughout their lives.

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 computing 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 computing 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.

Protected Characteristics

The Equality Act 2010 aims to prevent discrimination. It is illegal to discriminate against people based on nine protected characteristics:

- Age
- Disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- Sex
- sexual orientation

No form of discrimination is tolerated at St Charles Catholic Primary School, but it is particularly important that children are taught about these protected characteristic groups and the importance of showing respect to people within these groups. We also ensure that our curriculum is planned and delivered in order that children learn about these protected characteristics in an age-appropriate manner.

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 particularly 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

Resources and access

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, and chrome books which are for class use.
- Each class has an allocated slot across the week for using the Computer Suite.
- The class ipads and chrome books 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 has integrated 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 CoreNetworkx. 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 Early Career 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 to two staff meetings per year. 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 chrome books 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 CoreNetworkx technician will endeavour to resolve these faults as soon as possible. The CoreNetworkx technician currently visits the school every Monday morning.

Hardware

The school has a suite of 30 computers . Pupil access is timetabled on a weekly basis. The suite is equipped with a Promethean Interactive whiteboard.

All classrooms and the some of the curriculum target rooms are equipped with a computer and an interactive white board. There is also a DVD player attached to the computer. The Library is 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.

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 Activpanels. These 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;

- At least 1 metre either side of the Activpanel 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 Activpanel for extended periods should be avoided whenever possible.
- Users must not attempt to alter the Activpanel 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.
- Pupils working at the Activpanel must be supervised at all times.

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

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.

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

Contents

	Page No
Internet access.	13
Ensuring internet access is appropriate and safe.	
1 - E-Safety for pupils	13-15
2 - E-Safety for staff	15-16
Maintaining the security of the school ICT network	16
Using the internet to enhance learning	16-17
Using information from the internet	17
Using e-mail	17-19
The St Charles web site	19
Appendices	20 onwards

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 AUP (relevant to KS1/KS2) is posted in the Computer suite and relevant KS1 and KS2 classrooms in the school. (***See appendix 1***)
- The Computing Coordinator and Head of School 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 bi-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 handling incidents involving children will be taken by the Child Protection Officer in consultation with the Head of School 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 Head of School will be informed. The Head of School 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. 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 Acceptable Use Policy which has

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 Head of School 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 in KS1 and KS2 are required to sign an AUP form stating that they promise to keep the rules as stated in the same. (**See appendix 1**)

All parental permissions are held in a school register and kept by the Head of School. A parental permission class list is available in each class for easy reference. Class copies of AUPs signed by all class member will be displayed in classrooms.

Concerns about extremism

Where a child is suffering or likely to suffer from harm from extremist online material, or is in immediate danger, where possible, staff should speak to the DSL first to agree a course of action.

If in exceptional circumstances, the DSL is not available, this should not delay appropriate action being taken; staff should then speak to a member of the senior leadership team and/or seek advice from local authority children's social care and make a referral to local authority children's social care directly, if appropriate. The staff member should inform the DSL or deputy as soon as practically possible after the referral. Further information can be found in the Prevent Policy.

2 E-Safety for staff

All staff members are;

- Required to read and sign the 'Acceptable Use of ICT' policy. (**See appendix 3**)
- Discouraged from leaving their computers unattended, allowing access to their account. To minimize this risk a security time laps of 25 minutes for classroom-based staff and 5 minutes for SLT members is in place.
- Discouraged from leaving their memory sticks about the premises and encouraged to store files on the cloud.
- 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 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.
- Instructed not use any personal device for recording images of children unless they are doing so via our social media platform, which does not allow images to be stored on a personal device. In all other situations, only a School device 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 in the AUPs in appendix 1 that apply to their key stage 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 in the AUPs in appendix 1 that apply to their key stage 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 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 may be taught how to use an e-mail application and may 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 in the AUPs in appendix 1 that apply to their key stage 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.

We do not publish pupils' full names. Images of pupils are used on the site but only after acquiring permission form parents or carers.

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

Appendix 1



Acceptable Use Policy for
KS1 PUPILS

My name is _____

To stay **SAFE online and on my devices**, I follow the Digital 5 A Day and:

1. I only **USE** devices or apps, sites or games if a trusted adult says so
2. I **ASK** for help if I'm stuck or not sure
3. I **TELL** a trusted adult if I'm upset, worried, scared or confused
4. If I get a **FUNNY FEELING** in my tummy, I talk to an adult
5. I look out for my **FRIENDS** and tell someone if they need help
6. I **KNOW** people online aren't always who they say they are
7. Anything I do online can be shared and might stay online **FOREVER**
8. I don't keep **SECRETS** or do **DARES AND CHALLENGES** just because someone tells me I have to
9. I don't change **CLOTHES** or get undressed in front of a camera
10. I always check before **SHARING** personal information
11. I am **KIND** and polite to everyone

My trusted adults are:

_____ at school

✓

These statements can keep me and others safe & happy at school and home

1. *I learn online* – I use the school's internet, devices and logins for schoolwork, homework and other activities to learn and have fun. All school devices and systems are monitored, including when I'm using them at home.
2. *I learn even when I can't go to school* – I don't behave differently when I'm learning at home, so I don't say or do things I wouldn't do in the classroom and nor do teachers or tutors. If I get asked or told to do anything that I would find strange in school, I will tell another teacher.
3. *I ask permission* – At home or school, I only use the devices, apps, sites and games I am allowed to and when I am allowed to.
4. *I am creative online* – I don't just spend time on apps, sites and games looking at things from other people. I get creative to learn and make things, and I remember my Digital 5 A Day.
5. *I am a friend online* – I won't share or say anything that I know would upset another person or they wouldn't want shared. If a friend is worried or needs help, I remind them to talk to an adult, or even do it for them.
6. *I am a secure online learner* – I keep my passwords to myself and reset them if anyone finds them out. Friends don't share passwords!
7. *I am careful what I click on* – I don't click on unexpected links or popups, and only download or install things when I know it is safe or has been agreed by trusted adults. Sometimes app add-ons can cost money, so it is important I always check.
8. *I ask for help if I am scared or worried* – I will talk to a trusted adult if anything upsets me or worries me on an app, site or game – it often helps. If I get a funny feeling, I talk about it.
9. *I know it's not my fault if I see or someone sends me something bad* – I won't get in trouble, but I mustn't share it. Instead, I will tell a trusted adult. If I make a mistake, I don't try to hide it but ask for help.
10. *I communicate and collaborate online* – with people I already know and have met in real life or that a trusted adult knows about.
11. *I know new online friends might not be who they say they are* – I am careful when someone wants to be my friend. Unless I have met them face to face, I can't be sure who they are.
12. *I check with a parent/carer before I meet an online friend* the first time; I never go alone.
13. *I don't do live videos (livestreams) on my own* – and always check if it is allowed. I check with a trusted adult before I video chat with anybody for the first time.
14. *I keep my body to myself online* – I never get changed or show what's under my clothes when using a device with a camera. I remember my body is mine and no-one should tell me what to do with it; I don't send any photos or videos without checking with a trusted adult.

15. *I say no online if I need to* – I don't have to do something just because someone dares or challenges me to do it, or to keep a secret. If I get asked anything that makes me worried, upset or just confused, I should say no, stop chatting and tell a trusted adult immediately.
16. *I tell my parents/carers what I do online* – they might not know the app, site or game, but they can still help me when things go wrong, and they want to know what I'm doing.
17. *I follow age rules* – 13+ games and apps aren't good for me so I don't use them – they may be scary, violent or unsuitable. 18+ games are not more difficult but very unsuitable.
18. *I am private online* – I only give out private information if a trusted adult says it's okay. This might be my address, phone number, location or anything else that could identify me or my family and friends; if I turn on my location, I will remember to turn it off again.
19. *I am careful what I share and protect my online reputation* – I know anything I do can be shared and might stay online forever (even on Snapchat or if I delete it).
20. *I am a rule-follower online* – I know that apps, sites and games have rules on how to behave, and some have age restrictions. I follow the rules, block bullies and report bad behaviour, at home and at school.
21. *I am not a bully* – I do not post, make or share unkind, hurtful or rude messages/comments and if I see it happening, I will tell my trusted adults.
22. *I am part of a community* – I do not make fun of anyone or exclude them because they are different to me. If I see anyone doing this, I tell a trusted adult and/or report it.
23. *I respect people's work* – I only edit or delete my own digital work and only use words, pictures or videos from other people if I have their permission or if it is copyright free or has a Creative Commons licence.
24. *I am a researcher online* – I use safe search tools approved by my trusted adults. I know I can't believe everything I see online, know which sites to trust, and know how to double check information I find. If I am not sure I ask a trusted adult.

I have read and understood this agreement.

If I have any questions, I will speak to a trusted adult at school

Outside school, my trusted adults are _____

Signed: _____

Date: _____

Appendix 2

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.

Appendix 3

St Charles RC Primary School



CATHOLIC PRIMARY SCHOOL

Acceptable Use Policy (AUP): Staff, Volunteers, Governors agreement form

This policy covers use of all digital technologies while in school: i.e. **email, internet, school chromebooks, intranet, network resources**, learning platform, software, communication tools, social networking tools, school website, apps **and other relevant digital systems provided by the school or school umbrella body (Local Authority, Federation).**

It also covers school equipment when used outside of school, use of online systems provided by the school or LA when accessed from outside school, and posts on social media made from outside school premises/hours which reference the school or which might bring your professional status into disrepute.

St Charles Catholic Primary School regularly reviews and updates all AUP documents to ensure that they are consistent with the school Online Safety Policy.

These rules will help to keep everyone safe and to be fair to others. Please note that school systems and users are protected and monitored by security and filtering services to provide safe access to digital technologies. Your behaviour online when in school and on all school devices whether in school or otherwise may therefore be subject to monitoring.

Failure to adhere to this policy could lead to disciplinary action.

The Agreement

- 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 email system(s) for any school business. This is currently: Office 365. I understand that this email account has been loaned to me by the school for the purposes of undertaking my role. Therefore, could be subject to access or monitoring when deemed appropriate.
- I will only use the approved, secure e-mail system(s) for any school business and will always check if I should be CC'ing Bcc'ing recipients and that the correct email address has been selected.

- I understand that anything I write in an email or document about an identifiable person can be requested via a Subject Access Request and read by that individual. Therefore, would not write anything that I would not want that person to read, could bring the organisation in disrepute or is counter to the staff code of conduct.
- If I receive a suspicious email, I will report it before clicking on any links, downloading any attachments or entering my user details. When I report it, I will not forward the email but send a screen shot.
- I will follow 'good practice' advice in the creation and use of my password e.g., a least 8 characters in length mix of upper, lower-case letters, number and special characters.
- I will change my passwords regularly (at least once a term). If I suspect my password is compromised, I will ensure I change it.
- I will not share my password or login details with anyone or use anyone else's password. If they reveal it to me and will advise them to change it
- I will ensure that I am the only one who uses my user Account and understand that anything undertaken while I am logged in, I will be held responsible for.
- I will lock my computer screen whenever I leave it unattended.
- I will not autosave my password or log in details for any systems, as this negates the effectiveness of the password.
- I will not allow unauthorised individuals to access email / internet / intranet / network / social networks / mobile apps / or any other system I have access to via the school.
- I will ensure all documents, data, etc. are printed, saved, accessed and deleted / shredded in accordance with the school's network, Data retention and data security protocols. I understand that the premature or unsecure destruction of data could be regarded as a Data Protection Breach.
- I will not engage in any online activity that may compromise my professional responsibilities.
- I will only use the approved method/s of communicating with pupils or parents/carers: Groupcall, school/class email or telephone and only communicate with them in a professional manner and on appropriate school business.
- I will not support or promote extremist organisations, messages or individuals nor will I give a voice or opportunity to extremist visitors with extremist views.
- I will not browse, download or send material that is considered offensive or of an extremist nature by the school.
- I will report any accidental access to, or receipt of inappropriate materials, or filtering breach or equipment failure to the Computing Lead / Designated Safeguarding Lead.
- I will not download any software or resources from the internet that can compromise the network or might allow me to bypass the filtering and security system or are not adequately licensed.
- I will check copyright and not publish or distribute any work including images, music and videos, that is protected by copyright without seeking the author's permission.
- I will not connect any device to the network 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 anti-virus and other ICT 'defence' systems.
- I will not use personal digital cameras or camera phones or digital devices for taking, editing and transferring images or videos of pupils or staff and will not store any such images or videos at home or on any personal devices. I understand that I can take images using our social media platform which does not store images on my device.
- I will follow the school's policy on use of mobile phones / devices at school and will only use in staff areas, for emergencies or during non-contact time.

- I will only use school approved equipment for any storage, editing or transfer of digital images / videos and ensure I only save photographs and videos of children and staff on the appropriate system or staff-only drives within school (Google Drive, Staff drive or OneDrive).
- I will only I take or publish images of staff and students with their permission and in accordance with the school's policy on the use of digital / video images. Images published on the school website, online learning environment etc. will only identify students by name with the consent of parents.
- I will use the school's Learning Platform or online cloud storage service in accordance with school protocols.
- 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 ensure, where used, I know how to use any social networking sites / tools securely, so as not to compromise my professional role.
- I will only access school resources remotely using the school's approved system (Office 365/Google Drive/VPN connection) and follow e-security protocols to interact with them.
- 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. Where possible, storing documents on Google Drive/Office 365 is recommended.
- 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 am aware that under Data Protection regulation my school and I have extended responsibilities regarding the creation, use, storage and deletion of data, and I will not store any pupil data that is not in line with the school's data policy and adequately protected. The school's data protection officer must be aware of all data storage.
- I understand it is my duty to support a whole-school safeguarding approach and will report any behaviour of other staff or pupils, which I believe may be inappropriate or concerning in any way, to the relevant Senior Member of Staff / Designated Safeguarding Lead.
- I understand that all internet and network traffic / usage can be logged and this information can be made available to the Head / Designated Safeguarding Lead on their request.
- I understand that internet encrypted content (via the https protocol), may be scanned for security and/or safeguarding purposes.
- I understand that I have a responsibility to uphold the standing of the teaching profession and of the school, and that my digital behaviour can influence this.
- I will report any data breaches to the Data Protection Officer as soon as they occur.
- **Staff that have a teaching role only:** I will embed the school's online safety / digital literacy / counter extremism curriculum into my teaching.
- I will abide by the School's policies on Data Protection, Bring Your Own Device, Email, Prevent and Safeguarding.

Acceptable Use Policy (AUP): Staff, Volunteers, Governors Agreement Form

User Signature

I agree to abide by all the points above.

I understand that I have a responsibility for my own and others' e-safeguarding and I undertake to be a 'safe and responsible digital technologies user'.

I understand that it is my responsibility to ensure that I remain up-to-date and read and understand the school's most recent online safety / safeguarding policies.

I understand that failure to comply with this agreement could lead to disciplinary action.

Signature Date.....

Full Name (printed)

Job title / Role

Authorised Signature (Head Teacher / Deputy)

I approve this user to be set-up on the school systems relevant to their role

Signature Date

Full Name (printed)