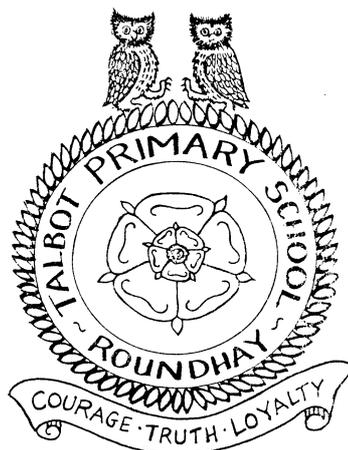


Talbot Primary School



Computing & Online Safety Policy

Reviewed/Revised: January 2017

Next review: January 2020

- **Part 1 - Teaching and Learning**
- **Part 2 - AUP for Staff**
- **Part 3 - AUP for visitors**
- **Part 4 - AUP for Pupils**
- **Part 5 - Search Engine Policy**
- **Part 6 - Virtual Learning Platform**

Part 1 – Teaching and Learning

As professionals, we believe it is vital that teaching and learning experiences are exciting and relevant. Our computing planning will contain a mixture of focus areas and opportunities to enhance other subjects through cross curricular links. Therefore, computing opportunities will be evident through all areas of study. We will inspire children to learn by offering quality first hand experiences and will focus on a skills based approach to enable learners to become independent, life-long learners in a changing world.

Vision

- The pupils at Talbot Primary School will become safe, confident and independent users of computing, allowing them to enhance their understanding and experiences of all areas of the curriculum. It will also equip them to continue learning in a rapidly changing, technological world.
- We believe that the internet provides many benefits to both school and pupils and we teach children how to use it safely and well. Benefits include: communication, educational resources, staff professional development opportunities and administrative tools.

Aims

- To meet the requirements of the Foundation Stage Curriculum and National Curriculum 2014.
- Computing is used to support problem solving and learning across the curriculum.
- To promote the enjoyment and benefits of computing.
- To use the internet appropriately and safely, protecting the pupils from undesirable content through education and systems.
- To introduce mobile devices to support teaching and learning across the school.
- For children, parents, staff, governors and the wider community to have increased access to information through computing.

Curriculum coverage and progression

- Long term planning demonstrates coverage and progression of the National Curriculum 2014 objectives.
- Where possible, objectives are integrated into the Curriculum rather than taught in discrete units so as to develop skills based learning and encourage children to apply these skills in different areas.

Key areas of learning

The computing curriculum puts a clearer emphasis on three areas of learning:

- **Computer science** - how computers work and how to write algorithms and solve problems to eventually create a computer program;
- **Information technology** - how data is represented and managed on computers;
- **Digital literacy** - how to understand digital information and interact with it safely and appropriately.

Assessment

- Assessment will be carried out in line with the School Policy on Foundation Subjects.
- Progress is assessed using the key objectives and age related expectations for computing.

End of Key Stage Expectations

Early Years

It is important in the foundation stage to give children a broad, play-based experience of computing in a range of contexts, including outdoor play. Computing is not just about the use of 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 or paint on the whiteboard or program a toy. 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 a sequence of instructions
- write and test simple programs
- use logical reasoning to predict and compute the behaviour of simple programs
- organise, store, manipulate and retrieve data in a range of digital formats
- communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

Key Stage 2

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

- design and write 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; generate appropriate inputs and predicted outputs to test programs
- use logical reasoning to explain how a simple algorithm works 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
- describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely
- select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Monitoring

- Regular monitoring of all aspects of computing informs the subject leader and, in turn, the School Development Plan.
- Online Safety incidents are recorded and reviewed frequently by the computing leader.

Learning styles and the learning environment

- The ICT/Computing suite will be a stimulating learning environment linked to the children's learning.
- Medium term planning and teaching takes account of differentiation.
- Medium term planning takes account of progression.
- Open questions will be developed to challenge children's thinking and learning, encouraging the principles of talk matters.
- Independent learners will have access to a variety of resources and encouraged to reflect on the choices that they have made.
- Mobile devices will be used to support teaching and learning in the classroom.

Early years

- Children will have computing experiences indoors, outdoors and through role play in both child initiated and teacher directed time.

Inclusion

- Positive use of technology will be promoted by all.
- Children's individual needs will be addressed through provision of resources, learning styles and questioning.
- In a number of cases, computing will be used to support children with specific learning or medical needs, allowing them greater access to the curriculum.

Equal opportunities

- All learners have the opportunity to develop their computing capability, irrespective of gender, race, religion, culture and/or ability.

Liaison and transfer between settings

- Children's attainment in computing is shared with teachers in each setting.
- Children's performance against age related expectations is recorded in line with other foundation subjects.

Home, school and community links

- Key information about the children's attainment and attitude are shared annually and a positive relationship fostered with home, school and the wider community. Specifically, this is promoted through Education City, DBPrimary, Bug Club and the Talbot Primary School website.

Resources

- Resources are purchased and deployed effectively to meet the requirements of the Foundation Stage Curriculum and National Curriculum.
- Mobile devices will offer access to APPs and the opportunity for teachers to request and recommend APPs.
- A list of computing software and hardware is maintained by the office staff.
- Old equipment is removed from the inventory and disposed of safely, including the removal of data from machines where required using an accredited company.

Roles and responsibilities

- The subject leader is responsible for monitoring curriculum coverage and the impact of learning and teaching.
- Primary ICT Support provide support in networking and device management.
- A designated TA is given dedicated time to carry out network and administration duties and deals with technical issues when the technician (Primary ICT Support) is off site.
- All stakeholders will work together to ensure the implementation of the computing policy.

Health and safety

- Equipment is maintained to the meet agreed safety standards.

Review

- The policy will be reviewed by the computing leader, leadership team and governors at agreed intervals (see cover sheet). Alterations will be shared with all stakeholders.

Part 2 - Acceptable Use Policy for Staff

The school's Acceptable Use Policy for the internet and digital devices has been drawn up to protect both staff and the school. Computer systems owned by the school are primarily made available to staff to enhance their professional activities (including teaching, research, administration and management). The school also allows limited personal use in line with this policy. This refers to school laptops, I pads, digital devices and mobile phones.

The school reserves the right to examine or delete any files that may be held on its computer system and to monitor any Internet sites visited. Neither the school nor the Local Authority will be liable under any circumstances for any injury, distress, loss or damage which may arise directly or indirectly from the use of the Internet facilities, the use of e-mail, or from other person's unauthorised use of those facilities or e-mail.

Professional Use:

- Internet use should be appropriate to staff professional activity or student's education; users will recognise when materials are inappropriate and should expect to have their access removed if used improperly.
- The viewing and/or downloading of sexist, racist, pornographic, indecent or abusive images, text or sound files is strictly forbidden.
- Automatic updates, which are updated by the school network, should all be accepted. If staff have any concerns about downloading programmes or updates, it is their responsibility to seek advice from either from the technician or computing leader.
- Permission will be sought from pupils and parents before any personal data, i.e. names and photographs, are published on the school website; **specific permission will be sought before any personal data is to be published on other websites.** Permission is stored through SIMS. Permission is not required for DB Primary as this is a closed network.
- Users are responsible for the e-mails they send and for contacts made that may result in e-mail being received. It is strongly advised that the same professional levels of language and content should always be applied in e-mails as for letters or other media, **particularly as e-mail is often forwarded.**
- Users should only use the school approved e-mail system for any professional business, including communication with parents and other agencies.
- Information about the school can be sent in cases **where staff are certain it is fit for public knowledge.**
- All digital devices are the property of Talbot Primary School and are for use **only** by you, support staff and pupils in your class. They must not be loaned to other adults or pupils without agreement from the Headteacher.
- Insurance cover provides protection from the standard risks whilst the mobile device is on the school site or in your home **but excludes** theft from your car or from other establishments. Should you leave digital devices unattended and it is stolen you could be held responsible for its replacement.
- Loss or damage of a device should be reported to the head teacher, computing leader or business manager immediately.
- When left unattended, digital devices should be locked in a secure cupboard.
- Digital devices are expensive and fragile items and their use must be supervised at all times. They should only be used under adequate supervision and when the teacher believes that all pupils present are capable of using them sensibly.
- Staff should not use personal digital cameras or mobile phones to take, edit or store images.
- Activity that threatens the integrity of the school systems, or that attacks or corrupts other systems, is forbidden; if such material is detected the school reserves the right to print and use the files as evidence for disciplinary action.

If a staff member accesses inappropriate material by accident, they should speak to the named person, who is responsible for Online Safety, as soon as is reasonably possible.

Personal Use:

- **Where staff wish to use their computers for personal use, the same standards and rules apply as for professional use; however, the following additional guidelines must also be adhered to:**
- The school expects staff to make careful decisions, **as professionals who are representing the school**, about their personal Internet use. **Where staff are in any doubt as to the suitability of material, they are expected to err on the side of caution.**
- Staff **are** permitted to use their computers for the following purposes: to send their own personal data, including e-mails; to make personal purchases, to make contracts and payments, to organise their banking affairs and to advertise. **Again, all activities are undertaken at the staff members own risk.**
- Staff **are not** permitted to use their computers for the following purposes: the downloading of screen savers, downloading or installing games, posting anonymous messages, social networking sites, forwarding chain letters, gambling and/or political purposes. The intellectual property rights with respect to copyright must be followed.
- Members of staff should never engage in discussions about school on social media networks, such as Facebook, Instagram, Whatsapp, etc. This is likely to be deemed as a breach of confidentiality and could result in disciplinary action.
- Contact with parents must remain via school e-mail accounts and contact with children must be via DB primary.
- The deliberate, inappropriate use of the Internet will be seen as an extremely serious matter and is likely to result in disciplinary action.
- Staff requesting Internet access must sign a copy of this Acceptable Use Policy and return it to the office. Staff should be aware that Internet access can be monitored and reported to the Head teacher.

Staff must take great care for digital devices which they take home, as they are responsible for them. For example, laptops should not be left unattended in vehicles or in places where they are visible - as this would likely invalidate any insurance claim.

Full name: _____

Post: _____

I have read and understand the school's Internet and Digital Device Acceptable Use Policy.
I acknowledge that contravention of these rules may result in formal, disciplinary action.
I consent to the monitoring and auditing of my school e-mails, internet access and school laptop.

Signed: _____

Date: _____

Acceptable Use Policy for Visitors

In this instance, visitors refers to long term visitors to the school such as long term supply, student teachers or long term volunteers who have access to computing equipment. The school's Acceptable Use Policy for the internet has been drawn up to protect both visitors and the school. Computer systems owned by the school are primarily made available to volunteers to enhance their professional activities (including teaching, research, administration and management). The school also allows limited personal use in line with this policy. This refers to school laptops, I-pads and digital devices. The school reserves the right to examine or delete any files that may be held on its computer system and to monitor any Internet sites visited. Neither the school nor the Local Authority will be liable under any circumstances for any injury, distress, loss or damage which may arise directly or indirectly from the use of the Internet facilities, the use of e-mail, or from other person's unauthorised use of those facilities or e-mail. Visitors should use the supply teachers log on which can be obtained from the Computing Co-ordinator or Mrs Hogg.

Professional Use:

- Internet use should be appropriate to a volunteer's professional activity or student's education; users will recognise when materials are inappropriate and should expect to have their access removed if used improperly.
- The viewing and/or downloading of sexist, racist, pornographic, indecent or abusive images, text or sound files is strictly forbidden.
- Automatic updates, which are updated by the school network, should all be accepted. If volunteers have any concerns about downloading programmes or updates, it is their responsibility to seek advice from either from the technician or computing leader.
- Permission will be sought from pupils and parents before any personal data, i.e. names and photographs, are published on the school website; **specific permission will be sought before any personal data is to be published on other websites.** Permission is stored through SIMS. Permission is not required for DB Primary as this is a closed network.
- Users are responsible for the e-mails they send and for contacts made that may result in e-mail being received. It is strongly advised that the same professional levels of language and content should always be applied in e-mails as for letters or other media, **particularly as e-mail is often forwarded.**
- Users should only use the school approved e-mail system for any professional business, including communication with parents and other agencies.
- Information about the school can be sent in cases **where volunteers are certain it is fit for public knowledge.**
- All digital devices are the property of Talbot Primary School and are for use **only** by you, support volunteers and pupils in your class. They must not be loaned to other adults or pupils without agreement from the Headteacher.
- Insurance cover provides protection from the standard risks whilst the mobile device is on the school site or in your home **but excludes** theft from your car or from other establishments. Should you leave digital devices unattended and it is stolen you could be held responsible for its replacement.
- Loss or damage of a device should be reported to the head teacher, computing leader or business manager immediately.
- When left unattended, digital devices should be locked in a secure cupboard.
- Digital devices are expensive and fragile items and their use must be supervised at all times. They should only be used under adequate supervision and when the teacher believes that all pupils present are capable of using them sensibly.
- Volunteers should not use personal digital cameras or mobile phones to take, edit or store images.

- Activity that threatens the integrity of the school systems, or that attacks or corrupts other systems, is forbidden; if such material is detected the school reserves the right to print and use the files as evidence for disciplinary action.

If a volunteer accesses inappropriate material by accident, they should speak to the named person, who is responsible for Online Safety, as soon as is reasonably possible.

Personal Use:

- **Where volunteers wish to use their computers for personal use, the same standards and rules apply as for professional use; however, the following additional guidelines must also be adhered to:**
- The school expects volunteers to make careful decisions, **as professionals who are representing the school**, about their personal Internet use. **Where volunteers are in any doubt as to the suitability of material, they are expected to err on the side of caution.**
- Volunteers **are** permitted to use their computers for the following purposes: to send their own personal data, including e-mails; to make personal purchases, to make contracts and payments, to organise their banking affairs and to advertise. **Again, all activities are undertaken at the volunteer's own risk.**
- Volunteers **are not** permitted to use their computers for the following purposes: the downloading of screen savers, downloading or installing games, posting anonymous messages, social networking sites, forwarding chain letters, gambling and/or political purposes. The intellectual property rights with respect to copyright must be followed.
- Members of volunteers should never engage in discussions about school on social media networks, such as Facebook, Instagram, Whatsapp, etc. This is likely to be deemed as a breach of confidentiality and could result in disciplinary action.
- Contact with parents must remain via school e-mail accounts and contact with children must be via DB primary.
- The deliberate, inappropriate use of the Internet will be seen as an extremely serious matter and is likely to result in disciplinary action.
- Volunteers requesting Internet access must sign a copy of this Acceptable Use Policy and return it to the office. Volunteers should be aware that Internet access can be monitored and reported to the Head teacher.

Volunteers must take great care for digital devices which they take home, as they are responsible for them. For example, laptops should not be left unattended in vehicles or in places where they are visible - as this would likely invalidate any insurance claim.

Full name: _____

Post: _____

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I acknowledge that contravention of these rules may result in formal, disciplinary action.
I consent to the monitoring and auditing of my school e-mails, internet access and school laptop.

Signed: _____

Date: _____

Part 4 – Acceptable Use Policy for Pupils (Copies sent to families in Year 3)

**Responsible Use Agreement
Key Stage Two Pupils**

Dear Parent/Carer,

As part of the National Curriculum, we provide supervised access to the internet in Key Stage 2. We believe this enhances learning opportunities and helps develop important computing skills.

Although there can be concerns about pupils having access to undesirable materials, we are taking a number of positive steps to deal with this risk in school.

- Firstly, your child will only be allowed to use the internet under adult supervision.
- Secondly, we are making great efforts to teach your children about safe internet use so they can protect themselves.
- Finally, incidents will be monitored by their teachers and reported to school governors and myself on a regular basis.

Attached is a copy of our home/school agreement entitled “How to Use the Internet Safely at School”, which we feel is suitable for the way we now use computers. It is a code of conduct that we would like you to read and discuss with your child.

Should you wish to find more information about internet safety, you can access advice via the school website (Parents/Care Zone) or DB Primary (online safety page). Also, we run online safety workshops for parents annually, where we hope to provide straight forward advice about how to keep children safe when they are using the internet at home.

Yours faithfully,

Mrs Parm Gill
Headteacher



How to use the internet safely in school

Rules for all Key Stage Two pupils

The school has computers and internet access to help our learning. KS2 pupils will only be allowed to use the internet, if they agree to the following rules which are designed to keep them safe.

- I will ask permission from a grown up before using the internet.
- I will use only my own login name and password, which I will keep secret.
- I will use the computers for school work and homework only, unless told otherwise.
- To help protect other pupils and myself, I will tell a teacher if I see anything I am unhappy with or I receive messages I do not like.
- In cyber café, I will only access appropriate websites that I know. If I am unsure whether a website is appropriate, I will ask the teacher first.
- I will only e-mail people I know, or people my teacher has approved.
- The messages I send will be polite and sensible.
- I will never give my full name, home address or phone number, or any other personal information to anybody over the internet.
- I will never give the full name, home address or phone number, or any other personal information about another pupil to anybody over the internet.
- I will never arrange to meet anyone over the internet.
- I will never send a photograph of myself or another person over the internet without checking with my parents or teacher first.
- I will not access other people's files, unless I have permission from a teacher.
- I will remember to LOG OUT when I have finished my session.
- I understand that the school may check my computer files and will monitor the internet sites I visit.

If you break a rule by accident, it is important that you tell a teacher as soon as possible. If you deliberately break these rules, you could be banned from using the internet for a period of time and/or your parents could be told.

Part 6 - Virtual Learning Platform (Copies of letters sent home in Reception)

Individual log in details are provided to pupils from Reception. DB Primary is introduced formally from Reception

This provides a secure area for pupils to socialise and share work and provides a controlled introduction to social networking (including e-mail).

Pupils are taught about appropriate communications.

DB Primary can be monitored by staff and the appropriate action taken, if an incident is reported.

Pupils who leave the school and Year 6 pupils who move onto high school will have their accounts deactivated at the earliest opportunity.

Appendix 1 – Glossary of terms

- **Abstraction:** reducing complexity by focusing on the essential features of an algorithm or data representation and omitting unnecessary detail.
- **Algorithm:** a precise step by step method for solving a problem.
- **Application:** a self-contained program that performs a specific function for end users.
- **Boolean logic / digital logic:** a system of reasoning with truth values, true and false, using logical operations such as and, or, and not.
- **Browser:** piece of software that enables a user to locate, retrieve and display information on the world-wide web.
- **Complexity:** the way that a solution to a problem scales as the size of the input increases, considering both the number of computational steps and the memory space required.
- **Computation:** performing a calculation by executing the instructions of a program on a computational device.
- **Computational device / digital device:** computer or other programmable device that performs computation.
- **Computational thinking:** the ability to analyse ways to solve problems using appropriate algorithms and data representations, taking account of the complexity of possible solutions.
- **Computer science:** the scientific study of computation, applied to both hardware and software, covering both theoretical and practical concerns.
- **Data:** information that can be stored retrieved and manipulated in digital form using digital devices.
- **Debug:** to find, remove and / or change errors in computer code.
- **Digital artefacts / digital content:** images, videos, text or data, or a combination of these, which are made on a digital device.
- **Digital literacy:** the ability to access and manipulate digital content and understand the implications of its creation and distribution.
- **Data representation:** the various ways data can be represented as words, numbers and pictures in the memory of a computational device.
- **E-safety:** understanding and applying rules to reduce or remove the risks to personal safety and privacy of personal information in using digital devices of all kinds.
- **Function:** a small section of computational code that performs a specific operation. In particular, a function takes inputs, or arguments, and returns outputs, or results.
- **Hardware:** physical items of computing kit such as desktop hard drives, printers and scanners
- **Input:** the data that feeds into a computation or a stimulus to which a real-time application will respond.
- **Internet:** a global network of computers which are linked, allowing the exchange of data. It uses various data transfer protocols which can be seen in the top bar of a browser, such as Hyper Text Transfer Protocol (http).
- **Logic:** a systematic approach to reasoning following the rules that underlie an algorithm used for an application. This can also refer to digital components in computer hardware.
- **Network:** a number of computational devices connected together, allowing sharing of resources and cooperation between devices in the solution of a problem. Also the hardware used to establish connections between devices on a network.
- **Operating system:** the program that enables the computer to start and access different sorts of software on the computer, examples include Microsoft Windows and iOS for Mac.
- **Output:** the data that results from a computation. A response generated by a real-time application to stimulus.
- **Procedure:** a small section of computational code that performs a specific operation. Unlike a function, a procedure does not return a result but may be to change the data stored in objects in computer memory.
- **Program / code (verb):** to create or modify a program.
- **Program / code (noun):** a sequence of instructions for a computational device, written in an appropriate programming language, for implementing an algorithm that manipulates appropriate data representations for solving a problem.
- **Programming language:** a formal language for representing statements, or commands, and data values used in a program. A programming language has a precise syntax that defines the valid ways for combining the symbols used to denote variables and data values. Examples used in schools include Scratch, Python and SmallBASIC.
- **Search technologies:** algorithms used by applications known as search engines to trawl the internet for digital content matching search terms given by a user. Results are normally presented in the form of links to relevant content.
- **Sequence:** a number of program statements, to be executed one after another.
- **Software:** the programs that enable computers to undertake specific functions.
- **Variable:** a symbol in the code for a program that represents a data value or data object that can be changed during the course of computation.

Appendix 2 – Incident log form

Date	Name	Class	Incident	Deliberate/ Accidental?	Severity of incident	Follow up from incident/ Parent/carer informed?