



# Computing & Associated Policies 2015/16



# Sandown Primary School

## Computing Policy

### **Introduction**

This document is a statement of the aims, principles and strategies for the use of Computing at Sandown Primary School. It reflects the school values and philosophy in relation to the teaching and learning of Computing. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. The policy should be read in conjunction with associated policies for E-safety, Social Networking, Use of the School Website (Appendices A,B & C) and the scheme of work for Computing which sets out in detail what pupils in different classes and year groups will be taught and how Computing can facilitate or enhance work in other curriculum areas. It is intended for all teaching staff, all staff with classroom responsibilities, school governors, parents, and Inspection teams.

### **What is Computing?**

Computing as a subject can be split into 3 areas - Information Technology, Digital Literacy and Computer Science. At Sandown Primary pupils use Computing tools to find, explore, analyse, exchange and present information safely, responsibly, creatively and with discrimination. They learn how to employ Computing to enable rapid access to ideas and experiences from a wide range of sources. Computing is more than 'computers' as it embraces not only computer hardware and software but peripherals such as cameras, scanners, projectors, white boards, visualisers, control equipment, stop watches, microscopes, programmable toys etc.

### **Our Computing Vision**

Computing plays an increasingly significant role in society. We live in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technologies. At Sandown we recognise that Computing is an important tool in both the society we live in and in the process of teaching and learning. It is therefore vital that our young learners are equipped to utilise technology in order to enhance their development as they become confident individuals, successful learners, responsible citizens, effective contributors and to facilitate the process of lifelong learning. Our vision is to develop Computing skills and safe use of Computing to enable the children to be able to adapt to a world of ever changing technology, by giving them opportunities to problem solve and work with various different technologies. This vision can be divided into 3 parts for different stakeholders:-

➤ **For learners:**

- Pupils are engaged through enriched multi-media learning experiences.
- Pupils use Computing to enhance their learning and deepen their understanding.
- Pupils extend their learning beyond the classroom.
- Pupils are empowered to take control of their own 'e-learning' and understand how to stay safe.

➤ **For staff:**

- Teachers use a wide range of Computing to plan, deliver, assess, evaluate and improve the curriculum.
- Computing enriches learning for pupils through risk-taking and innovation.
- Teachers are experts in their field and share their knowledge, skills and experience in and beyond the school community.
- Teachers are empowered to give pupils opportunities to learn in different ways through new technologies.

➤ **For parents:**

- Parents support and understand the e-learning of their children.
- Parents can access data and information that allows them to support, nurture and develop their child so they are able to achieve their potential.

## **Rationale**

### *Why should our pupils learn about Computing?*

- Pupils need to develop a variety of Computing skills which allow them to harness the power of technology and use it both purposefully and appropriately;
- It motivates pupils because it is fun;
- Computing takes the laborious routine out of some text and information tasks, thus releasing the constraints on a pupil's creativity;
- Pupils need to recognise the power of Computing in the world around them;
- Pupils should become aware of the ethical implications and consequences for individuals and society posed by Computing;
- It can enhance the learning process across the curriculum and supports co-operative learning, active learning, collaboration and group work
- Computing enables pupils to undertake activities which would be difficult to pursue in any other way.

## **Aims**

### *Our aims in using information technology are:*

- We aim to keep pace with educational and technological developments in Computing and have a commitment to teachers having the necessary tools to do their jobs effectively. Therefore the school is committed to change and the effective management of that change.

- We aim to provide an environment where access to Computing resources is natural, commonplace and safe.
- We aim to ensure that teachers develop confidence and competence to use Computing in the effective teaching of their subject.
- All classrooms and student work areas will be effectively Computing equipped and the technology will be used on an as-needed basis.
- The school website will be informative, user-friendly and a showcase of the school's achievements.
- Children will experience technology within practice to support them to think more creatively and critically.
- Children will use Computing to encourage collaboration.
- Children will be enabled to integrate Computing with structured play in Reception.
- Staff and pupils recognise that Computing affects the way in which people live and work.
- All staff will be encouraged to develop confidence and competence in utilising Computing resources.
- Staff can select and use Computing appropriate to the task;
- Parents will be involved in Computing through the encouragement of educational partnerships with the home.

### **Objectives**

In order to fulfil the above aims it is necessary for us to ensure:

- a continuity of experience throughout the school both within and among year groups
- the systematic progression through Foundation Phase & Key Stages 1 & 2.
- that the National Curriculum programme of study is given appropriate coverage
- that all children have access to a range of Computing resources
- that computing experiences are focussed to enhance learning
- that cross curricular links are exploited where appropriate
- that children's experiences are monitored and evaluated
- that resources are used to their full extent
- that resources and equipment are kept up to date as much as possible
- that staff skills and knowledge are kept up to date

### **Curriculum Development & Organisation**

Each term a class will work on completing a unit of work based on the Sandown Computing Curriculum Map which is used to form the medium term plans for Computing. The curriculum map ensures that all areas of the Computing curriculum are covered and deals with progression throughout the school. Medium term plans are used as working documents and include specifically identified skills to enable staff to ensure progression and coverage.

Each class is allocated time in the Computing suite to accomplish their Computing scheme of work units. Where appropriate Computing is integrated into Learning Journeys and/or other subjects to ensure that delivery of Computing is cross curricular and takes on board the statutory requirements of other national curriculum subjects.

Individual machines, tablets and laptops in classrooms support the development of Computing capability by enabling further development of tasks from the Computing suite; encourage research, and allow for the creative use of Computing in subjects. Interactive Screens are located in all of the classrooms as well as the Computing suite. These are used as a teaching resource across the curriculum.

### **Teaching & Learning**

Teachers' planning is differentiated to meet the range of needs in any class including those children who may need extra support, those who are in line with average expectations and those working above average expectations for children of their age. A wide range of styles is employed to ensure all children are sufficiently challenged:

- Children may be required to work individually, in pairs or in small groups according to the nature or activity of the task.
- Different pace of working
- Different groupings of children - groupings may be based on ability either same ability or mixed ability.
- Different levels of input and support
- Different outcomes expected
- Different activities, or restricted or extended activities.

The Computing coordinator will review teachers' Computing plans to ensure a range of teaching styles are employed to cater for all needs and promote the development of Computing capability.

### **Equal Opportunities**

All pupils, regardless of race, class or gender, should have the opportunity to develop Computing capability.

It is our policy to ensure this by:

- ensuring all children follow the scheme of work for Computing
- providing curriculum materials and software which are not class, gender or racially prejudiced or biased
- monitoring the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged

### **Internet Safety**

Internet access is essential to enrich and extend learning activities. The school has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. An **E-Safety policy** has been drawn up to protect all parties (this policy forms **Appendix A** of this policy) and rules for responsible internet use will be displayed next to each computer with Internet access. Although the school offers a safe online environment through filtered internet access we recognise the importance of teaching our children about online safety and their responsibilities when using communication technology. This forms part of our Computing Curriculum Map and is linked to our PSHE curriculum. It is the policy of the school that during 'wet playtimes' etc. children are not allowed to use the internet. We recognise the increasing use of social networking in our society and accordingly have drawn up a policy to **Social Networking Policy** which forms **Appendix B** of this policy. Online radicalisation, either through accessing inflammatory material or through online grooming, is an increasing danger and is one which we are aware of at Sandown and our approach to Computing takes into account the Prevent Agenda.

### **Management Information Systems (MIS)**

Computing enables efficient and effective access to and storage of data for the school's management team, teachers and administrative staff. The school complies with LEA requirements for the management of information in schools. We currently use SIMs which operates on the school's administrative network and is supported by the LEA. Only trained & designated members of staff have authority and access rights to input or alter the data. The school has defined roles & responsibilities to ensure data is well maintained, secure and that appropriate access is properly managed with appropriate training provided.

### **Assessment**

Computing is assessed both formatively and summatively. Formative assessment occurs on a lesson by lesson basis based on the lesson objectives and outcomes in the Computing scheme of work. This is conducted informally by the class teacher and is used to inform future planning. Summative assessment is collated on the server in the Computing Assessment spreadsheet at the end of each term and is monitored by the Computing co-ordinator.

### **Inclusion**

We recognise Computing offers particular opportunities for pupils with special educational needs and gifted and/or talented children and /or children with English as an additional language for example.

Computing can cater for the variety of learning styles which a class of children may possess.

Using Computing can:

- increase access to the curriculum
- raise levels of motivation and self esteem

- improve the accuracy and presentation of work
- address individual needs

We aim to maximise the use and benefits of Computing as one of many resources to enable all pupils to achieve their full potential. If the situation arises, the school will endeavour to provide appropriate resources to suit the specific needs of individual or groups of children.

## **Roles & responsibilities**

### **Senior Management**

The overall responsibility for the use of Computing rests with the senior management of the school. The Head, in consultation with staff:

- determines the ways Computing should support, enrich and extend the curriculum;
- decides the provision and allocation of resources ;
- decides ways in which developments can be assessed, and records maintained ;
- ensures that Computing is used in a way to achieve the aims and objectives of the school;
- ensures that there is an Computing policy, and identifies a Computing co-ordinator.
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### **Computing Coordinator**

There is a designated Computing Co-ordinator to oversee the planning and delivery of Computing within the school. The Computing coordinator will be responsible for :

- raising standards in Computing as a national curriculum subject,
- facilitating the use of Computing across the curriculum in collaboration with all subject coordinators,
- providing or organising training to keep staff skills and knowledge up to date,
- advising colleagues about effective teaching strategies, managing equipment and purchasing resources,
- monitoring the delivery of the Computing curriculum and reporting to the headteacher on the current status of the subject.
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### **Other Subject Coordinators**

There is a clear distinction between teaching and learning in Computing and teaching and learning with Computing. Subject coordinators should identify where Computing should be used in their subject schemes of work. This might involve the use of short dedicated programs that support specific learning objectives or involve children using a specific application which they have been taught how to use as part of their Computing study and are applying those skills within the context of another curriculum subject. Subject coordinators work in partnership with the Computing coordinator to ensure all National Curriculum

statutory requirements are being met with regard to the use of Computing within curriculum subjects.

### **The Classroom Teacher**

Even though whole school co-ordination and support is essential to the development of Computing capability, it remains the responsibility of each teacher to plan and teach appropriate Computing activities and assist the co-ordinator in the monitoring and recording of pupil progress in Computing.

### **Computing Technicians**

The school currently has 2 Computing technicians who are responsible for maintenance of all the Computing systems and equipment in the school and installation of new software and hardware.

### **Monitoring**

Monitoring Computing will enable the Computing coordinator to gain an overview of Computing teaching and learning throughout the school. This will assist the school in the self- evaluation process identifying areas of strength as well as those for development. In monitoring of the quality of Computing teaching and learning the Computing coordinator will:

- Scrutinise plans to ensure full coverage of the Computing curriculum requirements
- Analyse children's work
- Observe Computing teaching and learning in the Computing suite
- Hold discussions with teachers
- Analyse assessment data
- review this policy annually

### **Health & Safety**

We will operate all Computing equipment in compliance with Health & Safety requirements. Children will also be made aware of the correct way to sit when using the computer and the need to take regular breaks if they are to spend any length of time on computers. Each computer system has individual security against access to the management system. RM filters manage the internet for security and safety. The files and network system are backed up regularly. The anti-virus software is updated regularly.

### **Home school links**

Children are given the option to complete some homework tasks, when appropriate, using Computing out of school. Teachers are sensitive to the fact that children may not have access to Computing or may not wish to use it to complete tasks out of school. Any work brought into school must be scanned for viruses. We have a school website which will promote the school's achievements as well as providing information and communication between the school, parents and the local community. We have a separate policy for **Use of the School Website** which forms **Appendix C** of this policy.



**Appropriate legislation, including copyright and data protection**

All software loaded on school computer systems must have been agreed with the computer technicians. All our software is used in strict accordance with the licence agreement. We don't allow personal software to be loaded onto school computers. Please refer to the school's Data Protection Policy. Copying of resources must comply with copyright restrictions.

**Effective and efficient deployment of Computing resources**

Computing resources are deployed throughout the school to maximise access, to enhance teaching & learning and to raise attainment. To enable regular and whole class teaching of Computing the school has a Computing suite which all classes use for approximately 1  $\frac{1}{2}$  hours per week to develop their Computing skills. To support the cross curricular nature of Computing two desktop computers are also located in most classes and there are 2 banks of laptops available in Key Stage 2 and a bank of tablets in Key Stage 1. These are also used for additional tasks which require the use of Computing as well as presenting teaching materials. A consistent interface is provided on all machines to enable familiarity and continuity with generic software licensed and available on all curriculum computers in school. Subject specific titles are included in individual folders on the desktop and any specialist equipment e.g. sensors, are kept in the Computing stock cupboard and can be borrowed when needed. Internet access is available on all machines as well as storage and access to shared files. All classrooms have Technology Stations around the teachers' computer which include Interactive screens, digital cameras, visualisers etc.

Policy dated Jan 2016

To be reviewed annually.

Appendix A - E-Safety Policy

Appendix B - Social Networking Policy

Appendix C - Use of the School Website Policy

# Appendix A

## Sandown Primary School E-Safety policy

(including internet access)

Our e-Safety Policy has been written by the school with contributions from staff and pupils. It has been agreed by the senior management team and approved by governors. The Policy will be reviewed annually. The Head acts as e-Safety coordinator.

### Background and Rationale

The potential that technology has to impact on the lives of all citizens increases year on year. This is probably even truer for children and young people, who are generally much more open to developing technologies than many adults. In many areas, technology is transforming the way that children and young people learn and are taught. At home, technology is changing the way children and young people live and the activities in which they choose to partake; these trends are set to continue.

While developing technology brings many opportunities, it also brings risks and potential dangers of which these are just a few:

- Access to illegal, harmful or inappropriate images or other content
- Allowing or seeking unauthorised access to personal information
- Allowing or seeking unauthorised access to private data, including financial data
- The risk of being subject to grooming by those with whom they make contact on the internet.
- The sharing / distribution of personal images without an individual's consent or knowledge
- Inappropriate communication / contact with others, including sexting and stranger danger
- Cyber-bullying
- Access to unsuitable video / internet games
- An inability to evaluate the quality, accuracy and relevance of information on the internet
- Plagiarism and copyright infringement
- Illegal downloading of music or video files
- The potential for excessive or addictive use which may impact on social and emotional development and learning.
- The potential to be drawn into terrorism through radicalisation via social media

This policy sets out how we strive to keep pupils safe with technology while they are in school. We recognise that children and young people are often more at

risk when using technology at home (where often no controls over the technical structures are put in place to keep them safe) and so this policy also sets out how we educate them about the potential risks and try to embed appropriate behaviours. We also explain how we attempt to inform those people who work with our pupils beyond the school environment (parents, friends and the wider community) to be aware and to assist in this process.

### **Why is Internet Use Important?**

The purpose of Internet use in school is to raise educational standards, to promote pupil achievement, to support the professional work of staff and to enhance the school's management information and administration systems. Internet use is part of the statutory curriculum and a necessary tool for learning. It is an essential element in 21st century life for education, business and social interaction. Access to the Internet is therefore an entitlement for pupils who show a responsible and mature approach to its use. Our school has a duty to provide pupils with quality Internet access. Pupils will use the Internet outside school and will need to learn how to evaluate Internet information and to take care of their own safety and security.

### **How does Internet Use Benefit Education?**

Benefits of using the Internet in education include:

- access to world-wide educational resources including museums and art galleries;
- educational and cultural exchanges between pupils world-wide;
- access to experts in many fields for pupils and staff;
- professional development for staff through access to national developments, educational materials and effective curriculum practice;
- collaboration across support services and professional associations;
- improved access to technical support including remote management of networks and automatic system updates;
- exchange of curriculum and administration data with the Local Authority and DCSF; access to learning wherever and whenever convenient.

### **How can Internet Use Enhance Learning?**

- The school Internet access will be designed expressly for pupil use and includes filtering appropriate to the age of pupils.
- Pupils will be taught what Internet use is acceptable and what is not and given clear objectives for Internet use.
- Internet access will be planned to enrich and extend learning activities.
- Staff should guide pupils in on-line activities that will support learning outcomes planned for the pupils' age and maturity.
- Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation.

### **Authorised Internet Access**

- The school will maintain a current record of all staff and pupils who are granted Internet access.
- All staff must read and sign the 'Acceptable Computing Use Agreement' before using any school Computing resource.
- Parents will be informed that pupils will be provided with supervised Internet access.
- Parents will be asked to sign and return a consent form for pupil access.
- Pupils will also be asked to sign an Acceptable Use Agreement. There is a simpler form for most of the school and a more comprehensive form for years 5 & 6. Examples of both forms are shown in Appendix 2.

### **World Wide Web**

- If staff or pupils discover unsuitable sites, the URL (address), time, content must be reported to the Local Authority helpdesk via the e-safety coordinator or network manager.
- The school will ensure that the use of Internet derived materials by pupils and staff complies with copyright law.
- Pupils should be taught to be critically aware of the materials they are shown and how to validate information before accepting its accuracy.

### **Email**

- Pupils may only use approved e-mail accounts on the school system.
- Pupils must immediately tell a teacher if they receive offensive e-mail.
- Pupils must not reveal personal details of themselves or others in e-mail communication, or arrange to meet anyone without specific permission.
- Access in school to external personal e-mail accounts may be blocked.
- E-mail sent to external organisations should be written carefully and authorised before sending, in the same way as a letter written on school headed paper.
- The forwarding of chain letters is not permitted.

### **Social Networking**

- Our school blocks/filters access to social networking sites and newsgroups unless a specific use is approved.
- Pupils will be advised never to give out personal details of any kind which may identify them or their location.
- Pupils will be advised not to place personal photos on any social network space.
- Pupils will be advised on security and encouraged to set passwords, deny access to unknown individuals and instructed how to block unwanted communications. Pupils will be encouraged to invite known friends only and deny access to others.

### **Filtering**

The school will work in partnership with the Local Authority, and the Internet Service Provider to ensure filtering systems are as effective as possible.

### **Video Conferencing**

- Videoconferencing should use the educational broadband network to ensure quality of service and security rather than the Internet.
- Pupils should ask permission from the supervising teacher before making or answering a videoconference call.
- Videoconferencing will be appropriately supervised for the pupils' age.

### **Managing Emerging Technologies**

Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.

### **Mobile Phones**

Mobile phones will not be used for personal use during lessons or formal school time. The sending of abusive or inappropriate text messages is forbidden. Pupils' mobile phones are to be left at the school office.

### **Information System Security**

School Computing systems, capacity and security will be reviewed regularly. Virus protection will be installed and updated regularly. Security strategies will be discussed with the Local Authority.

### **Protecting Personal Data**

Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998.

### **Assessing Risks**

The school will take all reasonable precautions to prevent access to inappropriate material. However, due to the international scale and linked Internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer. Neither the school nor East Sussex County Council can accept liability for the material accessed, or any consequences of Internet access. The school will monitor Computing use to establish if the e-safety policy is adequate and that the implementation of the e-safety policy is appropriate.

### **Handling e-safety Complaints**

- Complaints of Internet misuse will be dealt with by a senior member of staff.
- Any complaint about staff misuse must be referred to the Headteacher.

- Complaints of a child protection nature must be dealt with in accordance with school child protection procedures.
- Pupils and parents will be informed of the complaints procedure.
- Discussions will be held with the PCSO with regard to the handling of potentially illegal issues.

### **Handling of e-safety incidents**

A simple flow chart is displayed in all classrooms and the Computing suite showing the children what they should do if they encounter a problem. A more detailed flow chart for staff actions is also displayed in all classrooms and the Computing suite. Copies of both flow charts are included in Appendix 4.

### **Communication of Policy**

Rules for Internet access will be posted in all networked rooms. Pupils will be informed that Internet use will be monitored. All staff will be given the School e-Safety Policy and its importance explained. Staff should be aware that Internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential. Parents' attention will be drawn to the School e-Safety Policy in newsletters, the school prospectus and on the school Web site.

### **E-safety Group**

We are in the process of setting up an E-safety Group to develop all aspects of e-safety at Sandown following a detailed review of our e-safety provision.

E-Safety Rules- Appendix 1

Parents' and Children's Acceptable Use Agreements -  
Appendix 2

Staff Acceptable Use Policy - Appendix 3

E-safety incident flow charts for children and staff -  
Appendix 4

## Appendix 1

### Key Stage 1

# Think then Click

These rules help us to stay safe on the Internet



We only use the internet when an adult is with us

We can click on the buttons or links when we know what they do.



We can search the Internet with an adult.

We always ask if we get lost on the Internet.



We can send and open emails together.

We can write polite and friendly emails to people that we know.



## Key Stage 2

# Think then Click

## e-Safety Rules for Key Stage 2

- We ask permission before using the Internet.
- We only use websites that an adult has chosen.
- We tell an adult if we see anything we are uncomfortable with.
- We immediately close any webpage we not sure about.
- We only e-mail people an adult has approved.
- We send e-mails that are polite and friendly.
- We never give out personal information or passwords.
- We never arrange to meet anyone we don't know.
- We do not open e-mails sent by anyone we don't know.
- We do not use Internet chat rooms.



# E-Safety Rules

These e-Safety Rules help to protect pupils and the school by describing acceptable and unacceptable computer use.

- The school owns the computer network and can set rules for its use.
- It is a criminal offence to use a computer or network for a purpose not permitted by the school.
- Irresponsible use may result in the loss of network or Internet access.
- Network access must be made via the user's authorised account and password, which must not be given to any other person.
- All network and Internet use must be appropriate to education.
- Copyright and intellectual property rights must be respected.
- Messages shall be written carefully and politely, particularly as email could be forwarded to unintended readers.
- Anonymous messages and chain letters are not permitted.
- Users must take care not to reveal personal information through email, personal publishing, blogs or messaging.
- The school Computing systems may not be used for private purposes, unless the head teacher has given specific permission.
- Use for personal financial gain, gambling, political activity, advertising or illegal purposes is not permitted.

The school may exercise its right to monitor the use of the school's computer systems, including access to web-sites, the interception of e-mail and the deletion of inappropriate materials where it believes unauthorised use of the school's computer system may be taking place, or the system may be being used for criminal purposes or for storing unauthorised or unlawful text, imagery or sound.

Appendix 2

## Our School E-Safety Rules

All pupils use computer facilities including Internet access as an essential part of learning, as required by the National Curriculum. Parents/carers are asked to sign to show that the e-Safety Rules have been understood and agreed.

### Parent's Consent for Web Publication of Work and Photographs

I agree that my son/daughter's work may be electronically published. I also agree that appropriate images and video that include my son/daughter may be published subject to the school rule that photographs will not be accompanied by pupil names.

### Parent's Consent for Internet Access

I have read and understood the school e-safety rules and give permission for my son / daughter to access the Internet. I understand that the school will take all reasonable precautions to ensure that pupils cannot access inappropriate materials but I appreciate that this is a difficult task.

I understand that the school cannot be held responsible for the content of materials accessed through the Internet. I agree that the school is not liable for any damages arising from use of the Internet facilities.

**Signed:**

**Date:**

**Please print name:**

Please complete, sign and return to the school

## **Student / Pupil Acceptable Use Policy Agreement - for younger pupils (KS1 and years 3 &4)**

**This is how we stay safe when we use computers:**

I will ask a teacher or suitable adult if I want to use the computers

I will only use activities that a teacher or suitable adult has told or allowed me to use.

I will take care of the computer and other equipment

I will ask for help from a teacher or suitable adult if I am not sure what to do or if I think I have done something wrong.

I will tell a teacher or suitable adult if I see something that upsets me on the screen.

I know that if I break the rules I might not be allowed to use a computer.

*Signed (child):*.....

## Student / Pupil Acceptable Use Agreement

### - for older pupils

### School Policy

Digital technologies have become integral to the lives of children and young people, both within schools and outside school. These technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. Young people should have an entitlement to safe internet access at all times.

#### **This Acceptable Use Policy is intended to ensure:**

- that young people will be responsible users and stay safe while using the internet and other digital technologies for educational, personal and recreational use.
- that school systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.

The school will try to ensure that pupils will have good access to digital technologies to enhance their learning and will, in return, expect the pupils to agree to be responsible users.

### Acceptable Use Policy Agreement

I understand that I must use school ICT systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the ICT systems and other users.

#### **For my own personal safety:**

- I understand that the school will monitor my use of the systems, devices and digital communications.
- I will keep my usernames and passwords safe and secure - I will not share them, nor will I try to use any other person's username and password. I understand that I should not write down or store a password where it is possible that someone may steal it.
- I will be aware of "stranger danger", when I am communicating on-line.
- I will not disclose or share personal information about myself or others when on-line (this could include names, addresses, email addresses, telephone numbers, age, gender, educational details, financial details etc )
- If I arrange to meet people off-line that I have communicated with on-line, I will do so in a public place and take an adult with me.
- I will immediately report any unpleasant or inappropriate material or messages or anything that makes me feel uncomfortable when I see it on-line.

#### **I understand that everyone has equal rights to use technology as a resource and:**

- I understand that the school systems and devices are primarily intended for educational use and that I will not use them for personal or recreational use unless I have permission.
- I will not try (unless I have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- I will not use the school systems or devices for on-line gaming, on-line gambling, internet shopping, file sharing, or video broadcasting (eg YouTube.)

**I will act as I expect others to act toward me:**

- I will respect others' work and property and will not access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission.
- I will be polite and responsible when I communicate with others, I will not use strong, aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will not take or distribute images of anyone without their permission.

**I recognise that the school has a responsibility to maintain the security and integrity of the technology it offers me and to ensure the smooth running of the school:**

- I will only use my own personal devices (mobile phones / USB devices etc) in school if I have permission. I understand that, if I do use my own devices in the school I will follow the rules set out in this agreement, in the same way as if I was using school equipment.
- I understand the risks and will not try to upload, download or access any materials which are illegal or inappropriate or may cause harm or distress to others, nor will I try to use any programmes or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials.
- I will immediately report any damage or faults involving equipment or software, however this may have happened.
- I will not open any hyperlinks in emails or any attachments to emails, unless I know and trust the person / organisation who sent the email, or if I have any concerns about the validity of the email (due to the risk of the attachment containing viruses or other harmful programmes)
- I will not install or attempt to install or store programmes of any type on any school device, nor will I try to alter computer settings.
- I will only use social media sites with permission.

**When using the internet for research or recreation, I recognise that:**

- I should ensure that I have permission to use the original work of others in my own work
- Where work is protected by copyright, I will not try to download copies (including music and videos)
- When I am using the internet to find information, I should take care to check that the information that I access is accurate, as I understand that the work of others may not be truthful and may be a deliberate attempt to mislead me.

**I understand that I am responsible for my actions, both in and out of school:**

- I understand that the school also has the right to take action against me if I am involved in incidents of inappropriate behaviour, that are covered in this agreement, when I am out of school and where they involve my membership of the school community (examples would be cyber-bullying, use of images or personal information).
- I understand that if I fail to comply with this Acceptable Use Policy Agreement, I will be subject to disciplinary action. This may include loss of access to the school network / internet, suspensions, contact with parents and in the event of illegal activities involvement of the police.

**Please complete the sections on the next page to show that you have read, understood and agree to the rules included in the Acceptable Use Agreement. If you do not sign and return this agreement, access will not be granted to school systems and devices.**

## Pupil Acceptable Use Agreement Form

This form relates to the pupil Acceptable Use Agreement, to which it is attached. Please complete the sections below to show that you have read, understood and agree to the rules included in the Acceptable Use Agreement. If you do not sign and return this agreement, access will not be granted to school ICT systems.

I have read and understand the above and agree to follow these guidelines when:

- I use the school systems and devices (both in and out of school)
- I use my own devices in the school (when allowed) eg mobile phones, gaming devices USB devices, cameras etc
- I use my own equipment out of the school in a way that is related to me being a member of this school eg communicating with other members of the school, accessing school email, VLE, website etc.

Name of Pupil

Year Group + Class

Signed

Date

**Appendix 3**

**Staff Information Systems Code of Conduct**

To ensure that staff are fully aware of their professional responsibilities when using information systems, they are asked to sign this code of conduct. Staff should consult the school's e-safety policy for further information and clarification.

- The information systems are school property and I understand that it is a criminal offence to use a computer for a purpose not permitted by its owner.
- I will ensure that my information systems use will always be compatible with my professional role.
- I understand that school information systems may not be used for private purposes, without specific permission from the Headteacher.
- I understand that the school may monitor my information systems and Internet use to ensure policy compliance.
- I will respect system security and I will not disclose any password or security information to anyone other than an appropriate system manager.
- I will not install any software or hardware without permission.
- I will ensure that personal data is kept secure and is used appropriately, whether in school, taken off the school premises or accessed remotely.
- I will respect copyright and intellectual property rights.
- I will report any incidents of concern regarding children's safety to the school e-Safety Coordinator or the Designated Child Protection Coordinator.
- I will ensure that any electronic communications with pupils are compatible with my professional role.
- I will promote e-safety with pupils in my care and will help them to develop a responsible attitude to system use and to the content they access or create.

The school may exercise its right to monitor the use of the school's information systems, including Internet access, the interception of e-mail and the deletion of inappropriate materials where it believes unauthorised use of the school's information system may be taking place, or the system may be being used for criminal purposes or for storing unauthorised or unlawful text, imagery or sound.

I have read, understood and agree with the Information Systems Code of Conduct.

Signed: ..... Capitals: ..... Date: .....

Accepted for school: ..... Capitals: .....

Appendix 4

## E-safety incident ?

If you see something which upsets you

Stop

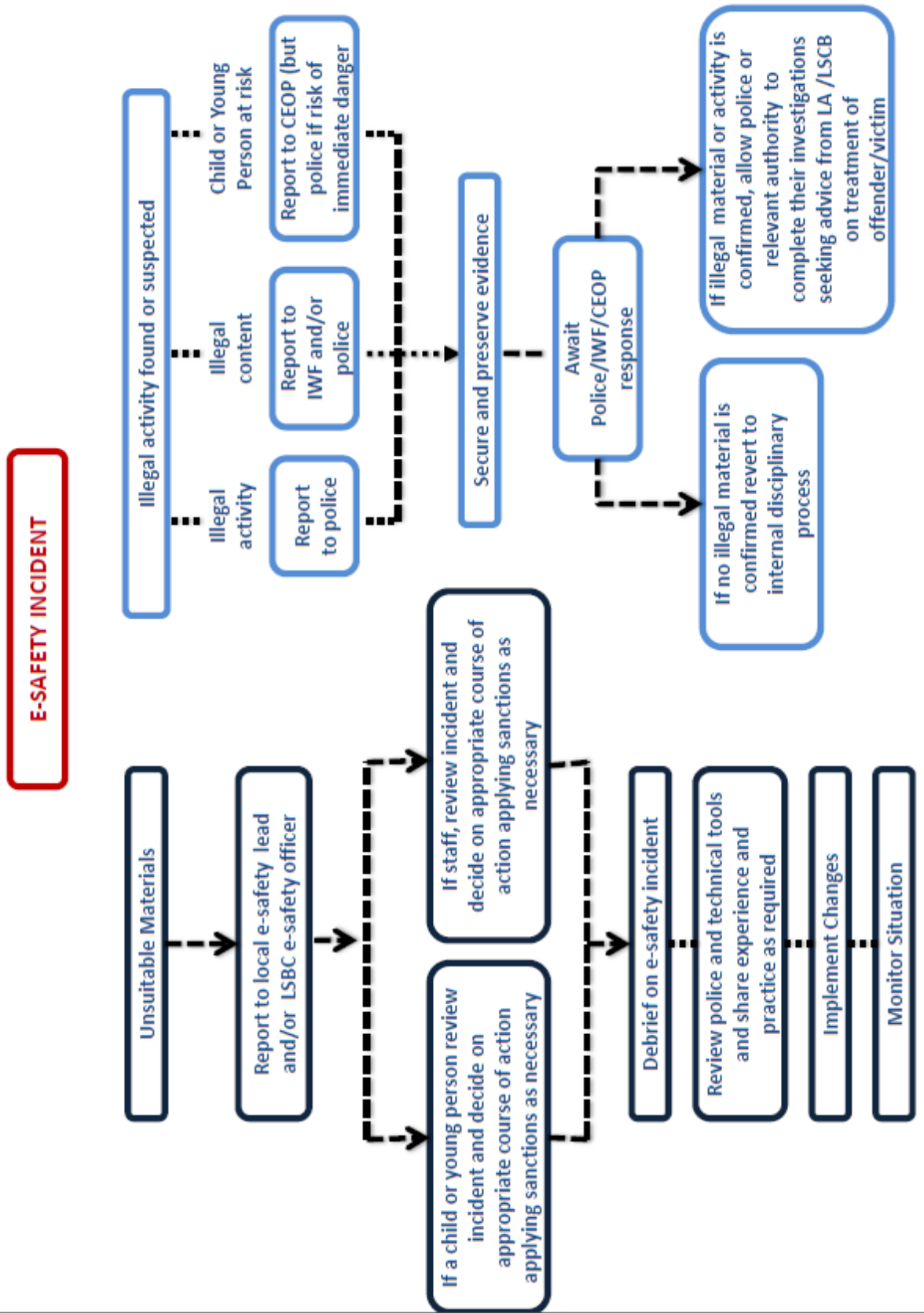
Leave your screen as it is – Don't shut down

Tell a grown up straight away

You're not in trouble, it's not your fault



BECTA Flowchart for responding to e-safety incidents



# Appendix B

## Social Networking Policy

### 1 Introduction

The widespread availability and use of social networking applications bring opportunities to understand, engage and communicate with our audiences in new and exciting ways. It is important that we are able to use these technologies and services effectively and flexibly. However, it is also important to ensure that we balance this with our duties to our School Community and partners, our legal responsibilities and our reputation. For example, our use of social networking applications has implications for our duty to safeguard children, young people and vulnerable adults. The policy requirements in this document aim to provide this balance to support innovation and schools in the 21<sup>st</sup> Century, whilst providing a framework of good practice. They apply to all members of staff as defined by School representatives.

### 2 Purpose

The purpose of this policy is to ensure:

- that Sandown Primary School, its leaders and governors are not exposed to legal risks.
- that the reputation of Sandown Primary School, staff and governors at the school are not adversely affected.
- all children are safeguarded.
- that any users are able to clearly distinguish where information provided via social networking applications is legitimately representative of Sandown Primary School.

### 3 Scope

This policy covers the use of social networking applications by School Employees, Governors and/or Elected Members and by partners or other third parties on behalf of the School. These groups are referred to collectively as 'School representatives' for the purpose of this policy. The requirements of this policy apply to all uses of social networking applications which are used for any school or local authority related purpose and regardless of whether the applications are hosted corporately or not. They must also be considered where School representatives are contributing in an official capacity to social networking applications provided by external organisations.

Social networking applications include, but are not limited to: Blogs, Online discussion forums, Collaborative spaces, Media sharing services, 'Microblogging' applications. Examples include Twitter, Facebook, MSN, You Tube. Many of the principles of this policy also apply to other types of online presence such as virtual worlds.

All School representatives should bear in mind that information they share through social networking applications, even if they are on private spaces, are still subject to copyright, data protection and Freedom of Information legislation, the Safeguarding Vulnerable Groups Act 2006 and other legislation. They must also operate in line with the School and Local Authority Equality and Safeguarding Policies.

#### **4 Principles - *Be professional, responsible and respectful***

School representatives must be conscious at all times of the need to keep personal and professional lives separate. They should not put themselves in a position where there is a conflict between their work and the school or County Council and their personal interests. They should not engage in activities involving social media which might bring Sandown Primary School into disrepute, and should not represent personal views as those of Sandown Primary School or the County Council on any social medium.

School representatives must not discuss personal information about pupils, or other professionals they interact with as part of their job on social media. They must not use social media and the internet in any way to attack, insult, abuse or defame pupils, their family members, colleagues, other professionals, other organisations, Sandown Primary School or the County Council. They should be accurate, fair and transparent when creating or altering online sources of information on behalf of the school.

#### **5 Personal use of Social Media**

School representatives will not identify themselves as employees of the school in their personal web space, or invite, accept or engage in communications with parents or children from the school community to any personal social networking sites while in employment at Sandown Primary School, unless they are family members. Staff representatives must decline 'friend requests' from pupils.

Any information school representatives obtain in the course of their employment must not be used for personal gain nor be passed on to

others who may use it in such a way, and it must not be discussed on their personal web space. Images of pupils and the school/County Council logos must not be published on personal web space. School email addresses must not be used for setting up personal social media accounts or to communicate through such media. These provisions remain after leaving Sandown Primary School's service.

Any communication received from children to School Representatives must be immediately reported to the Designated Child Protection Officer and procedures for safeguarding followed. If a School Representative is made aware of any other inappropriate communications involving any child and social networking these must be reported immediately as above. School internet policy must be used at all times when children use Computing and access the internet in school.

## **6 Using Social Media on behalf of Sandown Primary School**

Staff members can only use official school sites for communicating with pupils or to enable pupils to communicate with each other. There must be a strong educational reason for creating official school sites. Staff must not create sites for trivial reasons which could expose the school to unwelcome publicity or cause reputational damage.

Official school sites must be created only according to the requirements specified in Appendix 1 of the policy. Sites created must not breach the terms and conditions of social media providers, particularly with regard to minimum age requirements. Staff must at all time act in the best interests of the pupils when creating, participating in or contributing content to social media sites.

## **7 Enforcement**

Any breach of the terms set out below could result in the application or offending content being removed in accordance with the published complaints procedure and the publishing rights of the responsible School representative being suspended. The School reserves the right to require the closure of any applications or removal of content published by School representatives which may adversely affect the reputation of the School or put it at risk of legal action. Any communications or content published that causes damage to the School, Local Authority, any of its employees or any third party's reputation may amount to misconduct or gross misconduct to which the School and Local Authority Dismissal and Disciplinary Policies apply. Where applications allow the posting of

messages online, users must be mindful that the right to freedom of expression attaches only to lawful conduct. The school expects that users of social networking applications will always exercise the right of freedom of expression with due consideration for the rights of others and strictly in accordance with these Terms of Use.

## **Appendix 1**

# **Requirements for creating social media sites on behalf of Sandown Primary School**

## **CREATION OF SITES**

Staff members participating in social media for work purposes are expected to demonstrate the same high standards of behaviour as when using other media or giving public presentations on behalf of Sandown Primary School.

Prior to creating a site, careful consideration must be given to the purposes for using social media and whether the overall investment is likely to be worthwhile for achieving the proposed educational outcome.

The proposed audience and level of interactive engagement with the site, for example whether pupils, school staff or members of the public will be able to contribute content to the site, must be discussed with the school's Communications Manager (or appropriate manager).

Staff members must consider how much time and effort they are willing to commit to the proposed site. They should be aware that maintaining a site is not a one-off task, but involves a considerable time commitment.

The headteacher of relevant managers must take overall responsibility to ensure that enough resources are provided to keep the site refreshed and relevant. It is important that enough staff members are trained and are able to maintain and moderate a site in case of staff absences or turnover.

There must be a careful exit strategy and a clear plan from the outset about how long the site will last. It must not be neglected, creating a potential risk to the school's brand and image.

Consideration must also be given to how the success of the site will be evaluated to assess whether the site has achieved the proposed objectives.

## **CHILDREN AND YOUNG PEOPLE**

When creating social media sites for children and young people and communicating with them using such sites, staff members must at all times be conscious of their responsibilities; staff must always act in the best interests of children and young people.

When creating sites for children and young people, staff members must be alert to the risks to which young people can be exposed. Young people's technical knowledge may far exceed their social skills and awareness — they may post sensitive personal information about themselves, treat online 'friends' as real friends, be targets for 'grooming' or become victims of cyberbullying.

If children and young people disclose information or display behaviour or are exposed to information or behaviour on these sites that raises safeguarding or other concerns, appropriate authorities must be informed immediately. Failure to do so could expose vulnerable young people to risk of harm.

Staff members must ensure that the sites they create or contribute to for work - purposes conform to the *Good Practice Guidance for the Providers of Social Networking and Other User Interactive Services* (Home Office Task Force on Child Protection on the Internet, 2008)

Staff members must also ensure that the webspace they create on third party sites comply with the site owner's minimum age requirements (this is often set at 13 years). Staff members must also consider the ramifications and possibilities of children under the minimum age gaining access to the site.

Care must be taken to ensure that content is suitable for the target age group and contributors or 'friends' to the site are vetted.

Careful thought must be given to the profile of young people when considering creating sites for them. For example, the Internet may not be the best medium to communicate with vulnerable young people (or indeed any age group) receiving confidential and sensitive services from the school or the County Council. It may not be possible to maintain confidentiality, particularly on third-party-hosted sites such as social networking sites, where privacy settings may not be strong enough to prevent breaches of confidentiality, however inadvertent. If in doubt, you must seek advice from your Communications Manager (or appropriate manager).

#### APPROVAL FOR CREATION OF OR PARTICIPATION IN WEBSITE

Sandown Primary School social media sites can be created only by or on behalf of the school. Site administrators and moderators must be Sandown Primary School employees or other authorised people.

Approval for creation of sites for work purposes, whether hosted by the school or hosted by a third party such as a social networking site, must be obtained from the staff member's line manager, the school's Communications Manager (or appropriate manager) and headteacher.

Approval for participating, on behalf of Sandown Primary School, on sites created by third parties must be obtained from the staff member's line manager, the school's Communications Manager (or appropriate manager) and headteacher.

## Sandown School Computing & Associated Policies

Content contributed to own or third-party hosted sites must be discussed with and approved by the staff member's line manager and the school's Communications Manager (or appropriate manager).

The school's Communications Manager (or appropriate manager) must be consulted about the purpose of the proposed site and its content. In addition, the Communications Manager's (or appropriate manager's) approval must be obtained for the use of the school logo and brand.

Staff must complete the Social Media Site Creation Approval Form (Appendix) and forward it to the school's Communications Manager (or appropriate manager) before site creation.

Be aware that the content or site may attract media attention. All media enquiries must be forwarded to the head teacher (or appropriate manager) immediately. Staff members must not communicate with the media without the advice or approval of the head teacher (or appropriate manager).

### CONTENT OF WEBSITE

Sandown Primary School-hosted sites must have clearly expressed and publicised Terms of Use and House Rules. Third-party hosted sites used for work purposes must have Terms of Use and House Rules that conform to the school or County Council standards of professional conduct and service.

Staff members must not disclose information, make commitments or engage in activities on behalf of Sandown Primary School or the County Council without authorisation.

Information provided must be worthwhile and accurate; remember what is published on the site will reflect on the school's or County Council's image, reputation and services.

Stay within the law and be aware that child protection, privacy, data protection, libel, defamation, harassment and copyright law may apply to the content of social media.

Staff members must respect their audience and be sensitive in the tone of language used and when discussing topics that others may find controversial or objectionable.

Permission must be sought from the relevant people before citing or referencing their work or referencing service providers, partners or other agencies.

Sandown Primary School-hosted sites must always include the school logo or brand to ensure transparency and confidence in the site. The logo should, where possible, link back to the relevant page on the school website.

Staff members participating in Sandown Primary School-hosted or other approved sites must identify who they are. They must disclose their positions within the school on these sites.

Staff members must never give out their personal information such as home contact details or home email addresses on these sites.

Personal opinions should not be expressed on official sites.

### CONTRIBUTORS AND MODERATION OF CONTENT

Careful consideration must be given to the level of engagement of contributors — for example whether users will be able to add their own text or comments or upload images.

## Sandown School Computing & Associated Policies

Sites created for and contributed to by pupils must have the strongest privacy settings to prevent breaches of confidentiality. Pupils and other participants in sites must not be able to be identified.

The content and postings in Sandown Primary School-hosted sites must be moderated, Moderation is the responsibility of the team that sets up or initiates the site.

The team must designate at least two approved Administrators whose role it is to review and moderate the content, including not posting or removal of comments which breach the Terms of Use and House Rules. It is important that there are enough approved moderators to provide cover during leave and absences so that the site continues to be moderated.

For third-party-hosted sites such as social networking sites used for work purposes, the responsibility for protection and intervention lies first with the host site itself. However, different sites may have different models of intervention and it is ultimately the responsibility of the staff member creating the site to plan for and implement additional intervention, for example in the case of content raising child safeguarding concerns or comments likely to cause offence.

Behaviour likely to cause extreme offence, for example racist or homophobic insults, or likely to put a young person or adult at risk of harm must never be tolerated. Such comments must never be posted or removed immediately and appropriate authorities, for example the Police or Child Exploitation and Online Protection Centre (CEOP), informed in the case of illegal content or behaviour.

Any proposal to use social media to advertise for contributors to sites must be approved by the school's Communications Manager (or appropriate manager).

Approval must also be obtained from the school's Communications Manager (or appropriate manager) to make an external organisation a 'friend' of the site.



## Sandown Primary School

# Social Media Site Creation Approval Form

Use of social media on behalf of Sandown Primary School must be approved prior to setting up sites.

### Name of author of site

#### **PURPOSE OF SETTING UP SOCIAL MEDIA SITE**

Please

**(please describe why you want to set up this site and the content of the site)**

What are the aims you propose to achieve by setting up this site?

What is the proposed content of the site?

complete this form and forward it to the Computing Coordinator.

#### **PROPOSED AUDIENCE OF THE SITE**

**Please tick all that apply.**

- Pupils of Sandown Primary School (provide age range)
- Sandown Primary: School staff
- Pupils' family members
- Pupils from other schools (provide names of schools)
- External organisations
- Members of the public
- Others; Please provide details

#### **PROPOSED CONTRIBUTORS TO THE SITE**

**Please tick all that apply.**

- Pupils of Sandown Primary School (provide age range)
- Sandown Primary School staff
- Pupils' family members
- Pupils from other schools (provide names of schools)
- External organisations
- Members of the public
- Others: please provide details

<b>ADMINISTRATION OF THE SITE</b>		
Names of administrators (the site must have at least 2 approved administrators)		
Names of moderators (the site must have at least 2 approved moderators)		
Who will vet external contributors?		
Who will host the site?	<input type="radio"/> Sandown Primary School <input type="radio"/> Third party; please give host name	
Proposed date of going live		
Proposed date for site closure		
How do you propose to advertise for external contributors?		
If contributors include children or adults with learning disabilities how do you propose to inform and obtain consent of parents or responsible adults?		
What security measures will you take to prevent unwanted or unsuitable individuals from contributing or becoming 'friends' of the site?		
Computing coordinator I approve the aims and content of the proposed site and the use of school brand and logo.	Name  Signature  Date	
Headteacher	Name Signature Date	

## **Appendix C**

### **Policy for use of the school web site.**

The school website reflects the school - its standards, work and ethics - and is carefully presented so that the school is well represented. It is a showcase for the school and a point of contact with the parents and local community.

The school website is password protected. Members of the school are encouraged to have input into the website, but all content is overseen by the Computing co-ordinator and the Head teacher and is selected carefully to present the children and the school in the best light and to ensure their safety.

- No child is identified by name.
- No child known to be at risk is pictured on the website.
- All pictures of children are published as small sized, compressed jpegs, so that they may not be downloaded and used for dubious purposes.
- If any complaint is received from a parent, the picture or information concerned will be removed immediately without argument.
- Children's work published to the website must reflect the standards of the school.
- The school website only publishes school contact details and school e-mail addresses. Home information, individual e-mail identities and personal details are not published.
- Incoming school e-mail from the website is handled by the school office staff and is referred to the appropriate member of staff to be dealt with.

Links to other sites are carefully considered to make sure that they are relevant, helpful and are tested to ensure their integrity. If any complaint is received about a link being either unsuitable or unobtainable, it will be investigated as soon as possible to maintain the standard of the website.

All rules regarding copyright and data protection are carefully borne in mind according to LEA guidelines.