

# Manor Hall Academy



## ICT E-SAFETY POLICY

**CICELY HAUGHTON SCHOOL**

**Building Relationships**

**Celebrating Success**

**Promoting Change**

# CICELY HAUGHTON SCHOOL

## ICT POLICY

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The ICT Coordinator is: Mr Paul Cooper

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### Introduction

- **THIS DOCUMENT IS** a statement of the aims, principals and strategies for teaching and learning of ICT at Cicely Haughton Primary School.
- **THIS POLICY WILL BE REVIEWED** annually.

### What is ICT?

ICT is a body of knowledge and a range of practical skills contributing to a broad and balanced curriculum. It is concerned with:

- finding things out
- developing ideas and making things happen
- exchanging and sharing information
- reviewing, modifying and evaluating work as it progresses.

### Aims

Our aims in teaching ICT are that all children will be offered the opportunity to:

- develop IT capability, including their knowledge and understanding of the importance of information and of how to select and prepare it
- develop their skills in using hardware and software to manipulate information in their processes of problem solving, recording and expressive work
- develop their ability to apply their IT capability and ICT to support their use of language and communication, and their learning in other areas
- explore their attitudes towards ICT, its value for themselves, others and society, and their awareness of its advantages and limitations.

### Principles of the Teaching and Learning of ICT

ICT is important because it gives children the opportunity to understand how ICT can be used to communicate and handle information, control and monitor events and model real and imaginary situations. Most of these activities have larger-scale applications in commerce or industry, and children need to be aware of this. Children will become skilled in the use of IT as a tool, and quality output will only follow the development of their IT skills. Children must also come to realise that technology will fail and let them down - this is the nature of the subject - they will come to understand that even if preventative measures are taken, we can never rely totally on this form of technology.

ICT is a foundation/core subject in the National Curriculum. The fundamental skills knowledge and concepts of the subject are set out in "ICT in the National Curriculum" where they are categorised into 4 Attainment Targets.

1. finding things out
2. developing ideas and making things happen
3. exchanging and sharing information
4. reviewing, modifying and evaluating work as it progresses.

## Teaching of ICT

- THE ICT CURRICULUM IS ORGANISED on a subject specific basis
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- ICT is studied by each year group for at least 40 minutes per week (linked to topic work in some areas)
- THE PREDOMINANT MODE OF WORKING IN ICT is individual work and small group work supervised by teaching or support staff as necessary.
- groups are usually of mixed/matched ability
- relevant discussion is encouraged.
- The class teacher teaches skills to each year group who are then given opportunity to apply this knowledge and understanding in other areas of the curriculum during their class teaching.
- Scheme of Work provided by Purple Mash, Subscribed to by the school
- This is split into individual year groups for the teacher to follow and use.  
Tynker and Espresso coding has also been used and introduced to all classes.
- PUPILS WITH SPECIAL NEEDS IN ICT have the same entitlement and have access to a range of software appropriate to their needs. They will be provided with specific hardware should the need arise.
- pupils with difficulties in learning ICT will be given extra support by the classroom assistant
- pupils with particular ability and flair for ICT who work more quickly through the levels of the National Curriculum will be given extension activities which recognise their particular skill(s)
- HOMEWORK is often not appropriate as not all children have equal access to equipment.
- EXCELLENCE IN ICT IS CELEBRATED through display of work throughout the school, display of individual work to school assembly, demonstration to other members of staff.

## Progress and Continuity

- planning in ICT is the responsibility of the class teacher and will follow the SoW. Class teachers will be responsible for ensuring ICT is integrated into other curriculum subjects based on the advice given by the ITC. The ITC will be responsible for collecting evidence of the use of ICT in different subject areas
- schemes of work for ICT are developed by the coordinator (in collaboration with the whole staff)
- staff meeting will be used to discuss ICT curriculum and ensure consistency of approach and of standards
- work plans (including detailed lesson plans) are drawn up by individual teachers for each half term and monitored by the Headteacher



**The role of the ICT coordinator is to:**

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in ICT throughout the school
- support colleagues in their development of detailed work plans and implementation of the scheme of work and in assessment and record keeping activities
- monitor progress in ICT and advise the Headteacher on action needed
- take responsibility for the purchase and organisation of central resources for ICT
- keep up to date with developments in ICT education and disseminate information to colleagues as appropriate
- monitor and advise on the presentation ICT to KS1

FEEDBACK TO PUPILS about their own progress in ICT is achieved through the marking of work and discussion.

**Effective marking**

- aims to help children learn, not to find fault, and comments aim to be positive and constructive are often done while a task is being carried out through discussion between child and teacher
- of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time- this will vary according to age and ability
- FORMATIVE ASSESSMENT is used to guide the progress of individual pupils in ICT. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next state in his/her learning. Formative assessment is carried out both informally and formally. End of teaching unit assessment pieces will be used and annotated as appropriate.
- Purple Mash Assessment tool used by all class staff at the end of each half term to monitor progression of skills.

**Recording and Reporting**

- records of progress in IT are kept for each child (see above) and a portfolio of selected work, dated and annotated as appropriate. Children will be encouraged to be involved in recording their own progress. Reporting to parents will be done as part of each pupil's end of year report.

**Resources**

- resources in ICT is the responsibility of the ITC. Software will be allocated around the school and designated to particular year groups as appropriate. A bank of software will also be kept in the ICT room. All staff will have a copy of the software audit.
- each classroom will have a curriculum PC, printer and access to the internet.
- the ITC will be responsible for replacing, renewing or updating software in line with the National Curriculum and advances in technology.
- the school has a commitment and obligation to update and renew hardware whenever possible. Funding will be reviewed with each annual budget referring to and updating the school development plan.
- a contract will be maintained with Staffs Tech Ltd for the maintenance and upkeep of hardware.
- Staffs Tech Ltd are our school technicians, looking after the management and maintenance of all technology.

## Health and safety issues in ICT

In accordance with the National Curriculum requirements children will be taught:

- about hazards, risks and risk control
- to recognise hazards
- to control the risks to themselves and others
- to use information to assess the immediate and cumulative risks
- to manage their environment to ensure the health and safety to themselves and to others
- to explain the steps they take to control risks+

### In addition:

- metal computer trolleys must be earthed
- a computer should not be linked to the mains through a four-way extension lead beyond the computer trolley
- children should not be responsible for plugging in electrical equipment

Admissions packs include information regarding E-Safety this includes E-Safety Rules document (Appendix A) which we ask parents/carers and pupils to sign, A parent's guide (Appendix B) and a Children, ICT & E-Safety booklet (Appendix C)

*The school has achieved dyslexia friendly full status and as such will give due regard to dyslexia friendly strategies and objectives.*

**Remote education provision:** (Document sent out to parents/carers)

This information has been provided and is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

All children that have been identified as needing Laptops for their Remote Learning whilst at home have been provided with one and an agreement signed by parents/carers.

Pupils will be sent home with a workbook with work that the child can complete at home. Staff will be in regular contact either via class Dojo or a phone call to stay connected with parents/carers/children.

Class teachers will use a range of Online Platforms to support the child's online learning at home in order to provide the best support they can.

Online platforms we use are: Teams, Class Dojo, Education City, Purple Mash, Bug Club, Oxford Owl, Twinkl, Classroom Secrets Kids, Literacy Shed plus and Pearson Active learn. The child's class teacher will use a small selection of these to suit the purpose of the lessons being taught.





# CICELY HAUGHTON SCHOOL

## INTERNET SAFETY: A PARENT'S GUIDE

This guide outlines some suggestions to help parents limit the risk of their child having negative experiences online.

### 1. Making your home Internet safe

The Internet contains a wealth of images, video and information. Much of it is positive, but there is also content that is not appropriate for children to see. There are a number of things parents can do on home networks to make it as safe as possible.

Keep computers in family rooms - Most Internet safety guidance suggests that one of the most effective ways of ensuring that the content your child views is appropriate is to place the computer in a family room with the screen facing into the room.

Install Internet filters - Internet filters are software which are designed to control what content a user can see. It is used to restrict material delivered over the web.

Install child-friendly browsers - Child-friendly browsers automatically filter results that are adult in content.

Protect against viruses - Computer viruses are a small piece of software that can damage your computer. Anti-virus software should be installed.

Install parental guidance locks on popular sites - Most browsers and video playback sites have the capacity to lock adult content and prevent it from being viewed through the use of a pin code.

Prevent postural problems - Set up your computer area in a way that encourages your child to sit in a beneficial position, and demonstrate how you expect them to sit.

### Child-friendly browsers

**Kid Surf** - <http://www.kid-surf.com/>

KidSurf is Internet browser software designed especially for children 3-8 years old. KidSurf is a free download and only allows children to access sites online that have been pre-approved.

**Yahoo! Kids** - <http://kids.yahoo.com>

Yahoo! Kids is an environment where children can surf, play, learn and also chat online in a monitored environment. Please bear in mind that this site was built and is edited in the USA therefore the content and some of the spellings are US-centric.

**Ask Kids** - <http://www.askkids.com/>

Ask Kids is a search engine for children, similar to Yahoo! Kids.

**Google Family Safety Centre** - [www.google.co.uk/familysafety](http://www.google.co.uk/familysafety)

Google Family Safety Centre provides parents and teachers with practical tools to help them choose what content their children see online. Look out for the video tips on how to set up safe searching on Google and YouTube.

**KidZui** - <http://www.kidzui.com/>

KidZui is designed for children between the ages of 3 and 12 years old. Rather than using filters, KidZui trains and enlists parents and teachers to search out content that is appropriate for children even if it was not designed expressly for children. Websites that have been reviewed and approved by KidZui can carry a KidZui seal of approval that indicate the site's content is appropriate for children. Websites that carry the seal agree to abide by KidZui's content guidelines.

## 2. Making mobile Internet safe

These days the Internet isn't only available at home or in school but also through Internet enabled devices such as phones, tablets and gaming devices.

According to Ofcom, nearly three quarters (72%) of parents in the UK with a child aged 5-15 are concerned that other people could locate their child through their mobile phone using location based services.

**The UK Safer Internet Center** - <http://www.saferinternet.org.uk/advice-and-resources/parents>

The UK safer Internet center has a guide for parents around how to set safeguards on these devices.

## 3. Preparing your child to use the Internet

There is a great deal of guidance available on how to support your child to use the Internet safely.

Common guidance includes:

- Establish ground rules with your child about how they can use the Internet, when and for how long.
- Talk to your child about the kind of things it is ok to look at. A basic rule could be if I won't let you watch it on television, it's not ok to search for it online.
- Ensure your child knows to come to you or another trusted adult if they see something that upsets them.
- Talk to your child about what it is and isn't ok to tell people about themselves online. Encourage your child to use an online nickname and avatar and to tell you if anyone requests their real name, photos or information about where they live or go to school.
- Agree that if your child receives an email with an attachment that they will talk to you before they open it.
- Talk to your child about rules for being polite. These are equally important in online communication as in person.



#### 4. Risks: Dealing with cyberbullying

In 2008 the Department of Children, Schools and Families estimated that up to 34% of 12–15 year olds had been cyber bullied. In addition pupils with Special Educational Needs, (have a learning difficulty or disability) are 16% more likely to be persistently cyber bullied over a prolonged period of time.

**Cyberbullying advice and resources for parents:**

**Family Lives** - <http://familylives.org.uk>

Family Lives has a specialist advice sheet on cyberbullying and children with special needs, plus a number of briefings available on podcast and video. They also have a parent helpline 0808 800 2222.

#### 5. Risks: Privacy and preventing grooming

Protecting children's privacy online is key to avoid receiving inappropriate images, requests and content from people they meet online. One third of 9-19 year olds who go online at least once a week report having received unwanted sexual (31%) or nasty (33%) comments via e-mail, chat, IM (instant messenger) or text message. Only 7% of parents/carers think their child have received such comments. We often think our children are more aware of the need to keep personal information personal than they are. 49% of children say that they have given out personal information; only 5% of parents/carers recognise that this may be the case.

#### 6. Risks: Antisocial behaviour and criminal activity

In recent years some larger news stories have been about people with learning disabilities and autism or social communication disorders using the Internet to take part in illegal activity.

In 2009 newspaper headlines were dominated by Gary Mckinnon's appeal against extradition to the US for hacking into 97 US government computers, including those of Nasa and the Pentagon, during 2001 and 2002, on the grounds of his autism. McKinnon states he was not intending to do any criminal damage but instead was researching his special interest - alien sightings.

In the August riots of 2011, two-thirds of the young people who were arrested and charged were classed as having some form of special educational need. Communication and co-ordination of rioting activity took place using social networking sites and Instant Messaging services.

#### Resources to support responsible use of the Internet and technologies

The resources outlined in making your home Internet safe will allow you to set limits around times your child can use the Internet and sites they can access. These resources also provide information on tracking your child's Internet use. In response to parent's feedback around concerns about use of BBM (BlackBerry Messaging) in the 2011 riots we have included information about removing BBM from your child's phone.

## 7. Risks: Spending money online

The resources below address how to limit risk of unauthorised spending on particular systems and sites:

- Apple iOS (e.g. iPhone, iPad, iPod Touch) - Understanding restrictions

<http://support.apple.com/kb/HT4213>

Disable the purchase function

Another option is to disable the in-app purchases function on your Apple device. To do this, go to 'Settings', select 'General', tap 'Restrictions' and select 'Enable Restrictions'. Here you must create a unique four-digit passcode, then scroll down to 'Allowed Content' and turn off 'In-app Purchases'.

- How to restrict in-app purchases for iOS Android/Windows Phone devices- How to Disable In-App Purchases

<http://www.techlicious.com/guide/how-to-disable-in-app-purchases/>

- Xbox -

Xbox 360 console parental controls <http://support.xbox.com/en-GB/billing-and-subscriptions/parental-controls/xbox-live-parental-control>

- Playstation-

Using the parental control settings

[http://manuals.playstation.net/document/en/ps3/3\\_15/basicoperations/parentallock.html](http://manuals.playstation.net/document/en/ps3/3_15/basicoperations/parentallock.html)

- Nintendo -

Nintendo DSi & Nintendo DSi XL - Settings - Parental Controls

[http://www.nintendo.com/consumer/systems/dsi/en\\_na/settingsParentalControls.jsp](http://www.nintendo.com/consumer/systems/dsi/en_na/settingsParentalControls.jsp)

## 8. Benefits: Exploring special interests and learning tools

Hopefully if you have made your home Internet safe your child will be able to explore their particular interest safely. However for younger children it might be worth pointing them towards one of these browsers.

**CBBC** - [www.bbc.co.uk/cbbc/search](http://www.bbc.co.uk/cbbc/search)

A site designed to teach younger children about some of the pitfalls of the Internet in a fun-way; using cartoons, quizzes and games, as well as supporting them to find age appropriate games and information.

**Yahoo! Kids** - <http://kids.yahoo.com>

Yahoo! Kids is an environment where children can surf, play, learn and also chat in a monitored environment.

**Ask Kids** - <http://www.askkids.com/>

Ask Kids is a search engine for children, similar to Yahoo! Kids.

# Cicely Haughton School

## 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.



# Cicely Houghton School

## 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. Both pupils and their parents/carers are asked to sign to show that the e-Safety Rules have been understood and agreed.*

*Pupil:*

*Form:*

### Pupil's Agreement

- I have read and I understand the school e-Safety Rules.
- I will use the computer, network, mobile phones, Internet access and other new technologies in a responsible way at all times.
- I know that network and Internet access may be monitored.

*Signed:*

*Date:*

### 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 office**

## Using the Internet safely at home

Whilst many Internet Service Providers offer filtering systems and tools to help you safeguard your child at home, it remains surprisingly easy for children to access inappropriate material including unsuitable text, pictures and movies. Parents are advised to set the security levels within Internet Explorer or other browsers with this in mind. Locating the computer in a family area where possible, not a bedroom will enable you to supervise your son or daughter as they use the Internet. Also consider mobile phones and games consoles and other devices that can access the internet. However, don't deny them the opportunity to learn from and enjoy the wide variety of material and games available on the internet. Instead discuss with them some simple rules for keeping safe online and making sure they understand their importance.

## Simple rules for keeping your child safe

To keep your child safe they should:

- ask permission before using the Internet and discuss what websites they are using
- only use websites you have chosen together or a child friendly search engine
- only email people they know, (why not consider setting up an address book?)
- ask permission before opening an email sent by someone they don't know
- not use their real name when using games or websites on the Internet, (create a nick name)
- never give out any personal information about themselves, friends or family online including home address, phone or mobile number
- never arrange to meet someone they have 'met' on the Internet without talking to an adult first; always take an adult and meet in a public place
- never tell someone they don't know where they go to school or post any pictures of themselves in school uniform
- only use a webcam with people they know
- tell you immediately if they see anything they are unhappy with.



## Using these rules

Go through these rules with your child and pin them up near to the computer. It is also a good idea to regularly check the Internet sites your child is visiting e.g. by clicking on History and Favourites. Please reassure your child that you want to keep them safe rather than take Internet access away from them. Create a dialogue and a relationship of mutual respect as far as the Internet is concerned.

For further information go to:

**CEOP:** [www.ceop.gov.uk](http://www.ceop.gov.uk)

**Think U Know:** [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

**Childnet:** [www.childnet-int.org](http://www.childnet-int.org)

## Some useful websites

When searching the Internet we recommend you use one of the following child friendly search engines:

**Ask Jeeves for kids:**

[www.askkids.com](http://www.askkids.com)

**Yahoo! Kids:**

[www.kids.yahoo.com](http://www.kids.yahoo.com)

**CBBC Search:**

[www.bbc.co.uk/cbbc/search](http://www.bbc.co.uk/cbbc/search)

**Kidsclick:**

[www.kidsclick.org](http://www.kidsclick.org)

**National Education Network:**

[www.nen.gov.uk/fancl](http://www.nen.gov.uk/fancl)

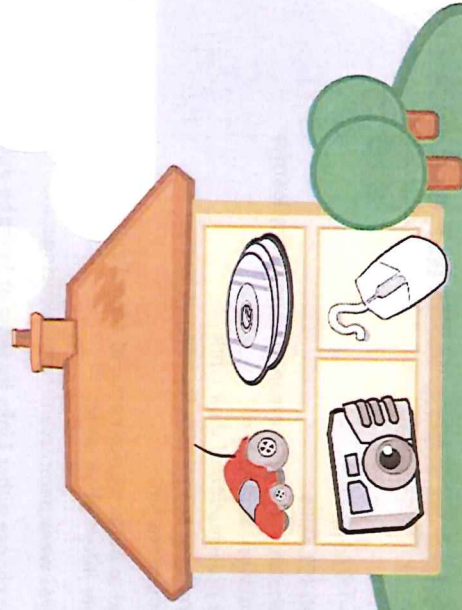
**Contact:** [esafetyofficer@kent.gov.uk](mailto:esafetyofficer@kent.gov.uk)



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# Children, ICT & e-Safety

Information for parents and carers



## The purpose of this guide

Children of today are increasingly using Information & Communication Technology (ICT) in schools and in the home.

**This guide explains:**

- How your children are using ICT in school.
- How using ICT in the home can help children to learn.
- How children can use the Internet safely at home.
- Where to access further information.





## How your child uses ICT at school

ICT in schools is taught as a subject in its own right and also supports children's learning in other subjects, including English and mathematics. Within ICT lessons children learn to use a wide range of ICT including:

- **Word Processing** to write stories, poems or letters
- **Databases** to record information, e.g. minibcasts
- **Spreadsheets** to create tables, charts and graphs
- **Desktop Publishing** to design posters, leaflets or cards
- **Multimedia Presentation** to present text, pictures, sound and video
- **Drawing Programs** to create pictures and designs
- **Internet and CD-ROMs** to find information
- **Email** to contact children and teachers in another school
- **Digital Cameras** to record what they have done in class or on a visit
- **Electronic Sensors** to record changes in light, sound and temperature
- **Controllable Robots** to give instructions and make something happen
- **Simulations** to explore real and imaginary situations
- **Website Publishing** to present ideas over the Internet
- **Video Conferencing** to share ideas or ask an expert.

## How you can help your child at home

ICT is not just about using a computer. It also includes the use of controllable toys, digital cameras and everyday equipment such as a tape recorder or DVD player.

Children can be helped to develop their ICT skills at home by:

- writing a letter to a relative
- sending an email to a friend
- drawing a picture on screen
- using the Internet to research a class topic
- planning a route with a controllable toy
- using interactive games.

A selection of companies offer school software for use at home.

## Benefits of using ICT at home

### How we know that using ICT at home can help

Many studies have looked at the benefits of having access to a computer and/or the Internet at home. Here are some of the key findings:

- used effectively, ICT can improve children's achievement
- using ICT at home and at school develops skills for life
- children with supportive and involved parents and carers do better at school
- children enjoy using ICT
- using ICT provides access to a wider and more flexible range of learning materials.

## How learning at home with ICT benefits children

Home use of ICT by children:

- improves their ICT skills
- offers them choice in what they learn and how they learn it
- supports homework and revision
- improves the presentation of their work
- connects learning at school with learning at home
- makes learning more fun.

All this can lead to better performance at school and an improved standard of work. For further information go to:

**Parents Centre:** [www.parentscentre.gov.uk/usingcomputersandtheinternet](http://www.parentscentre.gov.uk/usingcomputersandtheinternet).

From the menu choose either **Links by topic** or **Links by age** for details of websites that will support children's learning.

