

# Daven Primary School



## Computing and Online Safety Policy

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The use of computers and computer systems is an integral part of the National Curriculum and knowing how they work is a key life skill. In an increasingly digital world, there now exists a wealth of software, tools and technologies that can be used to communicate, collaborate, express ideas and create digital content. At Daven Primary School, we recognise that pupils are entitled to a broad and balanced computing education with a structured, progressive, approach to the learning how computer systems work, alongside the skills necessary to become digitally literate and participate fully in the modern world.

At the heart of our school's vision is the importance of global learning and creating local and global partnerships across the world so we are providing pupils with the opportunities to explore the world; we recognise that digital technology places an essential part in achieving this goal.

The school's aims are to:

- Provide a broad, balanced, challenging and enjoyable curriculum for all pupils.
- Develop all pupils' computational thinking, allowing them to problem solve in a digital context, which will benefit them throughout their lives and careers.
- Meet the requirements of the National Curriculum programmes of study for computing at Key Stage 1 and 2.
- To respond to new developments in technology in terms of both the content of curriculum, as well as the pedagogy and resources used to deliver it.
- To equip pupils with the confidence and skills to use digital tools and technologies throughout their lives.
- To enhance and enrich learning in other areas of the curriculum using IT and computing.
- To develop the understanding of how to use computers and digital tools safely and responsibly.

**Early years:**

It is important in the foundation stage to give children a broad, play-based experience of IT and computing in a range of contexts, including off-computer activities and outdoor play. Computing is not just about computers: children gain confidence, control and language skills through opportunities such as 'programming' each other using directional language to find toys/objects, creating artwork using digital drawing tools and controlling programmable toys. Outdoor exploration is an important aspect and using digital recording devices such as video recorders, cameras and microphones can support children in developing communication skills.

At Daven Primary School, opportunities for computational learning and digital experiences are threaded throughout the EYFS curriculum, including resources from our Purple Mash software suite to ensure pupils are ready for their transition to KS1 and have a familiarity with the systems that provide the basis of their ongoing learning.

**As per the National Curriculum programme of study, by the end of key stage 1 pupils can:**

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Use logical reasoning to predict and computing the behaviour of simple programs
- Organise, store, manipulate and retrieve data in a range of digital formats.



- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

**As per the National Curriculum programme of study, by the end of key stage 2 pupils can:**

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
- Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.
- Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Computing curriculum at Daven Primary School:

As a staff, we are all aware that IT and computing skills should be developed throughout pupils' computing lessons, but also core and foundation subjects as well. Teachers find ways to use a range of software to develop learning opportunities across the curriculum as well as to support individual learners.

Planning and Progression of Skills:

We use Purple Mash's scheme of planning across the school to provide confident coverage of the curriculum, a careful progression content and skills, as well as a smooth transition from each year group to the next. Alongside this framework, teachers plan, deliver and assess their teaching following the Progression of Skills in Computing document. These learning statements, built to cover the expectations and of the NC and beyond, also allows teachers to enhance and expand on the planning spine, all the while ensuring that all additional resources and learning is in line with the needs of their pupils.

Inclusion & Assessment:

We believe that all children have the right to access IT and computing. In order to ensure that children with special educational needs achieve to the best of their ability, it is sometimes necessary to adapt the delivery of the computing curriculum for some pupils. This is done through careful planning and dialogue between the class teacher, subject leader and SENCo.

We teach IT and computing to all children, whatever their ability. Computing forms part of the National Curriculum to provide a broad and balanced education for all children. Through the teaching of computing we provide opportunities that enable all pupils to make progress. We do this by setting suitable challenges and responding to each child's individual needs. Where appropriate, IT



can also be used to support SEN children on a one-to-one basis where children receive additional support.

## **Online Safety at Daven**

### **Overview and Our Curriculum**

In recognition of the importance that digital platforms and communication will play in pupils' ongoing lives, the safe use of these technologies is at the heart of our computing curriculum. This covers a wide range of resources including web-based and mobile learning. It is also important to recognise the constant and fast-paced evolution of digital technologies within our society as a whole. Both inside and outside the classroom we would expect our children to interact digitally with the world through a variety of devices, from computers and tablets, to mobile devices and smart watches.

- Pupils must be prepared for the connected world ahead of them, including:
- Websites and Online Search engines
- Learning platforms and virtual learning environments, such as PurpleMash
- Email and Instant Messaging, such as WhatsApp
- Social Networking and Video Chats, including the chat functions within online games
- Video Streaming, both pre-recorded content often found on sites such as YouTube and live streaming which is increasingly popular on gaming-streaming platforms such as Twitch
- Multiplayer gaming, both with "real world" friends, online friends and strangers
- Music Streaming and podcasting.

All users need to be aware of the range of risks associated with the use of these Internet technologies. As part of the digital literacy section of our programme of study, online safety is not only taught discretely through these computing sessions but additionally during PSHE lessons, whole school opportunities for learning such as assemblies or event days, as well as during other subjects where pupils might use technology, such as for email, blogging and online research.

In addition to the online safety modules within our Jigsaw (PSHE) and Purple Mash scheme of work, we teach children how to become Internet Legends. The image below shows what the Internet Legend Code is. This approach supports us in embedding our school values of Brave, Kind and Curious. We discuss aspects of 'sharp', 'kind' and 'brave' when learning about anti-bullying as these are important skills to have to eradicate online abuse.



The Internet Legend Code enables us to support children in keeping safe online including advice for pupils. We ensure our children are alert (and aware), and shape, safe and careful, of how they use these resources. We remind them that whatever information they read online, that there is little quality assurance to check the accuracy of what they have come across.

If our pupils follow the Internet Legend Code, which include learning about the 4 Cs of online safety, they will be able to keep yourself safe online.

See the information below:

### **Content**

I've seen/been sent inappropriate content online. What should I do?

Make sure that you tell someone at home or at school. Call it out!

Being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, self-harm, suicide, radicalisation and extremism.

What should I do? Make sure that you tell someone at home or at school. Call it out!

### **Contact**

I've been contacted by someone I don't know, and they've said something unpleasant/I don't like.

What should I do? Make sure that you tell someone at home or at school. Call it out!

I've been subjected to harmful online interaction with other users; for example: peer-to-peer pressure adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

What should I do? Make sure that you tell someone at home or at school. Call it out!

### **Conduct**

I've been sent a picture/video that is explicit.

What should I do? Make sure that you tell someone at home or at school. Call it out!

Personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying.

What should I do? Make sure that you tell someone at home or at school. Call it out!

### **Commerce**

I've got involved with/know someone who is gambling online.

What should I do? Make sure that you tell someone at home or at school. Call it out!

Risks such as online gambling, inappropriate advertising, phishing and or financial scams.

### Whole school approach:

All members of the school community have a responsibility for promoting and supporting safe behaviours in their classrooms and follow school online safety procedures. This includes vigilance when children are accessing the internet at school to ensure that they do not access inappropriate websites, as well as:

- Safe use of e-mail
- Safe use of the Internet
- Safe use of the school network, equipment and data
- Safe use of digital images and digital technologies, such as mobile phones and digital cameras
- Monitoring publication of pupil information/photographs on the school website
- Following the correct procedures in the event of misuse of technology by any member of the school community (see Code of Conduct)
- Their role in providing e-safety education for pupils.

Children will have supervised access to internet resources within school, however:



- Staff must preview any recommended sites before use. (Particular care must be taken when using search engines with the children as these can return undesirable links.)
- Raw image searches are discouraged when working with pupils.
- If Internet research is set for homework, specific sites will be suggested that have previously been checked by the teacher. It is advised that parents recheck these sites and supervise this work. Parents need to be advised to supervise any further research.
- Our internet access is controlled through the Talk Straight Ltd web filtering service.
- Staff and pupils are aware that school-based email and internet activity can be monitored and explored further if required.
- If staff or pupils discover an unsuitable site, the screen must be switched off/ closed and the incident reported as soon as possible to a member of SLT and the computing lead.
- It is the responsibility of the school, by delegation to the technical support team, to ensure that antivirus protection is installed and kept up-to-date on all school machines.

### E-mail

Educationally, email can offer significant benefits including; direct written contact between schools on different projects, be they staff based or pupil based, within school, between schools or international. We recognise that pupils need to understand how to style an email in relation to their age.

- Pupils are introduced to email as part of their Computing sessions using 2Email to simulate real conversations, monitored by the teacher.
- The school gives staff their own email account, to use for all school business. This is to minimise the risk of receiving unsolicited or malicious emails and avoids the risk of personal profile information being revealed.
- Under no circumstances should staff contact pupils or parents using personal email addresses.
- Pupils may only use school approved accounts on the school system and only under direct teacher supervision for educational purposes.

### Publishing pupil's images:

On a child's entry to the school, all parents/guardians will be asked to give permission for their child's photo to be taken and to use their child's work/photos in the following ways:

- On the school web site
- In display material that may be used in the school's communal areas.
- In display material that may be used in external areas, i.e. exhibition promoting the school.
- General media appearances, e.g. local/ national media/ press releases sent to the press highlighting an activity (sent using traditional methods or electronically).

Pupils' names will not be published alongside their image and vice versa without permission from the parents. Full names will not be published. Daven Primary School aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the Data Protection Bill. This policy applies to all personal data, regardless of whether it is in paper or electronic format.

### Responding to e-safety incidents/complaints:

As a school, we will take all reasonable precautions to ensure the Daven learning environment is e-safe. However, owing to the international scale and linked nature of Internet content, the availability of mobile technologies (such as our school iPads) and speed of change, it is not possible to guarantee that unsuitable material will never appear on a school computer or mobile device. Complaints relating to e-safety should be made to a member of the senior leadership team. Any complaint about staff misuse must be referred to the Head teacher.

- All users are aware of the procedures for reporting accidental access to inappropriate materials. Any breach must be immediately reported.
- Deliberate access to inappropriate materials by any user will lead to the incident being logged and, depending on the seriousness of the offence; investigation by the Head teacher/ LEA, immediate suspension, possibly leading to dismissal and involvement of police for very serious offences.
- Pupils and parents will be informed of the complaints procedure.
- Parents and pupils will need to work in partnership with staff to resolve issues.

### Cyberbullying:

Cyberbullying can be defined as the use of electronic communication devices to bully a person. Electronic communication can include the use of computers, mobile phones, tablets and games consoles. Cyberbullying can take place through the use of emails, text messages, social networking sites such as Facebook and Twitter, chat rooms, interactive video games and in many other areas too.

As technology advances, more potential avenues for cyberbullying open up. Examples of cyberbullying could include posting mean, offensive or embarrassing comments or photos on social networking websites, sending threatening or abusive emails, or creating fake online profiles to embarrass or belittle another person.

Cyberbullying in itself is not a crime and is not covered by a specific law in the UK. However, by committing an act of cyber bullying, a person may be committing a criminal offence under a number of different acts. The whole school community has a duty to protect all its members and provide a safe, healthy environment. It is important that we work in partnership with pupils and parents to educate them about Cyberbullying as part of our digital literacy curriculum and within wider PSHE sessions. Please refer to our anti-bullying policy if you require further information.

Pupils should:

- Understand how to use these technologies safely and know about the risks and consequences of misusing them.
- Know what to do if they or someone they know are being cyber bullied.
- Report any problems with Cyberbullying. If they do have a problem, they can talk to the school, parents, the police, the mobile network (for phone) or the Internet Service Provider (ISP) to do something about it.

In return, adults both in school and at home will:



- Give reassurance that the person has done the right thing by telling someone and inform parents. Make sure the person knows not to retaliate or return the message.
- Help the person keep relevant evidence for any investigation (taking screen capture shots, not deleting messages.)
- Check the person knows how to prevent it from happening again e.g. blocking contacts, changing contact details.
- Act to contain the incident when content has been circulated: remove content, contact the host (social networking site) to get the content taken down, use disciplinary powers to confiscate phones that are being used to cyber bully – ask the pupil who they have sent messages to.
- All bullying incidents will be recorded and investigated through CPOMS, as any other bullying incident. We will then investigate fully as any other bullying incident.

#### Working in Partnership with Parents:

- Parents/carers are required to make a decision as to whether they consent to images of their child being taken/used in the public domain.
- A partnership approach with parents will be encouraged. This includes parents' evenings with suggestions for safe home Internet use, advice on filtering systems and educational activities that include safe use of the Internet.

