

Computing and Online Safety Policy

Approved by: Headteacher

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Knowledge



Spark



Humanity



Grit



Team

COMPUTING AND ONLINE SAFETY POLICY FOR CLAPGATE PRIMARY SCHOOL

TEACHING AND LEARNING

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

Vision

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

Aims

- To meet the requirements of the Early Years Framework and National Curriculum
- To provide an exciting, rich, relevant, and challenging computing curriculum for all pupils
- Give children access to a variety of high-quality hardware, software and unplugged resources
- Instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources
- Enthuse and equip children with the capability to use technology throughout their lives
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology
- Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated
- Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others
- Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school
- Provide technology solutions for forging better home and school links
- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Deliver an effective approach to online safety, which empowers us to protect and educate the whole school community in its use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Establish clear mechanisms to identify, intervene and escalate an incident, where appropriate
- Our approach to online safety is based on addressing the following categories of risk:
- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as 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; and

- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

Objectives

- The requirements of the Early Years Framework and National Curriculums are met
- Computing is used throughout the curriculum
- Pupils are enthusiastic about computing and are keen to improve
- Pupils access the Internet safely and know what to do if there is a problem
- Information is distributed electronically where this is appropriate and possible
- To help children to become effective and independent learners

Curriculum coverage and progression

- Teachers can access planning from the 'NCCE Teach Computing' scheme which is downloaded live due to the resources being updated regularly
- Each unit to be taught discretely for 6-8 weeks in a designated half term. Other computing lessons to be used to deliver cross-curricular opportunities.
- Teachers can access Project EVOLVE to deliver online safety lessons once per half term in line with the Education for a Connected World framework.

Assessment

- Teacher observations, summative and formative assessment informs future planning
- Teachers assess progress using half termly AfL grids, which are forwarded to subject leaders
- Children are encouraged to self, peer and group assess work in a positive way using online collaborative platforms
- All children will be assessed at the end of each school year and levels will be inputted to the school data tracking system

Monitoring

- E-safety incidents are recorded on CPOMS and reviewed frequently by the Computing Leader
- Subject leader to undertake work scrutinies at least twice a year
- Pupil voice and teacher voice will be listened to

Learning styles and the learning environment

- Children use laptops or iPads in classrooms
- Medium term planning and teaching takes account of differentiation
- Medium term planning takes account of progression
- Open questions will be developed to challenge children's thinking and learning
- Independent learners will have access to a variety of resources and encouraged to reflect on the choices that they have made

Early years

- Children will have computing experiences indoors, outdoors and through role play in both child initiated and teacher directed time
- Pupils gain confidence, control and language skills through opportunities to access a variety of devices such as on the interactive board/devices or control remotely operated toys

Inclusion

- Positive use of technology will be promoted by all

- Children's individual needs will be addressed through provision of resources, learning styles and questioning. In several cases, computing will be used to support children with specific medical needs, allowing them greater access to the curriculum
- At Clapgate Primary School, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and children with SEN plans. We place emphasis on the flexibility technology brings to allow pupils to access learning opportunities, particularly pupils with SEN and disabilities. With this in mind, we will ensure additional access to technology is provided throughout the school day.

Equal opportunities

- All learners can develop their computing capability, irrespective of gender, race, religion, culture and/or ability

Liaison and transfer between settings

- Children's attainment in computing is shared with teachers in each setting
- Levels will be assessed and recorded each term and stored on the school's data tracking system

Resources

- Resources are purchased and deployed effectively to meet the requirements of the Early Years Framework and National Curriculum
- Audits of school resources are conducted regularly by the Computing Leader, which informs bidding for budget allocations
- Old equipment is removed from the inventory and disposed of safely, including the removal of data from machines where required using an accredited company
- All staff laptops are encrypted with bit locker

AI and Emerging Technologies

Clapgate Primary School recognises that artificial intelligence and emerging technologies can support teaching, learning, administration and accessibility. However, these tools must be used safely, responsibly and in line with safeguarding, data protection, copyright and equality expectations.

Staff remain professionally responsible for any resources, communications or decisions produced with the support of AI. AI-generated materials must be checked carefully for accuracy, bias, age suitability and appropriateness before being used with pupils or shared with families.

Staff must not enter personal, sensitive or confidential information about pupils, families, staff or the school into open AI tools or unauthorised platforms.

Pupils will only use AI tools in school where this has been agreed, risk assessed, age appropriate, supervised and covered by suitable filtering and monitoring arrangements.

Any AI-related concerns, including misinformation, impersonation, bullying, deepfakes, inappropriate images, discriminatory content or safeguarding concerns, will be recorded and responded to in line with the Online Safety and Social Media Policy, Child Protection and Safeguarding Policy, Behaviour Policy and Data Protection Policy.

Roles and responsibilities

Online safety, filtering and monitoring are shared responsibilities. The DSL has lead responsibility for safeguarding responses to online safety concerns. The Computing Leader/Online Safety Lead supports curriculum provision, staff awareness, monitoring of provision and liaison with IT support. Technical filtering, monitoring and system security

are maintained by the technician or external IT provider. All staff are responsible for supervising pupils' technology use, modelling safe and responsible practice, following the Acceptable Use Policy and reporting concerns promptly.

Head Teacher:

- Monitoring the implementation of the Computing Policy and its associated policies such as the Safeguarding policy
- Approving CPD and training which is in line with the whole school's strategic plan
- Monitoring the performance of the Computing Leader in respect to their specific job role description for Computing

Computing leader:

- Raising the profile of Computing for all stakeholders
- Monitoring the standards of Computing and feeding back to staff in a timely fashion so they can act on areas for development
- Maintaining overall consistency in standards of computing across the school
- Auditing the needs of the staff in terms of training/CPD
- Actively supporting staff with their day-to-day practice
- Attending training and keeping abreast with the latest educational technology initiatives
- Keeping an up-to-date log of all resources available to staff
- Overseeing the effectiveness of the technician
- Working as needed with the SENCO/Head Teacher to ensure online safety provision is above adequate and all legislation is in place
- Daily monitoring of internet usage and reporting to SLT/Safeguarding lead when infringements or causes for concern are detected.

Technician:

- Conducts routine scheduled maintenance/updates on systems
- Fixes errors/issues with hardware and software set-up, prioritising as needed
- Routinely checks school filtering, monitoring and virus protection
- Sets up new hardware and installations
- Maintains network connectivity and stability

Health and safety

- Clapgate Primary School takes all necessary measures to ensure both staff and pupils are aware of the importance of health and safety
- Both staff and pupils are trained to handle electrical equipment correctly including how to power off and on
- Pupils are reminded about the dangers of electricity and the danger signs to look out for
- Adequate displays and warning signs are strategically placed around the school to reinforce health and safety

Review

- The policy will be reviewed by the Computing Leader and Leadership Team at agreed intervals. Alterations will be shared with all stakeholders

Rationale

At Clapgate Primary School we are committed to using computing to enhance teaching and learning in a safe manner. Searching the internet is part of the National Curriculum and now part of everyday life. With our present Internet provider, we have an external firewall that is continually

monitored to prevent access to unwanted material for both staff and students. At present the staff have a greater level of access than the children based on their windows login profile. We understand that there will be occasions when some material will get through the filtering. However, it is important that we teach children how to search safely on the Internet and so we follow the following procedures. Children use a safe search engine, when searching the internet.

- Children may not use the internet unsupervised in school
- Staff must log out when not using their PC
- Every time, before the internet is used, teachers should reinforce appropriate safe search messages. Teachers should regularly describe what to do if a problem arises, until they are confident the children know how to respond
- Children are taught to use detailed and specific search terms to get better results and reduce risk
- If children see an inappropriate image, they turn off their screens and put their hands up
- Importantly, children should be warned of the specific, additional risks of clicking on an inappropriate image or link, i.e., that it can take them to an unpleasant website
- If an inappropriate image is accessed, the teacher will determine whether it was found accidentally. If the child accessed the image deliberately, their parents will be informed. If the image is accessed accidentally, the teacher will make the computing lead aware.
- If a child is upset or distressed by anything they see on the internet, parents will always be informed
- If the image is very unpleasant, the teacher may decide to take more detailed notes so it can be investigated. The named e-safety person should be informed as soon as possible.
- Governors will be informed about any serious e-safety incidents as appropriate
- We will continue to monitor and review our use of search engines