



ICT Policy

December 2021

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4.0	December 2021	S.Loyd	Approved	ICT Policy- Computer use, Internet use and E-safety

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Our Vision

As a school we are aware that technological hardware and software is developing and changing continuously. Today children are expected to leave school as confident and safe users of ICT. Through teaching ICT we aim to equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. We aim to develop children into independent learners who are well equipped for their future. We aim to enable children to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminate and effective way. ICT skills are a major factor in enabling children to be confident, creative and independent learners. We believe that ICT motivates and excites children thus enabling them to achieve high standards across the curriculum.

At Southwood Infant School we aim for each child:

- To develop their ICT capability and be able to use this confidently, safely and independently.
- To develop and expand their understanding of ICT and the potential of ICT within school and their own lives.
- To be aware of the limitations of ICT.
- To access the National Curriculum Programmes of Study.
- To engage with and be confident users of ICT resource provision.
- To develop the knowledge of how to use the Internet and technology safely.

We will meet this by:

- Ensuring we provide a curriculum which is rich, challenging, motivating, and includes each child to ensure they reach the highest possible level of achievement.
- Meeting the aims of the National Curriculum as fully possible.
- Teaching the children the skills they need to be able to manipulate and present, store and retrieve, present and enhance, interpret and analyse and to place in real life contexts.
- Providing all staff with the relevant support and training to ensure they can teach children effectively.
- Providing information to parents, staff and children on Internet safety on an annual basis.

ICT Curriculum Organisation

The school ensures the objectives outlined in the National Curriculum are covered. The school uses the Hampshire's ICT Advisory Curriculum as a basis for its

curriculum planning. The planning is reflective of the local circumstances of the school and the changing capabilities of our children.

The children are given the opportunities to:

- Find things out.
- Develop ideas and make things happen.
- Exchange and share information.
- Review, modify and evaluate their work as it progresses.
- Play and explore.
- Be active learners.
- Create and think critically.

The children will develop their skills and understanding of:

- E-safety
- Digital Literacy
- IT
- Computer Studies
- Different kinds of information and how it is presented.
- Different ways of obtaining, sharing and passing on information.
- A variety of information sources, ICT tools and applications.
- The uses of ICT in the wider world.

In the Foundation Stage, just as in Key Stage 1, ICT is incorporated into daily activities and is an integral aspect of children's learning. In the Foundation Stage ICT planning is related to the objectives set out in the Early Learning Goals.

Teaching and Learning Style

As the aims of ICT are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. We recognise that all classes have children with widely differing ICT abilities. We aim to provide learning opportunities for all children by matching the challenge of the task to the ability and experience of the child.

ICT is not confined to an ICT session it is very much embedded in our teaching and planning. All classes have access to IPADS and Notebooks. All classes have an IWB thus allowing ICT to be accessed and utilised fully across the curriculum. We seek to have a vast array of ICT applications and resources and we strive to continually improve and monitor our provision.

Technologies and E-safety

We believe access to the Internet and other tools that technology provides is an invaluable way of finding, sharing and communicating information.

While technology itself is not harmful, we are aware it can be used to make children vulnerable and to abuse them.

With the current speed of on-line change, we understand the risks and potentially harmful and inappropriate material on the internet.

Some of the risks could be:

- Unwanted contact
- Unwanted sites being viewed
- Grooming
- Online bullying including sexting
- Digital footprint

As a school will therefore seek to provide information and awareness to both children, staff and their parents through:

- Acceptable use agreements for children, staff, parents/carers and governors
- Curriculum activities involving raising awareness around staying safe online
- Information included in letters, newsletters and on our web site.
- Parents awareness evenings / sessions
- High profile events / campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications
- Sharing external publications and useful websites.

Online Safety

As a school we teach and promote e-safety at all times by:

- Teaching a whole unit of E-safety each September across all year groups. Ensuring all children are supervised at all times when using the Internet
- Ensure Hampshire' successfully filters the Internet.
- Ensure teachers will use the favourite function to direct children to suitable and safe sites.
- Monitor sites and review prior to children viewing them.
- Display Computer safety rules throughout the school.

Email Use

To ensure that children use email safely:

- E-mail communication will be through a class email address at all times.
- Staff will preview all email prior to children reading them.
- A member of staff will check all outgoing email prior to sending them.
- Only children's first names will be used in email.

Social media

Social media is commonly used as a method of communication across all members of society. We understand that with the right safeguards in place this is a tool that can be used to support educational outcomes.

Cyberbullying

Cyber-bullying is defined as “an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.”

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums or through online gaming servers.

Central to the School's anti-bullying policy is the principle that '*bullying is always unacceptable*' and that '*all pupils have a right not to be bullied*'.

As a school we recognise that we must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any cyber-bullying we become aware of carried out by pupils when they are away from the site.

If we become aware of any incidents of cyberbullying, we will need to consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate or are required to do so.

Sexting

'Sexting' often refers to the sharing of naked or 'nude' pictures or video through mobile phones and the internet. It also includes underwear shots, sexual poses and explicit text messaging.

While sexting often takes place in a consensual relationship between two young people, the use of Sexted images in revenge following a relationship breakdown is becoming more commonplace. Sexting can also be used as a form of sexual exploitation and take place between strangers.

As the average age of first smartphone or camera enabled tablet is 6 years old, sexting is an issue that requires awareness raising across all ages.

As a school we use age appropriate educational material to raise awareness and promote e-safety.

Gaming

Online gaming is an activity that the majority of children and many adults get involved in. As a school we seek to raise awareness of this issue:

- By talking to parents and carers about the games their children play and help them identify whether they are appropriate.
- By support parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode.
- By talking to parents about setting boundaries and time limits when games are played.
- By highlighting relevant resources.

Online reputation

Online reputation is the opinion others get of a person when they encounter them online. It is formed by posts, photos that have been uploaded and comments made by others on people's profiles. As a school we believe it is important that children and staff are aware that anything that is posted online could influence their future professional reputation.

Grooming

Online grooming is the process by which one person with an inappropriate sexual interest in children will approach a child online, with the intention of developing a relationship with that child, to be able to meet them in person and intentionally cause harm. As a school we build awareness amongst children and parents about ensuring that the child:

- Only has friends online that they know in real life
- Is aware that if they communicate with somebody that they have met online, that relationship should stay online.

That parents :

- Recognise the signs of grooming.
- Have regular conversations with their children about online activity and how to stay safe online.

As a school we raise awareness of grooming by:

- Running sessions for parents.
- Include awareness around grooming as part of their curriculum.
- Identify with both parents and children how they can be safeguarded against grooming.

Staff use of the Internet

Please refer to the Staff Internet Usage Policy.

Equal Opportunities

Please refer to separate Equal Opportunities Policy, Special Needs and Teaching & Learning Policies.

Assessment

We plan and track the use of ICT throughout the Curriculum so to measure continuity and ensure progression. Each child progression and skills is tracked and is used to inform planning and make assessment judgements.

Staff Development

Staff are kept to date with all new developments and given the appropriate training with all new equipment either in house or externally.

Role of the ICT Coordinator

- To ensure a suitable scheme of work is implemented; thus monitoring, assessing and ensuring continuity and progression.
- To promote the integration of ICT across the curriculum.
- To implement, monitor and evaluate assessment.
- To keep up to date with new ICT initiatives and ICT applications and resources.
- To work collaboratively with Harrap to ensure the maintenance of ICT applications and resources within School meets the needs of both staff and children.
- To support and encourage staff.

Role of Subject Managers

- To plan for and monitor the use of ICT within their subject.
- To select ICT applications for usage with their subject.
- To identify areas and opportunities for monitoring and assessing ICT within their subject.