

# Christ Church (Church of England) Junior School And Christ Church (Church of England) Infant School



## Computing Curriculum and E-safety Policy

Grow and Learn together in the presence of God.

Date: November 2023

## Whole School Aims/ Vision:

At Christ Church we believe that children should have access to a computing curriculum that is rich in variety and allows children to explore technology across the curriculum, Computing should permeate the curriculum seamlessly. We believe that Computing should be a 'tool' for learning, which children can make use of to enhance their learning. The computing curriculum, coupled with well trained, competent and enthusiastic staff will allow our children to develop the necessary computing skills needed for lifelong learning in the 21<sup>st</sup> Century.

## Mission Statement for E-Learning:

*To educate and enable children to become informed users and creators of technology, rather than blind consumers.*

## Introduction

This policy reflects the values and philosophy of the Christ Church Schools in relation to computing. It sets out a framework within which teaching and non-teaching staff can operate, and gives guidance on planning, teaching and assessment.

This policy should be read in conjunction with our schemes of work for computing, which sets out what pupils in different year groups will be taught and how computing can facilitate or enhance work in other subject areas.

The computing curriculum is divided into 3 separate strands (e-safety, creating digital content and computer science) and children should be exposed to and develop a deep understanding of the skills included in each one. Good quality and consistent teaching across year groups and Key stages should allow the children to experience and develop these skills in practical based classroom lessons. Children should understand that computing informs many parts of the wider world and that it is essential in a modern world to acquire and master skills to become both technological consumers and contributors. It will also cover the importance of E-safety as the underpinning values for all computing taught in school.

## Computing at Christ Church

### **Intent**

At Christ Church we recognise that technology is everywhere and will play a pivotal part in students' lives. Therefore, we will model and educate our pupils on how to use technology positively, responsibly, and safely. We aim for the children of Christ Church to become autonomous, independent users of computing, gaining confidence and enjoyment from their activities.

We intend to teach our children to have the knowledge of technology to make informed decisions on the most effective way to use technology and to know how to do so in a positive way. We recognise with the ever-growing technology there comes more risks for children and so understand that high-quality teaching, which is adapted to reflect current technology, can be the best way of preventing issues within this area.

Technology provides opportunities for creativity and we allow children to demonstrate their learning in creative ways- often linking to other cross- curricular subjects.

We will ensure ICT is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities.

Our children will use their knowledge from across our broad and balanced curriculum to support them with becoming skillful computer scientists. Our pupils will be fluent in using a range of tools to best express their understanding and it is our intention that by the end of key stage 2, children have the knowledge and confidence to choose the best tool to fulfil the task and challenge set by teachers.

The National Curriculum programmes of study and their associated strands, level descriptions and attainment target are given appropriate coverage.

## Implementation

We have created a comprehensive progression document and long-term plans for staff to follow to best embed and cover every element of the computing curriculum. (See Appendix A) The knowledge/skills statements build year on year to deepen understanding and challenge our learners.

Information Technology (Creating Digital Content)	Computer Science	Digital Literacy (E Safety)
Word processing / typing	Computational thinking	Self-Image and Identity
Data Handling	Programming	Online Relationships
Presentations in various formats	Debugging	Online Behaviours
Ebook and Animation	Computer Network	Online Bullying
Video Creation and Photography		Managing Online Information
Digital Art		Health, Wellbeing and Lifestyle
Sound including editing		Privacy and Security
Creating and contributing to blogs		Copyright and Ownership
		Support Strategies
		Internet Safety Days

(See Appendix B for LTP of when units are covered)

As computing can be embedded into the curriculum it is likely that children will also be meeting computing targets in other lessons. Lessons contain revision, analysis and problem-solving. Through the sequence of lessons, we intend to inspire pupils to develop a love of the digital world, see its place in their future and give teachers' confidence. Cross-curricular links are also important in supporting other areas of learning and allowing children to demonstrate creativity within their learning and also consolidating other areas of the curriculum at the same time.

Our curriculum helps children to build on prior knowledge at the same time as introducing new skills and challenges. Lessons include 'Flashbacks' as a form of retrieval practice to help support children by regularly revisiting knowledge to embed it into their long term memory. Coding lessons on algorithms, programming and debugging are provided to children each year at Key Stage 2, building on the skills they have learnt previously.

Children develop their knowledge of computer networks, internet services and the safe and purposeful use of the internet and technology. Data Handling skills are taught in KS1 and Lower KS2. They are then used to present data in Upper KS2. Some schemes of work are provided by other services (Purple Mash, Twinkl and are pre-planned by the subject co-ordinator) enabling staff to feel confident in the progression of skills and knowledge and that outcomes have been met. An example of keywords has been included in the progression document, showing the progression of specific language involved in children's learning so that teachers can also assess understanding and progress through vocabulary.

To support staff and children with achieving this, our schools has the following resources:

Nursery:

- A set of 4 iPads for pupil use
- 1 staff iPad

KS1

- One set of class laptops
- A set of 16 iPads
- Year group iPads for staff use
- A set of 8 Beebots
- A range of computing software and subscriptions to sites which provide software.
- Individual iPads to support SEND children

KS2

- A computing suite containing desktop computers
- Two sets of class laptops
- A set of iPads
- Year group iPads for staff use
- A range of computing software and subscriptions to sites which provide software.
- Individual iPads to support SEND children

## Impact

The impact of our computing curriculum is not only assessed through teacher assessments linking to the progression of skills document and the National Curriculum, but also in the ability to meet the following statements:

- Learning in computing is enjoyed across the school. A continuity of experience throughout the two schools both within and among year groups and through the systematic progression from key stage 1 to 2.
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- The school's computing vision (*All pupils at Christ Church will become informed users and developers of technology through their computing lessons rather than blind consumers.*) is met when pupils leave Christ Church in Year 6.
- Teachers have high expectations and quality evidence of children's work will be presented in a variety of forms.
- Children will use digital and technological vocabulary accurately, alongside the progression of their technical skills.
- Children are confident with using a range of hardware and software and will produce high-quality purposeful products.

- Children see the digital world as part of their world, extending beyond school and understand that they have choices to make.
- They are confident and respectful digital citizens.

### **British values within the computing curriculum**

Children at Christ Church Infant School demonstrate the following British values whilst learning about Computing by:

#### **Democracy**

- Listening to everyone's ideas in order to form a majority.
- Working as part of a team and collaborating to use computing devices effectively.

#### **Rule of Law**

- Developing knowledge of lawful computing behaviours.
- Demonstrating respect for computing laws.

#### **Individual Liberty**

- Taking responsibility for our own computing behaviours.
- Challenging stereotypes and bias.
- Exercising rights and personal freedoms safely through knowledge of E-safety.

#### **Respect and Tolerance**

- Showing respect for other cultures when undertaking research using computing devices. Providing opportunities for pupils of all backgrounds to achieve in computing.

### **Part 2 -E-Safety in the curriculum**

As the uses of online technological resources grow, so has the awareness of risks and potential dangers which arise from their use. The schools aims to prepare learners to stay safe in their use of technology, model the behaviour of a responsible online user and know how to appropriately respond to any issues should they arise.

E-safety is a vital part of keeping children safe online and is essential in allowing the children to achieve the school's vision of becoming 'informed users'. This is taught through the Computing curriculum in the Digital Literacy Strand.

Educating pupils on the dangers of technologies that may be encountered outside school is done informally when opportunities arise and as part of the E-safety curriculum.

Pupils will be made aware of the impact of online bullying and know how to seek help if these issues affect them. Pupils are also taught where to seek advice or help if they experience problems when using the Internet and related technologies; i.e. parent/carer, teacher/trusted member of staff, or an organisation such as Childline/CEOP. The school Internet access is designed expressly for pupil use and will include filtering appropriate to the age of pupils. (See the Digital Safeguarding Policy)

Pupils will be taught what Internet use is acceptable and what is not and given clear objectives for Internet use. Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation.

In Key Stage 1 all members of staff incorporate e-Safety activities and awareness at the start of every term. Children will have at least 6 hours of e –safety specific teaching across the year in line with national guidance. One hour each half term will be taught at the start of each new computing topic.

In Key Stage 2 the strand is taught for at least two half- terms throughout the year. One as a stand-alone unit and the other as a focus for a program used in information technology unit.

Digital Literacy
Self-Image and Identity
Online Relationships
Online Behaviours
Online Bullying
Managing Online Information
Health, Wellbeing and Lifestyle
Privacy and Security
Copyright and Ownership
Support Strategies
Internet Safety Days

E-safety is also visited through the PSHE curriculum and the two support each other in teaching children to become responsible users of technology. See PSHE policy for more information.

### **The Role of the Computing Coordinator:**

The Computing leader is responsible for:

1. Ensuring the statutory requirements of the National Curriculum for Computing are met.
2. Ensuring creative use of Computing is embedded across the curriculum where appropriate.
3. Ensuring appropriate professional development opportunities are provided for all staff.
4. Ensuring that teaching of the computing curriculum allows all pupils to have the necessary computing capability to be able to engage in Computing in any aspect of their education.
5. Encouraging learners to become independent users of technology, choosing when, where, and how they will learn, both in-school and beyond.
6. Ensuring regular and appropriate assessment of Computing takes place.
7. Monitoring work produced by children, planning and computing folders to ensure high expectations are maintained across the school.

### **The Role of staff:**

Each member of staff is responsible for:

1. Ensuring creative and appropriate Computing opportunities are a regular feature of classroom practice.
2. Ensuring coverage of the National Curriculum for Computing.
3. Modelling correct e-Safety behaviour and ensuring children receive age-appropriate e-Safety information and activities.
4. Regular assessment of children's computing capability through observations and feedback forms.
5. Liaison with Computing Coordinator
6. Store and maintain evidence of pupils work and achievements

### **Skills Auditing and CPD:**

All teachers at Christ Church will be given the opportunity to develop their Computing skills, becoming a confident teacher through relevant training sessions. These training sessions will include formal INSET days, staff meetings, course attendance, staff appraisal and individual targets, in addition to informal advice on teaching and learning provided by the Computing co-ordinator as and when required.

Additional training will also be provided for our classroom support staff in order to effectively manage their work and to enhance the work they undertake with pupils.

Feedback forms are reviewed regularly to establish the availability and use of programmes and also staff competence and confidence.

It will be the duty of the Computing co-ordinator to ensure that all staff are informed of any new development.

### **Executive Head Teacher, Head of School and Governors:**

The role of the Executive Head Teacher, Head of School and Governors is to:

- Overview the implementation of the 'Computing Policy and Guidelines' through observation and discussion.

### **Outside Agencies:**

At Christ Church we value the expertise of outside agencies and the opportunities they provide for our children to use and apply their Computing knowledge and skills.

We endeavour to establish and develop links with:

1. Local authority establishments, schools (local, national and eventually international).
2. Community based businesses. (E-safety nights, Coding Club)
3. Parents and friends of school.

To showcase computing work completed within school and promote the importance of computing in day-to-day life.

### **Equal Opportunities & Accessibility:**

All teaching and non-teaching staff at Christ Church are responsible for ensuring that all children, irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest

possible progress. In school we provide a broad and balanced curriculum for all pupils. Effective e-Learning opportunities are provided for all pupils that can be modified if necessary to provide all pupils with relevant and appropriately challenging work at each Key Stage.

The following 3 principles ensure an inclusive curriculum:

- a) setting suitable learning challenges
- b) responding to pupils diverse learning needs
- c) overcoming potential barriers to learning and assessment for individuals and groups of pupils

### **Assessment:**

Christ Church has an assessment and record keeping policy and children are assessed in line with the National Curriculum requirements as with other subjects.

The school will report children's computing capability to parents at least once a year.

### **Key Stage 1**

Each half term teaching staff in each class will complete a review of the computing lessons they have taught for that block highlighting areas that worked well and areas that may need development for delivery the following year. These reviews also take into account the children's views of what they have learned and which parts of that teaching block they have found most enjoyable. Staff will then complete an assessment grid indicating whether children are performing at, above or below the age related expectations for that year group. These are passed onto the computing lead for monitoring and also to new teachers as part of the handover for the following year.

The school will report the children's computing levels to parents at least once each year.

### **Key Stage 2**

Children will be assessed through a spot marking system. At the end of each half-term, teachers will spot mark each child assessing their work across the whole unit.

The following colours will be used:

Pink- Children who are working toward achieving the National Curriculum targets or who have needed large amounts of support from the class teacher to achieve the targets.

Green- Children who have achieved the National Curriculum targets with some support from the class teacher.

Blue- children who have achieved the class targets with no support and show a deeper understanding of the targets.

Examples of children's Computing work will also be monitored to ensure it shows good levels of teaching, learning and progress.

Computing may be assessed in a variety of ways:

- Observation of child or group on task
- Discussion with children about their task
- Children's own evaluations of their work
- Assessment of skills through spot marking



These assessments will inform future planning and set targets, provide information about individuals and groups and also provide information for parents

**Monitoring:**  
**Key Stage 1**

At KS1 the implementation of the Computing Policy and Guidelines are monitored by:

- Classroom observations
- Sampling of pupils computing work.
- Checking record keeping and planning
- Dialogues with staff
- Monitoring assessments
- Handing over and discussing data during transition

**Key Stage 2**

At KS2 the school has a procedure for moderation of Computing work and innovative projects. The implementation of the Computing Policy and Guidelines are monitored by:

- Classroom observations
- Sampling of pupils computing work.
- Checking record keeping and planning
- Collecting evidence of attainment in 'COMPUTING Evidence Folder'.
- Dialogues with staff
- Monitoring assessments
- Handing over and discussing data during transition

**E-Safety responsibility**

All staff have a duty to incorporate e-safety principles in their area of responsibility.

**Staff:**

At Christ Church, we acknowledge the prevalence of social networking, and that it plays a huge part in today's society. However, it is vital that staff conduct themselves professionally and appropriately within these environments. We make sure that all staff are made aware of the Local Authority HR view regarding acceptable behaviour (See Appendix G) – All staff are responsible for ensuring that they are up to date with current guidance and follow the guidance that is available. Staff should not make any reference to their job, school or other colleagues on the site and are strongly discouraged from accepting friend requests from current or former pupils under 18 years of age or parents of children who attend Christ Church. Failure to follow the guidance available is a disciplinary offence.

**Learners:**

We recognise that the minimum age on many social networking sites is 13 and actively advise our learners from creating accounts. We are, however, aware that where this advice is not followed, we have a duty to

equip our learners with the knowledge and understanding required to keep themselves safe online. We also advise parents of steps they may take to help keep their child safe on social networking sites. In the event of inappropriate language or images pupils are encouraged to inform staff members immediately. All staff are required to report incidents as per the procedures agreed in the school's Child Protection (Safeguarding) Policy.

### **School Council/ E-safety Council- Key Stage 2**

As a responsible member of their class the school council may have e-safety as a regular agenda item. This allows another outlet for learners to highlight concerns for themselves and/or their classmates.

### **Parents and Carers**

At Christ Church, we believe it is vital to include parents and carers in the e-safety process, ensuring that both they and their children are able to stay safe and conduct themselves appropriately in the digital world. A copy of our Acceptable Use Policy and Computing Policy will be posted on our website. In information is also shared with parents through newsletters and information evenings.

### **Procedures**

At Christ Church we are committed to responding rapidly to breaches in e safety both in and outside of the school where our pupils and/or parents or staff are involved.

Incidents reported to a staff member will be dealt with in accordance to the school's Child Protection procedures. The incident will be reported to the EHT or HOS who will log and respond to the incident in accordance with Child Protection Guidelines. Incidents may need to be reported to parents, governors and LA Officers and may result in changes to security or practice.

All staff and pupils are required to read and agree to an acceptable use document. This gives clear guidelines about the use of school related hardware and software. In addition, it sets clear expectations for use of online resources. (Appendix C and D)

All parents are required to read and sign an agreement for their child to use the internet in school. Similarly, parents are required to give written consent for the use of photographic images of their child within the school setting and on the secure Learning Platform School Site. Additional permission must be sought for the use of photographic images beyond this remit. When using digital cameras or video cameras we request that images are removed from the device as soon as possible. (Appendix E and F)

### **Introducing the e-Safety policy to pupils**

- E-Safety rules are displayed in each classroom and discussed with the pupils at the start of each term. All staff are aware that at least one dedicated e-safety lesson must be taught each term and at relevant points throughout e.g. during PSHE lessons//anti-bullying week/Safer Internet Day.
- Pupils will be informed that network and Internet use will be monitored. The school uses Securus software which is monitored by the JCT.
- The school is vigilant when conducting 'raw' image search with pupils e.g. Google or Lycos image search
- Pupils are required to individually sign an e-safety / acceptable use agreement form which is fully explained and used as part of the teaching programme

### **The Learning Platform and other home/school internet use ( In the event of Remote Learning).**

- All staff have been trained and given advice on how to effectively use SIMs, the learning platform and TEAMS.
- All children will be given a username and password to access secure resources and facilities on the learning platform and to access TEAMS. These should not be shared outside of the family.
- The school website forums and TEAMS will be regularly monitored for incidents of cyberbullying, inappropriate use of language or the uploading of inappropriate files. Children will be informed that the sending of messages through TEAMS is monitored.
- Class teachers will monitor the use of TEAMS. Any misuse of the TEAMS messaging will be reported to the Head teacher.

### **Entitlement to training and support**

A staff member will attend relevant training to ensure that the school is up to date on current e safety requirements. This information will be disseminated to the Executive Head Teacher, Head of School and staff members on their return.

Staff will have access to CPD in relation to e-safety through planned performance management objectives, School Improvement Planning, personal development or in response to a need identified by the individual through professional discussions with the Executive Head Teacher or Head of School.

### **Appendices**

A	Progression of Skills
B	Long Term Plan of Units Taught
C	Acceptable Use - Staff
D	Acceptable Use - Pupils
E	Parental consent for internet use
F	Parental consent for photographic images of pupils to be used.
G	LA Guidance on Acceptable Use

### **Related/ Supporting Policies**

- GDPR Policy
- Digital Safeguarding Policy
- Child Protection and Safeguarding Policy

# Appendix A Progression of Skills

# Appendix B Long Term Plan

## Computing Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
Yr 1	<p>Terrific toys</p> <p><b>Computer science</b></p> <p><b>Programming/coding</b></p> <p>Bee bots (app / equipment)</p> <p>Debug a programme</p> <p>Daisy dingo (app)</p> <p>Kodable</p>	<p>Stomp, Wiggle Crawl</p> <p><b>Creating digital content</b></p> <p><b>Photography</b></p> <p>Create an edited photograph for a Christmas card/ decoration</p> <p>Camera on iPad ( app )</p> <p>Sketch app</p> <p>Photobooth app</p>	<p>Superheroes</p> <p><b>Computer science</b></p> <p><b>Algorithms - programming</b></p> <p>Create step by step instructions to create a recipe</p> <p>healthy hero's</p> <ul style="list-style-type: none"> <li>• iPads to video (app)</li> <li>• Instructional writing</li> <li>• Algorithms</li> <li>• Debug</li> </ul>	<p>Fabulous fairy tales</p> <p><b>Creating digital content</b></p> <p><b>Design</b></p> <p>Create your own fairy tale picture.</p> <p>Paint programme (laptop)</p>	<p>Space</p> <p><b>Creating digital content</b></p> <p><b>Word processing</b></p> <p>Create a poster</p> <p>Word (laptop)</p> <p>Publisher (laptop)</p>	<p>Lets go on and adventure</p> <p><b>Creating digital content</b></p> <p><b>Animation</b></p> <p>Create animation about a something seen on an adventure</p> <p>Stop motion (app)</p> <p>Koma Koma</p> <p>iPads</p>
Yr 2	<p>Walk the plank</p> <p><b>Computer science</b></p> <p><b>Programming/ coding</b></p> <ul style="list-style-type: none"> <li>• Hour of code (laptop)</li> <li>• Turtle logo</li> </ul>	<p>Arctic adventures</p> <p><b>Creating digital content</b></p> <p><b>Data handling</b></p> <ul style="list-style-type: none"> <li>• 2 count (laptop)</li> <li>• 2 graph (laptop)</li> <li>• Purple mash (both)</li> </ul>	<p>London's burning</p> <p><b>Creating digital content</b></p> <p><b>Broadcasting</b></p> <ul style="list-style-type: none"> <li>• video app on iPad</li> </ul> <p>Research element using iPads?</p>	<p>Golden ticket</p> <p><b>Creating digital content</b></p> <p><b>Digital music</b></p> <ul style="list-style-type: none"> <li>• Launch pad (app)</li> <li>• Incredibox (laptop)</li> <li>• Garage band (app)</li> </ul>	<p>Amazing animals</p> <p><b>Creating digital content</b></p> <p><b>Presentations skills</b></p> <p>- create a power point presenting animal information.</p>	<p>Awesome adventures</p> <p><b>Creating digital content</b></p> <p><b>Photography</b></p> <p>Bazzart (app)</p> <p>Camera (app)</p> <p>Layout (app)</p> <p>Morpho (app)</p> <p>Photo booth (app)</p> <p><b>Computer science—</b></p> <p>Scratch junior.</p>
<p>Digital Literacy—All children should understand how to stay safe when using technology The requirement is 6 hours of computing safety each year.</p>						
<p>1 hr per term at the start of each unit of work + Internet safety day in February (5hrs) .</p>						

Computer science

Digital Literacy

Information Technology

Year	Autumn 1	Autumn 2	Spring 1	Spring2	Summer 1	Summer 2
3	E-safety (scheme) & acceptable use policy	Program Word (Greek theme)	Program – digital art (purple mash) Stone age	Coding Purple mash	Coding Scratch – shapes. Commands	E- safety Photo stories
4	E- safety (scheme)  Word	Program Publisher (electricity theme)	Program – digital art Spider wick	Coding Purple mash	Coding Scratch – Maze	E- safety Broadcasting- radio station
5	E- safety (scheme)  Publisher	Program- PowerPoint (Egypt theme)	Program – publisher and web Plan a route instructional leaflet	Coding Purple mash	Coding Scratch – quiz loops	E- safety Video ( iMovie)
6	E- safety (scheme)  PowerPoint	Program- Excel	Program – stop motion (Maya instructions)	Coding Purple mash	Coding scratch Game	E- safety Website (purple mash)

## Appendix C

### **Christ Church, Church of England Federation** **Acceptable Use Agreement for the School Workforce.**

The policy aims to ensure that any communications technology is used without creating unnecessary risk to users while supporting learning.

#### **I agree that I will:**

- only use personal data securely
- implement the schools E-safety policies
- educate pupils in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation
- educate pupils in the recognition of bias, unreliability and validity of sources
- actively educate learners to respect copyright law
- only use approved e-mail accounts in school
- only use pupil images or work when approved by parents and in a way that will not enable individual pupils to be identified
- only give access to appropriate users when working with blogs or wikis etc...
- set strong passwords – a strong password is one which uses a combination of letters, numbers and other permitted signs
- report unsuitable content or activities to the Headteacher
- ensure that videoconferencing is supervised appropriately for the learner's age
- pass on any examples of Internet misuse to the Headteacher
- post any supplied E-safety guidance appropriately
- think carefully about what is stored on my laptop and make efforts to store sensitive data on the school server or private area on the Learning Platform
- think carefully about what is stored on my memory stick and make every effort to send sensitive information using a secure email rather than use a memory stick

I agree that I will not visit Internet sites or make, post, download, upload or pass on: material, remarks, proposals or comments that contain or relate to:

- pornography (including child pornography)
- promoting discrimination of any kind
- promoting racial or religious hatred
- promoting illegal acts

- breach any Local Authority/School policies, e.g. gambling
- do anything which exposes children to danger
- any other information which may be offensive to colleagues
- forward chain letters
- breach copyright law

I confirm that I have read and understand the content of Appendix A relating to the use of online Social Networking Sites such as Facebook.

I understand that there should be no reference to the school or inappropriate sharing of information relating to pupils or staff via such sites. I understand that to do so could result in disciplinary action. All staff members accessing such sites have a duty of responsibility to report inappropriate content relating to the school or its stakeholders to the Executive Head teacher.

I accept that my use of the school and Local Authority ICT facilities may be monitored and the outcomes of the monitoring may be used.

**Name** ..... **Date** .....



## Appendix D (Key Stage 1)

### Christ Church, Church of England, Infant School Acceptable Use Policy for pupils in Key Stage One

When I am using the computer or other technologies, I want to feel safe all the time.

#### I agree that I will:

- 😊 always keep my passwords a secret
- 😊 only visit sites which are appropriate to my work at the time
- 😊 only use the school learning platform to store and access my school work
- 😊 not let anyone else use my learning platform log on
- 😊 only post things on the platform that I would say in class
- 😊 work in collaboration only with individuals or groups agreed by my teacher or other responsible adult
- 😊 tell a responsible adult straight away if anything makes me feel scared or uncomfortable online
- 😊 make sure all messages I send are respectful
- 😊 inform a responsible adult if I get a nasty message or get sent anything that makes me feel uncomfortable
- 😊 do not reply to or forward any nasty message or anything which makes me feel uncomfortable
- 😊 only email people I know or those approved by a responsible adult
- 😊 only use email in school which has been provided by school
- 😊 only connect to the agreed school wireless broadband while in school
- 😊 talk to a responsible adult before joining chat rooms or networking sites
- 😊 I will inform a responsible adult if I come across anything in chat rooms or networking sites that makes me feel uncomfortable
- 😊 always keep my personal details private. (My name, family information, journey to school, my pets and hobbies are all examples of personal details)
- 😊 always check with a responsible adult and my parents before I upload photographs of myself
- 😊 never meet an online friend without taking a responsible adult that I know with me

#### I understand:

- 😊 Using computers safely can make everyone's learning more enjoyable
- 😊 Anything I do on the computer may be seen by someone else
- 😊 Anything I put on the Learning Platform will have my name next to it

- ☹️ Most social networking sites have a minimum joining age and it is a criminal offence to give false information e.g. lie about my age or gender
- ☹️ Not everyone on line is who they say they are

I know that once I post a message, picture or any other item on the internet then it is completely out of my control.

I know that anything I write or say or any website that I visit may be being viewed by a responsible adult.

**Name** ..... **Date** .....

## Appendix D (Key Stage 2)

### Christ Church, Church of England Junior School Acceptable Use Policy for pupils in Key Stage Two

When I am using the computer or other technologies, I want to feel safe all the time.

#### I agree that I will:

- 😊 always keep my passwords a secret
- 😊 only visit sites which are appropriate to my work at the time
- 😊 work in collaboration only with individuals or groups agreed by my teacher or other responsible adult
- 😊 tell a responsible adult straight away if anything makes me feel scared or uncomfortable online
- 😊 make sure all messages I send are respectful
- 😊 inform a responsible adult if I get a nasty message or get sent anything that makes me feel uncomfortable
- 😊 do not reply to or forward any nasty message or anything which makes me feel uncomfortable
- 😊 do not give my mobile phone number to anyone who I don't know or have not met
- 😊 only email people I know or those approved by a responsible adult
- 😊 only use email in school which has been provided by school
- 😊 only connect to the agreed school wireless broadband while in school
- 😊 talk to a responsible adult before joining chat rooms or networking sites
- 😊 I will inform a responsible adult if I come across anything in chat rooms or networking sites that makes me feel uncomfortable
- 😊 always keep my personal details private. (My name, family information, journey to school, my pets and hobbies are all examples of personal details)
- 😊 always check with a responsible adult and my parents before I upload photographs of myself
- 😊 never meet an online friend without taking a responsible adult that I know with me

#### I understand:

- 😊 Using computers safely can make everyone's learning more enjoyable
- 😊 Anything I do on the computer may be seen by someone else
- 😊 Anything I put on the Learning Platform will have my name next to it
- 😊 Most social networking sites have a minimum joining age and it is a criminal offence to give false information e.g. lie about my age or gender
- 😊 Not everyone on line is who they say they are

I know that once I post a message, picture or any other item on the internet then it is completely out of my control.

I know that anything I write or say or any website that I visit may be being viewed by a responsible adult

Name ..... Date .....

**APPENDIX E**

**Christ Church Federation  
Parent internet permission form.**

Dear Parents,

**Responsible Use of the Internet**

As part of pupils' curriculum enhancement and the development of ICT skills, Christ Church Federation is providing supervised access to the Internet including email within the school community.

Although there have been concerns about pupils having access to undesirable materials, we take positive steps to deal with this risk in school. The City Council operates a filtering system that restricts access to inappropriate materials. Whilst every endeavour is made to ensure that suitable restrictions are placed on the ability of children to access inappropriate materials, the Council cannot be held responsible for the nature or content of materials accessed through the Internet.

I enclose a copy of the Rules for Responsible Internet Use by Pupils that we operate at Christ Church. Please complete the permission slip below to ensure your child's access to the Internet and email.

Should you wish to discuss any aspect of Internet use please do not hesitate to get in touch.

Yours sincerely

S. BLOWER  
Executive Head Teacher

**Permission for Internet and Email Use**

I give permission for access to the Internet on the terms set out in the policy and agreement enclosed.

Name of Child: ..... Class .....

Date: .....

Signed: Parent / Guardian .....

Please indicate if your child has access to the following at home:

Windows pc  e mail  internet  printer

**APPENDIX F**

**Christ Church Infant School**  
**TETTENHALL WOOD**

**PHOTO CONSENT FORM**

CHILD'S NAME ..... CLASS .....

I give permission for my child to have their photograph taken in school for general purposes and local/national media, including use on the school website.

Signed: ..... Parent / Guardian

Date: .....

## Appendix G

### Christ Church, Church of England School Social Media

(Facebook, Instagram, Twitter, Snapchat, etc)

All staff should ensure that they are fully aware of the following:

- References to places of work, school, telephone numbers or addresses, should not be given on websites
- No reference to roles at work, job titles or confidential information should be given.
- Colleagues should not be subjected to inappropriate or unwanted reference either in writing or photographs
- Staff should not accept 'Friend' requests from pupils present or past under the age of 16 years.
- Staff should not accept 'Friend' requests from parents of pupils at Christ Church Infant School (unless the adult is also a member of staff at this school) and should maintain a professional distance in online communications.

This guidance is to help staff become aware of the best practice when using social websites.

It is designed to ensure staff understand that the school and colleagues should not be compromised by inappropriate comments.

**It will be deemed a disciplinary offence should these guidelines not be adhered to.**

Should any member of staff be unsure of how to interpret these guidelines, then advice should be sought from the Head Teacher.