

# Chuter Ede Primary School

## ~ E-Safety Policy ~

Autumn 2022

### SMILE

A Chuter Ede SMILE reflects our ethos and is central to the planning, delivery and assessment of our whole curriculum. Through each and every subject, children learn the importance of **speaking, moving, imagining, learning and exploring**. By understanding the children within their classes, teachers plan, deliver and assess lessons that harness the strengths and preferences of their children and support their further development. In this way potential is realised.

|                 |                                |
|-----------------|--------------------------------|
| Written by      | Emma Page and Rebecca Harrison |
| Date for Review | Autumn 2023                    |

### Contents:

- Aims
- Teaching and Learning
- Equal Opportunities
- Roles and Responsibilities
- Reporting E-Safety Concerns
- Monitoring and Evaluation
- Internet Usage

## *AIMS*

In the 21<sup>st</sup> Century, Information Communication Technology is an essential tool to support teaching and learning, as well as playing an important role in the everyday lives of children, young people and adults. Consequently it is necessary that school builds in the use of these technologies in order to prepare our pupils with the skills to access life-long learning and employment whilst recognising the benefits and responsibilities connected.

E-safety encompasses not only Internet technologies but also electronic communications via mobile phones, games consoles and wireless technology. It highlights the need to educate children and young people about the benefits and responsibilities of using information technology.

Alongside the development of skills, knowledge and understanding at Chuter Ede Primary School it is our duty of care to safeguard children and young people in the digital world; educating about the risks and appropriate online behaviour.

Computing and online resources are increasingly used across the curriculum. We believe it is essential for e-safety guidance to be given to pupils on a regular and meaningful basis therefore it is embedded within our curriculum and we continuously draw on new opportunities to promote e-safety.

Our policy will outline how we intend to achieve this at Chuter Ede Primary School and protect the interests and safety of the whole school community.

The E-Safety policy will operate in conjunction with a range of other school policies, including:

- Computing policy
- Behaviour policy
- Anti-bullying policy
- SMSC policy
- Child protection policy

## *TEACHING AND LEARNING*

The E-Safety curriculum will be in line with the 2014 Curriculum and EYFS document. It will be taught mostly as discrete sessions but also will feature day to day classroom discussion, making use of naturally arising scenarios to constantly re-inforce learning. The E-Safety curriculum feeds into the Digital Literacy, Computer Science and Information Technology strands of computing for both KS1 and KS2.

At Chuter Ede Primary School we have a progressive scheme of work to be taught in all year groups by class teachers to ensure experience and skills are developed in a cohesive, consistent and cumulative way. This scheme of work utilises teaching materials from British Educational Communications and Technology Agency (BECTA) and Child Exploitation and Online Protection Command (CEOP). E-Safety objectives covered in the scheme of work are closely linked to Chuter Ede's SMSC objectives for all year groups.

Acceptable Use Policies (AUP's) are in place for pupils and staff to ensure that technology is being used in a positive, beneficial way. These are updated regularly, due to the changing nature of technology, and are regularly shared with the pupils to ensure their involvement.

How E-Safety will look for all staff in school;

- Staff are aware of the e-safety policy, its content and importance.
- Staff discuss and uphold the computing rules in their classrooms.
- Staff ensure that their SMSC teaching and classroom ethos supports the e-safety policy of the school.
- Staff have separate e-mail accounts for work and home use.
- Staff are aware of children who do not have parental consent for photos to be shared on school social media outlets and website.
- Staff check suitability of websites and APPs before introducing a new one to children.
- Staff to check image searches before sharing results with the children.
- Staff to ensure that children are supervised when using the internet at school.
- Staff agree to the AUP.

Chuter Ede does not tolerate abuse towards its staff and such communication published on the internet will be reported and challenged.

How E-Safety will look for pupils in school;

- Progression of curriculum teaching and learning throughout school journey – computing and SMSC.
- 'Click clever, click safe' – response to inappropriate material.
- Children will share the Acceptable Use Policy (AUP).
- Pupils are aware of the impact of cyber bullying and know how to seek help if they are affected by any form of online bullying. Pupils are also aware of where to seek advice or help if they experience problems when using the internet and related technologies; i.e. parent/care, teacher/trusted staff member, or an organisation such as Childline or Child Exploitation and Online Protection command (CEOP) report abuse button.

How E-Safety will look for parents;

- Attention is drawn to the e-safety policy through the school newsletter and is accessible on the school website.
- Involvement with their child's AUP.
- Regular information/guidance surrounding popular APP's with pupils shared via school social media.

## EQUAL OPPORTUNITIES

All children will have equal opportunities to participate in all activities. Positive attempts will be made to develop and use a wide range of resources and activities which reflect the interests and cultural background of all. Here are some examples:

| Equal Opportunities                                                                                                                                                                                                                                                                                                                                                                                                                                               | Differentiation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Gifted and Talented                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>-We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background</li> <li>-We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability</li> <li>-We deal with such issues clearly and sensitively when they arise and follow related policies accordingly</li> </ul> | <ul style="list-style-type: none"> <li>-The use of appropriate vocabulary at varying levels of difficulty during lessons</li> <li>-Providing resources and support in the way that enables all children to access the learning e.g. buff paper, pre-teaching, focus groups</li> <li>-Different levels of written or oral questions for pupils investigating photographic or other visual material</li> <li>-Careful use of support for pupils with English as an additional language</li> </ul> | <ul style="list-style-type: none"> <li>-Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, and suggest solutions or explanations.</li> <li>-Greater independence in working, e.g. a pupil to be able to carry out their own enquiry</li> </ul> |

## ROLES AND RESPONSIBILITIES

The **Co-ordinator** is responsible for:

- Being an ambassador, enthusiast and promoter of their subject
- Developing and reviewing the curriculum overview
- Developing and reviewing the subject specific skills and vocabulary lists for each year group
- Acting as the subject specialist within the school to provide consultation on curriculum development, classroom teaching and updating staff on subject developments
- Working with the SLT to monitor the subject: informal monitoring to ensure consistent application of the subject policy and curriculum overview; collecting pupil voice; and addressing teacher's needs.
- Managing the provision and deployment of resources
- Creating and reviewing a subject action-plan
- Reviewing and updating the policy periodically and ensuring that it is successfully implemented throughout the school

The **class teacher** is responsible for:

- Planning lessons which enable the children to SMILE and follow the curriculum overview
- Feedback and assessment
- Following the relevant policies

The **Head teacher** is responsible for:

- Ensuring equality of access for all staff and pupils
- Meeting the statutory requirements for the subject
- Ensuring relevant policies are in place, followed and reviewed
- Providing opportunities for the subject co-ordinator to fulfil their responsibilities

All staff are responsible for embedding e-safety into our curriculum and school ethos.

Parents share in the responsibility to support the e-safety of their child.

There is an expectation that pupils and staff at Chuter Ede Primary School will abide by the school rules relating to the acceptable use of technology in and out of school.

Chuter Ede Primary School has close links with our local Community Police and School Liaison Officers.

## *REPORTING E-SAFETY CONCERNS*

To maintain a safe online environment, it's essential to log e-safety incidents, resulting outcomes and follow-up actions. By logging the incidents we should be able to see how effective e-safety is within our school.

### *What needs reporting?*

Here are some examples of e-safety issues that would need to be reported.

- Accidental access to inappropriate material
- Deliberate access to inappropriate material
- Another child using another child's username and password
- Using technology to upset or bully
- Suspicious online activity.

If in doubt about anything else, talk to the computing co-ordinator or Headteacher.

### *Where do I log the incident?*

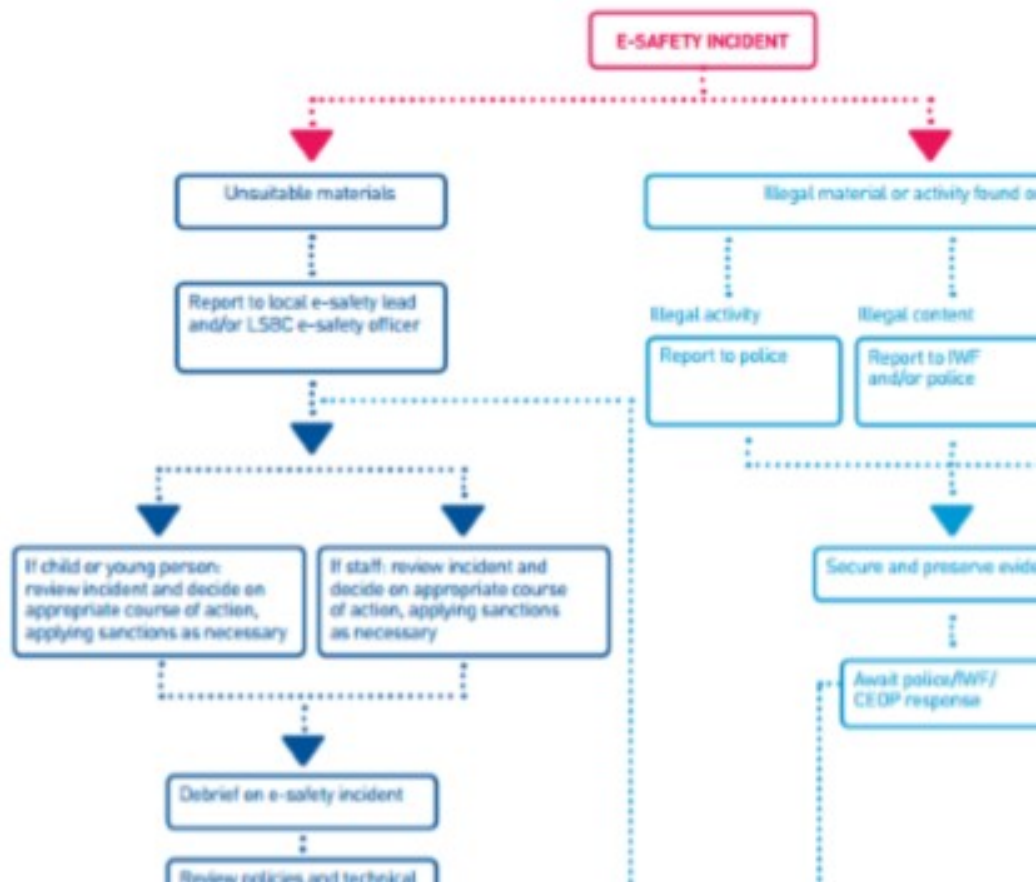
Please inform the computing co-ordinator and upload onto the Safeguard platform.

### *What will happen with the information?*

This will depend on the nature of the incident. Follow up actions may range from police involvement, sanctions within school, parental involvement or a report filed to the internet provider.

BECTA suggest using the following flow chart to help deal with e-safety incidents.

Flowchart for responding to e-safety incidents



## MONITORING AND EVALUATION

**Informal monitoring:** During Department Meetings, teachers will have the opportunity to share practice and evidence will be collected by the subject co-ordinator. 'Learning walks' and pupil voice will also allow the subject co-ordinator to assess the quality of provision.

**Evaluation:** The subject co-ordinator will discuss any finding or developments to SLT and staff to progress the subject and ensure pupils are receiving the highest quality of education. They will update the action plan to reflect any findings.

## INTERNET USAGE

Access to the Internet in school can raise educational standards, support the professional work of staff and enhance the schools management of information and administration systems. Access to the Internet is a necessary tool for staff and can support pupil's learning. It should be noted that the use of a computer system without permission or for a purpose not agreed by the school could constitute a criminal offence under the Computer Misuse Act 1990.

There are many benefits of children and staff using the internet, they include:

- Access to world-wide education resources.
- Information and cultural exchanges between pupils and staff world-wide.
- Discussion with experts in many fields for pupils and staff.
- Staff professional development.
- Exchange of curriculum and administration data with other schools, the Local Authority and Central Government.

Connection to the Internet at Chuter Ede is via 'TH//NK /T' that is equipped with an automatic filtering system. This system blocks access to sites that are known to contain offensive or inappropriate materials. The filter is updated regularly by 'TH//NK /T', but as with all filters, it is not guaranteed fool proof. There are procedures in place for the reporting and blocking of any sites that may slip through the system.

Internet access will be planned for by staff to enhance pupils learning opportunities. At Chuter Ede access to the Internet will be through structured lessons and supervised clubs. KSI pupils will access teacher prepared materials and screened sites only.

We have a school web site to celebrate the work of the school ([www.chuterede.co.uk](http://www.chuterede.co.uk)). We aim to update the website with current newsletters, photographs, calendar dates, information about recent events etc. It is also an excellent way for staff to display work from their pupils on their own class page, and also internet links to further class work at home. Individual pupil's work may be published on the school's web site but only first names will be used to protect pupil identity. If photographs are included on the site, the children are not named. Group photos may be displayed but again, no names will be included. Upon joining Chuter Ede, all parents are required to complete a form giving or refusing permission for their child to be shown on the school website.