LancasterianPrimary School

Computing Policy

Version No.	Date	Approved by	Review Frequency	Review Date
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Computers are now part of everyday life. For most of us, technology is essential to our lives, at home and work. 'Computational thinking' is a skill children must be taught if they are to be ready for the workplace and able to participate effectively in this digital world. They will learn how computers and computer systems work, design and build programs, develop their ideas using technology and create a range of content[1].

Aims / Rationale

At Lancasterian Primary School, we integrate ICT seamlessly into every facet of our curriculum to enrich the learning experience. Recognising ICT as intrinsic to contemporary life, we prioritise equipping our students with not only the skills to utilise these tools effectively but also the knowledge to do so safely. We are committed to instilling confidence and proficiency in our students, staff, and broader school community, recognising the pivotal role ICT plays in navigating the dynamic and evolving landscape of the modern world. Leveraging ICT's potential to elevate teaching and learning standards across all subjects, we acknowledge its profound impact on various aspects of contemporary living.

To enable all our staff and pupils to be confident, competent independent users and learners of ICT we aim:
- To ensure pupils are motivated and inspired in all areas of the curriculum through the use of ICT
- To use ICT to help improve standards in all subjects across the curriculum
- To enhance and develop in all children confidence, competence and skills in the use of ICT in the classroom
- To ensure pupils are challenged in their use of ICT and are provided with exciting, creative ways in which to share their learning
- To use tools available to ensure children have the ability to work independently and collaboratively to suit the needs of the situation
- To equip all staff with the necessary knowledge, skills and understanding to be confident in their teaching and supporting role by providing training and support to use ICT to its full potential in all aspects of school life
- To use ICT as a form of communication with parents, pupils and the wider community
- To plan for the future and equip our ICT suite with high quality computing equipment and resources
- Develop their ICT and Computing capability through the following areas:

  - Computer Science (developing computational thinking)

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[1] CAS and NAACE: Computing in the National Curriculum: A Guide for Primary Teachers 2013

- Information Technology (applying computer systems and ICT resources to solve real-world problems)

- Digital Literacy (being able to use, express and develop ideas; including E-safety awareness)

<u>Objectives</u> - These should enable pupils to:

1. be digitally literate according to their age and development;

2. use ICT and Computing to support their learning across the Curriculum;

3. develop their skills in using software, hardware and peripherals to enable them to select, prepare and manipulate data, information, and the technology;

4. learn to behave safely and responsibly when using these technologies through staff following and applying our Acceptable Use Policy and in line with GDPR (General Data Protection Regulation);

5. understand the importance of information and explore their attitudes towards Computing, its value to themselves, others and society;

6. appreciate the relevance of Computing in our society and see it as an essential tool for learning, communication, finding information and for controlling and understanding their environment;

7. have a heightened interest and awareness of Computing through the regular display of their ICT enhanced work in the classrooms and around the school.

Teaching and Learning

ICT will be presented to children as a creative and fascinating process in which they will learn to use their initiative, imagination, reasoning and investigative skills. Children will recognise that ICT takes many different forms and is not limited to discrete lessons. Resources, such as iPads, physical Computing devices (eg. Micro:bits and Crumble kits), visualisers, data loggers, floor robots, microscopes and audio devices are used throughout the week, according to age and stage, to support and encourage children's learning. As such, these technologies are used for various different areas of learning, in line with our subject-based approach to the curriculum. Activities will be planned according to the different levels of children's skills and previous knowledge.

ICT will be delivered through a variety of teaching and learning methods, for example, whole class, group and individual work. Differentiation and progression will be ensured by a variety of approaches such as:

- Same activity but different expectations of outcome
- Same theme but different levels of input
- Allowing for different pace of working
- Mixed ability groupings of children
- Developing different modules of work at different times of the year for different abilities

Curriculum

We aim to promote the skills and knowledge of ICT as a subject in its own right and in addition it will be integrated into all areas of the curriculum and used as a tool to enhance learning and build pupils skills and knowledge. Children will be taught ICT using the ICT Suite on a weekly basis, netbooks, iPads, and any other ICT equipment within the school. The ICT progression map will build on pupils' skills and be linked with other areas of the curriculum where possible which will identify the journey in which the children are expected to take and this will be adapted each year to ensure that it is relevant and up-to-date.

ICT lessons will be delivered by the Computing Lead, through a scheme of work developed in Autumn 2020 with parts linked to the NCCE (National Centre for Computing Education) curriculum map and [Common Sense Media resources](#) which are recommended in the [Education for a Connected World framework](#). The curriculum will cover the three main areas, Information Technology, Computer Science and Digital Literacy.

Planning will:

- Identify the appropriate teaching and learning strategies required;
- Develop Computing skills through a logical sequence of lessons;
- Ensure progression in both content and the development of Computing skills through each year group;
- Include planning and assessment for the specific needs of children;
- Aid children's learning in other subjects, with clearly identified cross-curricular links.

ICT curriculum planning

We teach ICT in Reception classes as an integral part of the EYFS Curriculum throughout the academic year. As the Reception class is part of the Foundation Stage of the National Curriculum, we relate the ICT aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. The children have the opportunity to use the computers and a variety of peripherals and have IT skills taught by the Computing Lead. Computing activities are planned, reflecting on the different ways children learn. Characteristics of effective teaching and learning are playing and exploring, active learning and creating and thinking critically.

The school uses the National Curriculum computing programmes of study and the NCCE as a guidance as the basis for its curriculum planning. The curriculum map is in three sections: Digital Literacy, Information Technology and Computer Science. We carry out the curriculum planning in ICT in three phases (long-term, medium-term and short-term). The long-term plan maps the ICT topics that the children study in each term during each key stage. The ICT scheme of work is matched to the long-term curriculum map in each year group, children study ICT as discrete lessons taught by the Computing Lead and at other times part of their work in other subject areas. Our long-term ICT plan shows how teaching units are distributed across the year groups, and how these fit together to ensure progression within the curriculum plan.

Our medium-term plans give details of each unit of work for each term. They identify the key learning objectives for each unit of work and stipulate the curriculum time that we devote to it. The short-term plans list the specific learning objectives of each lesson. The topics studied in ICT are planned to build upon prior learning. While we offer opportunities for children of all abilities to

develop their skills and knowledge in each unit, we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Monitoring and Assessment

The monitoring of the standards of the children's work and of the quality of teaching in ICT is the responsibility of the Computing Lead and the Leadership Team. Monitoring of computing will take place on a termly basis through planning and looking at a small selection of work samples that will be saved in individual pupil folders on the network, on Seesaw or in pupil areas on individual platforms, eg. Scratch. The Computing Lead will use these as a basis to ensure coverage of the different areas of the curriculum is covered as stated in the school's scheme of work.

The Computing Lead is also responsible for supporting colleagues to make best use of the resources available for cross curricular IT in all subject areas, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The Computing Lead regularly discusses the ICT developments with the Head teacher and provides termly updates on the strengths and weaknesses as part of the Quality Assurance Reviews (QAR) under the school values of Lifelong learning, High Aspirations, Inclusion and Growth Mindset.

ICT will be assessed using formative assessment. Formative assessment will happen during ICT lessons and will be used to inform future planning and this is conducted by the teacher on an informal basis. Pupil's progress will be recorded in the PAGs (Pupil Attainment Grids) document on a regularly basis following an area of the curriculum being taught.

In EYFS children are assessed against the Early Learning Goal for Technology: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Online Learning
As a school, we value the importance of providing opportunities for children to learn outside of school and we will provide these depending on the age of the child.

Our school uses the LGFL (London Grid for Learning) resources, for children in foundation stage to year 6 we will:
- Provide a personal login for LGFL resources (Busy Things, J2e)
- Provide a personal login for Office 365 (KS2 pupils)
- Provide links to generic websites suitable for the age phase (e.g. phonics and E-safety websites)
- Provide links to websites suited to the focus in a subject
- Provide logins for online tools such as PurpleMash (Years R-6) Numbots, Times table Rockstars and Phonics Play for EYFS and KS1 pupils and Oxford Owl across the school.
- Provide a login for Seesaw

Equal Opportunities
The school's ICT facilities are available for use by all pupils and staff. All children will be given access to ICT regardless of their ethnicity, gender, class or SEND will have opportunities to develop ICT confidence and skills. We will promote equal opportunities for computer usage and fairness of distribution of ICT resources.

Inclusion
At Lancasterian Primary School we recognise and value the advantages of the use of ICT by children with special educational needs.

Using ICT can:
- address children's individual needs
- increase access to the curriculum
- enhance language skills

For pupils with learning difficulties and / or physical or sensory disability appropriate use of ICT can often enhance access to aspects of the curriculum. Therefore in co-operation with the Inclusion Manager we will endeavour to provide any resources or equipment that can potentially enhance and develop pupil's knowledge, skills and understanding in any area of the curriculum using ICT. These will be implemented wherever possible. A weekly after school club specifically to support SEND children in ICT will run for at least one full term each year.

When planning work in ICT, we will take into account the targets in the children's EHCP's (Education and Health Care Plan). The use of ICT can help children in achieving their targets and progress in their learning. iPads are provided for pupils to use to help support them with their learning.

Progression
Pupils' ICT skills and competencies will be developed from Foundation Stage to Year 6. Progression in each of the strands of ICT has been identified through guidance provided by the NCCE (National Centre for Computing Education) and CAS (Computing at School).

Hardware, Software and Resources
Pupils have access to ICT through class-based desktop computers. All classrooms from early years to Year 6 have at least one computer and are networked to print to the photocopiers. In the ICT suite there are 30 PCs and one colour printer. There are 93 netbooks made available through the DfE to support remote learning during the pandemic which can be used across the school to support learning, many of which have been loaned to children for use at home. If at school, these are stored safely in locked laptop trolleys. We also have 90 ipads which are kept in locked trolleys. All classes from Nursery to Year 6 including the ICT Suite and Music room have a Clevertouch Screen installed. All other ICT equipment such as peripherals are stored in secure cupboards where staff can borrow equipment and then replace after use. An inventory of all equipment is kept with the school business manager.

Maintenance
Any faults with the computers should be logged with the technicians Turn IT On through their portal which is accessible through a link on staff PC desktops. This is to ensure all equipment is kept in good working order so that the delivery of lessons are not disrupted due to the failure of equipment. All computers are covered by a maintenance contract with Turn IT On.

Health and Safety
All equipment will be checked annually under the Electricity at Work Regulation 1989 act.
The Health and Safety at Work Act (1st January 1993), European Directive deals with requirements for computer positioning and quality of screen. This directive is followed for all administration staff. Whilst this legislation only applies to people at work, we seek to provide conditions for all children which meet these requirements.

Internet

Our current ISP (internet Service Provider) is Virgin Media in line with AdEPT's recommendation. The school has internet access in every classroom. Any use of the Internet will be strictly in accordance with the school's Online Safety Policy, which has been communicated to staff, pupils, governors and parents. E-safety training is an integral aspect of each year groups' ICT curriculum.

An AUP (Acceptable Usage Policy) (APPENDIX 1) must be signed by all members of staff to ensure the safety of all of the children.

Roles and Responsibilities - Senior Management Team

The Head teacher and other members of the senior management team are responsible for monitoring the teaching of ICT throughout the school. They will also oversee the completion of the E-safety Curriculum. The senior management team should decide on the provision and allocation of resources throughout the school in accordance to the school improvement plan, ICT action plans and timescales. They should also ensure that the Computing Lead and teachers are following their roles as listed below and in accordance to job specifications and performance management targets.

Roles and Responsibilities - Computing Leader

The Computing Lead will oversee planning for all year groups throughout the school and be responsible for raising standards in ICT. They will also be responsible for informing staff of new developments and initiatives and providing training where appropriate. The Computing Lead is responsible for overseeing the assessment of ICT across the school and providing opportunities to moderate ICT ability. They are responsible for ensuring the school has the appropriate number, and level, of software licenses for all software within the school. The Computing Lead is responsible for managing equipment and providing guidance for future purchasing. The Computing Leader is also responsible for ensuring tools and procedures are sustainable. The Computing Lead is also the designated Online Safety Officer ensuring children and staff are aware of school Online Safety rules and procedures.

Roles and Responsibilities - Teachers

Other subject leaders and classroom teachers should be aware that it is their responsibility to plan and teach Online Safety and to use IT wherever possible to support the children with their learning within their class. This will be in accordance with the schemes of work provided by the Computing Lead. They will also assist in the monitoring and recording of pupil progress in this area. Teachers should also respond to, and report, any online safety or cyber bullying issues that they encounter within or out of school in accordance with online safety procedures as listed below. Whilst checking of personal sites, e.g. email, is permitted during non-contact times, staff should be aware that this should only happen for a brief time and that they should be extra vigilant and ensure they are logged off appropriately. Staff should follow, and agree to, the Acceptable Usage Policy below (appendix 1).

Roles and Responsibilities - Governors and visitors

School governors should abide by the guidelines set out for staff and ensure that if they do use the computers and equipment within school that they are doing so safely. If either a visitor or governor wishes to have an account to log on to the school network, they should speak to a member of the senior management team.

Roles and Responsibilities - The School

As a school we will endeavour to ensure that parents and pupils are fully aware of ways in which the internet and ICT can be used productively and safely. We will always ensure that we provide children with the opportunities to excel and achieve when using ICT and will ensure our curriculum is challenging and relevant. Before launching any system or initiative, we will make sure that the children's safety is at the forefront of our thoughts and we will keep parents informed as necessary through newsletters and parent's events. A range of online safety websites, news updates and our online safety planning, will be made available on the school website.

Roles and Responsibilities - Pupils
Pupils should follow the guidelines laid out in the AUP and Online Safety school rules. They should ensure that they use the computers and equipment appropriately at all times.
It is expected that children will follow the school's behaviour policy and Online Safety rules when working online. They are also expected to adhere to the school's Anti-bullying policy. If the children fail to do so, then the procedures outlined in these policies will come into force.

Roles and Responsibilities - Parents
Parents should stay vigilant to the websites and content that their children are accessing. They should also try to talk to their child about online safety and the use of the internet. If they have any questions or concerns then they should speak to their child's teacher, the Computing Lead or the Head teacher.

Security
Teacher's iPads and any class-based laptops are either stored in secure cupboards or taken home by staff during holiday periods. The IT suite is made secure at night. The school has an alarm system installed throughout. Each computer system has individual security against access to the management system. The files and network system are backed up regularly. All equipment is security marked including a school asset management tag.

Hardware should not be installed without the permission of the Head teacher and / or Computing Lead and staff should be vigilant to reduce the risks of virus infection. The installation of software unauthorised by the school, whether licensed or not, is forbidden. If you are unsure, please speak to the Head teacher and/or the Computing Lead for advice. The school reserves the right to examine or delete any files that are held on its system.

Network
Staff will be issued with a username and a password which they can change to log in to their own designated area on the network. All pupils will log in via their own username to gain access to their files on the network.

Backups
Data in Teams / SharePoint / OneDrive is solely saved there and can be recovered if lost using Microsoft's recovery tools and in accordance with their retention period. An incremental data backup takes place **daily at 9pm** from the file server to LGfL cloud based service (Gridstore). This will allow backups of files to be recovered if the original becomes lost or damaged.

Internet and E-mail
The internet may be accessed by staff and by children throughout their hours in school. We ask as a school that staff are vigilant as to the sites children are accessing and children should not be using the internet unattended. The teaching of email and internet use will be covered within the IT

curriculum planning, but staff should encourage regular dialogue that explores the benefits and potential dangers of using the internet. All members of staff will be issued with a school email address and this is the email with which they should use for professional communication. Staff should take extra care to ensure that all communication with children and/or parents remains professional. Users are responsible for all messages that are sent and due regard should be paid to the content of the emails to ensure it is not misconstrued. All web activity is monitored by the Computing Leader so it is the user's responsibility to ensure they log off appropriately. If children receive a message in through their LGFL account that they believe to be inappropriate then they should speak to their teacher and/or the Computing Leader who will investigate. The use of the internet to access inappropriate materials such as auction sites, pornography, racist or any other material is prohibited and are blocked via LGFL filtering service. If users, especially children, do see an inappropriate website or image, they should close this immediately and report the site to the Computing Leader or by discussing this with their class teacher.

Personal Data

Staff should be aware that they should not transfer personal data such as reports, EHCPs and contact information on to personal devices unless strictly necessary, any data should be kept under their personal log in which allows access to the shared drive. If this is not possible data should then be removed as soon as possible. When using a personal laptop or device containing student data, staff should be extra vigilant to not leave this device lying around or on display.

Social Media

As a school we fully recognise that social media and networking are playing an increasing role within every-day life and that many staff are users of tools such as Facebook, Twitter and blogs using these for both personal and professional use. We will ensure that staff and children are kept fully aware of risks and issues that may arise and ways in which to minimise these risks.
Staff should:

- Ensure that their profile / posts are kept private to friends where possible, this also includes personal information such as phone numbers, email addresses etc.
- Not accept current or ex-pupils as 'friends' on social media sites such as Facebook. This is to eliminate any possible misinterpretation. We do understand that some staff members have friends within the local community and just ask that these members of staff take extra precaution when posting online.
- Ensure that if an online communication forum they participate in is fully public (eg. a blog), that they maintain their professionalism at all times and remember that they are a representative of the school.
- Be aware that electronic texts can sometimes be misinterpreted or misconstrued and staff should endeavour to minimise the possibility of this happening.
- Not use these media to discuss confidential information or to discuss specific children.
- Check with the Computing Lead if they need advice on monitoring their online persona and checking their security settings.

Pupils should not be signed up to social networking sites due to the over-13 age limit. However, we recognise that many are signed up either with or without parental permission. As a school we will ensure pupils (particularly in upper KS2) are aware of the dangers when connecting with others online through our Online Safety policy. We will also ensure that parents are fully aware of how to minimise the risk if their children are using these sites. As a school we will use Twitter and Instagram to post information, updates and blog posts. These will stream directly to our school website. We will ensure that we block any followers that appear to be inappropriate. We will use

J2e / Seesaw throughout the school and Tapestry (EYFS) to share children's learning and to communicate with parents. We will follow guidance laid out in this document to ensure children are kept safe. No-one is able to post on these forums or write a comment without it being approved by a teacher to ensure that the children are not subjected to any inappropriate comments.

Digital and Video Images
As a school we will ensure that if we publish any photographs or videos of children online, we:
- Will ensure that their parents or guardians have given us written permission.
- Will ensure if we do not have permission to use the image of a particular child, we will make them unrecognisable to ensure that they are not left out of situations unnecessarily.
- Will not include a child's image and their name together without permission from the parents or guardians e.g. if the child has won an award .
- Will ensure that children are in appropriate dress and we do not include images of children who are taking part in swimming activities.
- Ask that if a parent, guardian or child wishes, they can request that a photograph / video is removed. This request can be made verbally or in writing to the child's teacher or to the Computing Lead. We will endeavour to remove the photograph / video as soon as possible
- Will provide new parents with a photo / video permission letter upon their arrival into school.
- Will ask parents or guardians that are recording video or taking digital images at public events e.g. school play or sports day, that they do not publish these online via any social network sites.

Staff must not use personal cameras or phones to take photographs of children within school. Where a school device is being used photos or videos should be removed from the device as soon as possible.

Technical Support
Many minor issues are dealt with by the Computing Lead. Hardware technical support is provided by Turn IT On via the previously outlined ticketing system. Support for LGFL Broadband is provided by AdEPT Education. Additional office-based support (e.g. Integris) is provided by Eva Louzao.

Online Safety
At Lancasterian Primary School, we take Online Safety very seriously. We will ensure that it is taught often throughout the children's ICT and PSHCE sessions as necessary. We will also provide children with dedicated E-safety lessons per half term following lessons provided through the CommonSense Media webpage and take part in Internet Safety Day and Anti-bullying Week annually to promote safer and more responsible use of online technology. E-safety lessons will be reviewed regularly to ensure that they are up-to-date and reflect current needs. Children will be taught how to behave online and how to minimise the risk when working on the internet. Pupils will also be taught about managing passwords, respecting copyright and other elements of this policy that are relevant to them. Our approach will provide children with an understanding of the expectations we have of them at a level appropriate to their age. We will also have an annual E-safety focussed parent meeting and will provide regular updates via our website and newsletters as appropriate. All children will be taught about E-safety and will sign a copy of the AUP (Acceptable Use Policy) during the first lesson at the start of each year. These will be provided by

the Computing Leader and it is the responsibility of all teachers to share these rules with their class and get the children to sign their individual AUP. All staff will also complete an AUP.
If it is identified that a website available to children that staff or children is deemed inappropriate, they must inform the Computing Lead who will then contact LGFL to get this blocked (blacklisted). If a teacher suspects an E-safety issue within school they should make notes related to the incident in accordance to anti-bullying and behaviour policies. This should then be reported to the Computing Lead and Head teacher and recorded as appropriate. If children receive an email that they believe to be inappropriate then they must be taught not to delete the evidence but to inform their teacher and / or the Computing Lead who will investigate.

Responding to unacceptable use by staff
Failure to comply with the guidelines and expectations set out for them could lead to sanctions being imposed on staff and possible disciplinary action being taken in accordance with the school's policy and possibly the law.

Responding to unacceptable use by pupils
Pupils should be aware that all E-safety issues will be dealt with quickly and effectively. When dealing with unacceptable use, staff should follow the behaviour policy and if necessary, the anti-bullying policy. Children may have restrictions placed on their account for a short time.

Complaints
Incidents regarding the misuse of the Internet by students will be delegated to the Computing Lead / Designated Safeguarding Lead (DSL) who will decide which additional evidence should be gathered or recorded. A partnership approach with parents will be encouraged. Any complaint about staff misuse will be referred to the Head teacher. Complaints of a child protection nature must be dealt with in accordance with child protection procedures.

Copyright and Intellectual Property Right (IPR)
Copyright of materials should be respected. This includes when downloading material and / or copying from printed materials. Staff should not remove logos or trademarks unless the terms of the website allow it. Staff should check permission rights before using materials, particularly images, from the internet. Children will be taught in Key Stage 2 to begin to consider the use of images from the internet. In year 3/4 they will have discussions about the proper use of images with questions such as 'Is it OK to use an image we find online?'. As they progress to year 5/6 some children should start referencing the sites they have used. This could be as simple as putting the name of the site the image came from or a hyperlink. It is not expected for children to include a full reference but to be *aware* that it is not acceptable to take images directly from the internet without some thought on their use. All materials created by staff whilst in employment of the school belong to the school and should not be used for financial gain. This is in accordance with guidelines laid out by the local authority.

School Development Plan
The school's action planning for ICT forms part of the overall School Development Plan, identifying and prioritising areas for development. This is reviewed on an annual basis.

Staff Development
On-going development of ICT capability is very important. Opportunities for continuing professional development of all staff, including non-teaching staff as appropriate, will be provided in accordance with the school's development plan.

Annexe A – AUP agreements

18. *I keep my body to myself online* – I never get changed or show what's under my clothes when using a device with a camera. I remember my body is mine and no-one should tell me what to do with it; I don't send any photos or videos without checking with a trusted adult.

19. *I say no online if I need to* – I don't have to do something just because someone dares or challenges me to do it, or to keep a secret. If I get asked anything that makes me worried, upset or just confused, I should say no, stop chatting and tell a trusted adult immediately.

20. *I tell my parents/carers what I do online* – they might not know the app, site or game, but they can still help me when things go wrong, and they want to know what I'm doing.

21. *I follow age rules* – 13+ games, apps and films aren't good for me so I don't use them – they may be scary, violent or unsuitable. 18+ games are not more difficult but very unsuitable.

22. *I am private online* – I only give out private information if a trusted adult says it's okay. This might be my address, phone number, location or anything else that could identify me or my family and friends; if I turn on my location, I will remember to turn it off again.

23. *I am careful what I share and protect my online reputation* – I know anything I do can be shared and might stay online forever (even on Snapchat or if I delete it).

24. *I am a rule-follower online* – I know that apps, sites and games have rules on how to behave, and some have age restrictions. I follow the rules, block bullies and report bad behaviour, at home and at school.

25. *I am part of a community* – I do not make fun of anyone or exclude them because they are different to me. If I see anyone doing this, I tell a trusted adult and/or report it.

26. *I respect people's work* – I only edit or delete my own digital work and only use words, pictures or videos from other people if I have their permission or if it is copyright free or has a Creative Commons licence.

27. *I am a researcher online* – I use safe search tools approved by my trusted adults. I know I can't believe everything I see online, and I know which sites to trust, and how to double check information I come across. If I am not sure I ask a trusted adult.

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I have read and understood this agreement. If I have any questions, I will speak to a

trusted adult: at school that might mean _____

Outside school, my trusted adults are_____

I know I can also get in touch with Childline 0800 1111

Signed: _____   Date: _____

These statements can keep me and others safe & happy at school and home

1. *I learn online* – I use school internet, devices and logins for school and homework, to learn and have fun. School can see what I am doing to keep me safe, even when at home.
2. *I behave the same way on devices as face to face in the classroom, and so do my teachers* – If I get asked to do anything that I would find strange in school, I will tell another teacher.
3. *I ask permission* – At home or school, I only use the devices, apps, sites and games I am allowed to and when I am allowed to.
4. *I am creative online* – I don't just use apps, sites and games to look at things other people made or posted; I also get creative to learn or make things, remembering my 'Digital 5 A Day'.
5. *I am a good friend online* – I won't share or say anything I know would upset another person or they wouldn't want shared. If a friend is worried or needs help, I remind them to talk to an adult, or even do it for them.
6. *I am not a bully* – I know just calling something fun or banter doesn't stop it maybe hurting someone else. I do not post, make or share unkind, hurtful or rude messages/comments and if I see it happening, I will tell my trusted adults.
7. *I am a secure online learner* – I keep my passwords to myself and reset them if anyone finds them out. Friends don't share passwords!
8. *I am careful what I click on* – I don't click on unexpected links or popups, and only download or install things when I know it is safe or has been agreed by trusted adults. Sometimes app add-ons can cost money, so it is important I always check.
9. *I ask for help if I am scared or worried* – I will talk to a trusted adult if anything upsets me or worries me on an app, site or game – it often helps. If I get a funny feeling, I talk about it.
10. *I know it's not my fault if I see or someone sends me something bad* – I won't get in trouble, but I mustn't share it. Instead, I will tell a trusted adult.
11. *If I make a mistake I don't try to hide it but ask for help.*
12. *I communicate and collaborate online* – with people I already know and have met in real life or that a trusted adult knows about.
13. *I know online friends might not be who they say they are* – I am careful when someone wants to be my friend. Unless I have met them face to face, I can't be sure who they are.
14. *I never pretend to be someone else online* – it can be upsetting or even dangerous.
15. *I check with a parent/carer before I meet an online friend* the first time; I never go alone.
16. *I don't go live (videos anyone can see) on my own* – and always check if it is allowed. I check with a trusted adult before I video chat with anybody for the first time.
17. *I don't take photos or videos or people without them knowing or agreeing to it* – and I never film fights or people when they are upset or angry. Instead ask an adult or help if it's safe.

◢ What's different about AUPs for September 2023?

This AUP has not changed much this from 2022 but there were a few additions around filming fights, pretending to be others online etc.

To help prompt some start the year discussions about life online in 2023, particularly after holidays and periods of absence, once you have talked through the AUP why not use the quick pupil audit 'Safe and happy holidays' at happyhols.lgfl.net as it may help get to know your class as well as help any children who need to make disclosures. Be sure to alert your DSL and follow normal safeguarding escalation processes.

Cover sheet – delete this page once you have finished editing the document

- This document has been written for KS2 pupils and whilst it is quite long, all the items are there for a reason.
- However feel free to edit / remove / add items based on the knowledge of your pupils – **think back to incidents that have happened over the past year in your setting (social media issues, bullying online, inappropriate game playing or inappropriate sharing, etc – what happened, what should they have remembered, and is it covered here, if not add a new point! That will be in many ways more valuable than what we have provided.**
- Items highlighted in <mark>yellow</mark> need editing/completing/removing before you share the document and for #4 you may wish to introduce the Children's Commission Digital 5 A Day before introducing the AUP so that element makes sense – if not, delete the reference above. childrenscommissioner.gov.uk/our-work/digital/5-a-day/
- Feel free to add your school name and logo, but please do not try to remove our branding/links
- If you need a simpler or a more complex version for different groups of pupils, why not look at the other versions at safepolicies.lgfl.net, e.g. the one for KS1, or the symbolised version, which is great for learners with SEND (and others), or the more detailed KS3/4 version.
- Please note that this document covers sensitive issues, including getting undressed (why? see undressed.lgfl.net)
- We would love to hear how you use this AUP / if it's useful, how we can improve it and what else we can do to support you – get in touch with @LGfLSafeguardED on Facebook or X- Twitter
- Remember to talk about what or who a trusted adult is... and remember that can change
- Why not display this AUP on a classroom wall alongside one of our online safeguarding posters at safeposters.lgfl.net?
- Remember our other resources (filtered by theme or key stage) at saferesources.lgfl.net, self-service CPD at safecpd.lgfl.net and live training at safetraining.lgfl.net
- Teachers may also find LGfL's SafeSkills Online Safety Quiz and diagnostic teaching tool at safeskillsinfo.lgfl.net particularly useful to capture and assess pupil resilience and competence for digital life. It is based on the UKCIS Education for a Connected World framework referenced in KCSIE.

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SafeguardED

Acceptable Use Policy (AUP) for
KS1 PUPILS

My name is _____

To stay **SAFE online and on my devices**,	✓
1. I only **USE** devices or apps, sites or games if I am allowed to	
2. I **ASK** for help if I'm stuck or not sure; I **TELL** a trusted adult if I'm upset, worried, scared or confused	
3. I look out for my **FRIENDS** and tell someone if they need help	
4. If I get a **FUNNY FEELING** in my tummy, I talk to an adult	
5. I **KNOW** that online people aren't always who they say they are and things I read are not always **TRUE**	
6. Anything I do online can be shared and might stay online **FOREVER**	
7. I don't keep **SECRETS** 🚫 unless they are a present or nice surprise	
8. I don't have to do **DARES OR CHALLENGES** ✗ , even if someone tells me I must.	
9. I don't change **CLOTHES** or get undressed in front of a camera	
10. I always check before **SHARING** my personal information or other people's stories and photos	
11. I am **KIND** and polite to everyone	

My trusted adults are:

_____ **at school**

_____ **at home**

_____ **at** _____

[The final gap could be at a place of worship, club, childminder, etc. You could delete the blanks and ask them to draw the people instead – delete this comment]

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Acceptable Use Policy (AUP) for
KS1 PUPILS

What's different about AUPs for September 2023?

Key principles remain the same so this AUP has not changed much this year.
You may wish to consider talking about AI (see #5) re ChatGPT and image generators too.

To help prompt some start the year discussions about life online in 2023, particularly after holidays and periods of absence, once you have talked through the AUP why not use the quick pupil audit 'Safe and happy holidays' at happyhols.lgfl.net as it may help get to know your class as well as help any children who need to make disclosures. Be sure to alert your DSL and follow normal safeguarding escalation processes.

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- Items in yellow need editing/completing/removing before you use the document
- Some words may need explaining, e.g. 'devices' or 'trusted adult', but were used to make the document as simple as possible. If your pupils know a different word, use that instead
- If some pupils need simpler or more complex language, try the other versions at safepolicies.lgfl.net, e.g. the symbolised version is great for learners with SEND and any younger pupil, or the more detailed KS2 version
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