

Davyhulme Primary School

Computing Policy

2019

Computing

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world. (NC 2016)

1. Aims and objectives

1.1 can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation

1.2 can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems

1.3 can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems

1.4 are responsible, competent, confident and creative users of information and communication technology.

2. Teaching and learning style

2.1 As the aims of ICT are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. At times, we do give children direct instruction on how to use hardware or software in 'skills' lessons but we often use ICT capabilities to support teaching across the curriculum. Children who are learning science might use the computer to model a problem or to analyse data. We encourage the children to explore ways in which the use of computing can improve their results, for example, how a piece of writing can be edited or how the presentation can be transformed or even performed and recorded

2.2 We recognise that all classes have children with widely differing computing abilities. This is especially true when some children have access to equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways, by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- grouping children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity that are matched to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

3. ICT curriculum planning

3.1 The school uses the national scheme of work for ICT as the basis for its curriculum planning. We have adapted the national scheme to the local circumstances of the school.

3.2 We carry out the curriculum planning in Computing in three phases (long-term, medium-term and short-term). The long-term plan maps the Computing topics that the children study in each term during each key stage. The Computing subject leader works this out in conjunction with teaching colleagues in each year group, and the children often study Computing as part of their work in other subject areas. Our long-term Computing plan shows how teaching units are distributed across the year groups, and how these fit together to ensure progression within the curriculum plan.

3.3 Our medium-term plans, which we have adopted from the national scheme of work, 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 Computing subject leader is responsible for keeping and reviewing these plans. As we have some mixed-age classes, we do our medium-term planning on a two-year rotation cycle. In this way we ensure that we cover the National Curriculum without repeating topics.

3.4 The class teacher is responsible for writing the short-term plans with the Computing component of each lesson. These plans list the specific learning objectives of each lesson. The class teacher keeps these individual plans and s/he and the Computing subject leader often discuss them on an informal basis.

3.5 The topics studied in Computing 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.

4. Foundation Stage

4.1 We teach Computing in Reception and Nursery classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the Computing 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 digital camera. Then during the year, they gain confidence and start using the computer to find information and use it to communicate in a variety of ways.

5. The contribution of Computing to teaching in other curriculum areas

5.1 Computing contributes to teaching and learning in all curriculum areas. For example, graphics work links in closely with work in art, and work using databases supports work in mathematics, while the Internet prove very useful for research in humanities subjects. Computing enables children to present their information and conclusions in the most appropriate way.

5.2 English

Computing is a major contributor to the teaching of English. Through the development of keyboard skills and the use of computers, children learn how to edit and revise text. They have the opportunity to develop their writing skills by communicating with people over the Internet, and they are able to join in discussions with other children throughout the world through the medium of video conferencing. The use of technology is used to enhance pieces of writing by allowing children to bring it to life and perform which creates recorded evidence to support some curriculum objectives.

5.3 Mathematics

Many Computing activities build upon the mathematical skills of the children. Children use Computing in mathematics to collect data, make predictions, analyse results, and present information graphically. They also acquire measuring techniques involving positive and negative numbers, and including decimal places. The school develops computational thinking skills which can be easily transferred to the maths curriculum.

5.4 Personal, social and health education (PSHE) and citizenship

Computing makes a contribution to the teaching of PSHE and citizenship as children learn to work together in a collaborative manner. They develop a sense of global citizenship by using the school blog. Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse of technology, and they also gain a knowledge and understanding of the interdependence of people around the world.

6. Teaching ICT to children with special needs

6.1 At our school, we teach Computing to all children, whatever their ability. Computing forms part of our school curriculum policy to provide a broad and balanced education for all children . We provide learning opportunities that are matched to the needs of children with learning difficulties. In some instances, the use of Computing has a considerable impact on the quality of work that children

produce; it increases their confidence and motivation. When planning work in ICT, we can take into account the targets in the children's Individual Education Plans (IEPs). The use of technology can help children in achieving their targets and progressing in their learning.

7. Assessment and recording

7.1 Teachers assess children's work in Computing by making informal judgements as they observe them during lessons. Pupils' progress is closely monitored by the class teacher and at the end of each term, each pupil will be levelled for the strand of Computing which has been studied. This class record is kept in the teacher's online Assessment tool (Seesaw or GafE.) Each child in KS1 and KS2 can upload their own creations to record and monitor their own skill progression. When a child demonstrates their attainment of a new level statement, they show the evidence to their teacher and tick off the relevant box (levels 1 – 5). The school blog and cloud storage apps are designed to give children more ownership of their learning

7.2 The Computing subject leader keeps samples of the children's work on an online portfolio. This demonstrates the expected level of achievement in Computing for each age group in the school.

8. Monitoring and review

8.1 The monitoring of the standards of the children's work and of the quality of teaching in Computing is the responsibility of the Computing subject leader and the Leadership Team. The Computing subject leader is also responsible for supporting colleagues in the teaching of Computing, 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 subject leader regularly discusses the Computing situation with the Headteacher and provides an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. During the year, the Computing subject leader has specially-allocated time for carrying out the vital task of reviewing samples of the children's work and for visiting classes to observe the teaching of Computing.

Acceptable use of the Internet Policy

This policy outlines our purpose in providing access to the internet and explains how the school is seeking to avoid the potential problems that unrestricted internet access could give rise to.

Internet access in school

- Providing access to the internet in school will raise educational standards and support the professional work of staff.
- Teachers and pupils will have access to a wide range of web sites world-wide offering educational resources, news and current events.

- There will be opportunities for discussion with experts in many fields and to communicate and exchange information with students and others world-wide.
- In addition, staff will have the opportunity to access educational materials and good curriculum practice, to communicate with the advisory and support services, professional associations and colleagues; exchange curriculum and administration data with the LEA and DfEE; receive up-to-date information and participate in government initiative such as NGfL and the Virtual Teacher Centre.
- The internet will also be used to enhance the school's management of information and business administration systems.
- Staff, including supply staff, will not be expected to take charge of an internet activity without training. Staff should be given opportunities to discuss the issues and develop good teaching strategies.
- All staff (including teachers, supply staff and classroom assistants) and any other adults involved in supervising children accessing the internet, will be provided with the Schools Internet Access Policy, and will have its importance explained to them.
- Parents' attention will be drawn to the Policy by letter in the first instance and, thereafter, in our school prospectus and Web Site.
- Our school Internet Access Policy will be available for parents and others to read on demand.

Rules for Responsible Internet Use

- The school has installed computers, chromebooks and iPads with internet access to promote learning.
- These rules will help keep children safe and help them to be fair to others.

Using the computer:

- I will only access the computer system with the login and password I have been given;
- I will not access other people's files;
- I will not bring in memory sticks or CD's from outside school and try to use them on the schools computers without express permission and a virus check.

Using the internet:

- I will ask permission from a teacher before using the internet;
- I will report any unpleasant material to my teacher immediately because this will help protect other pupils and myself;
- I understand that the school may check my computer files and may monitor the internet sites I have visited;
- I will not complete and send forms without permission from my teacher;
- I will not give my full name, my home address or telephone number when completing forms.
- I will always comment on the school blog positively and write blog posts to the best of my ability focusing on spelling and punctuation.

Using e-mail:

- I will ask permission from a teacher before sending an email to any outside agencies;
- I will immediately report any unpleasant messages sent to me because this would protect other pupils and myself;
- I understand that e-mail messages I receive or send may be read by others;
- The messages I send will be polite and responsible;
- I will only send an e-mail to people I know, or my teacher has approved;
- I will only send an e-mail when it has been checked by a teacher;
- I will not give my full name, my home address or telephone number;
- I will not use e-mail to arrange to meet someone outside school hours.

Internet access and home/school links

- Parents will be informed in our school prospectus and on the school website about how pupils are provided with supervised internet access as part of their lessons.
- We will keep parents in touch with future technology developments by through the website, blog and social media platforms.
- School guidelines on issues such as safe internet use will be made available to parents together with printed information and internet sites providing information for parents about safe access for children;
- In the future it is possible that suitable educational and leisure activities that make responsible use of the internet will be developed with parents.

Using e-mail

- It is not possible to be certain of the originator of an e-mail message, and for this reason the school is unable to accept an e-mail as parental authorisation of a pupil absence.
- Pupils will learn how to use an e-mail application and be taught e-mail conversations. Staff and pupils will begin to use e-mail to communicate with others, to request information and to share information.
- It is important that communications with persons and organisations are properly managed to ensure appropriate educational use and that the good name of the school is maintained.
- Pupils will only be allowed to use e-mail once they have been taught the Rules of Responsible Internet Use and the reasons for these rules.
- Teachers will endeavour to ensure that these rules remain uppermost in pupils' minds as they monitor children using e-mail.
- Pupils may send e-mail as part of planned lessons and will have access to their own email account as part of their Learning Platform. This is filtered through the LEA, and emails are able to be checked by teachers.
- In-coming e-mail to pupils will not be regarded as private.
- Children will have the e-mail messages they compose checked by a member of staff before sending them.
- The forwarding of chain letters will not be permitted.
- Pupils will not be permitted to use e-mail at school to arrange to meet someone outside school hours.

Davyhulme Primary Web Site

School website address: <http://www.davyhulmeprimary.com>

School Twitter - **@DavyhulmePS**

School Facebook – **facebook.com/ictwithmrp**

Our school web site and blog are intended to:

- Provide accurate, up-to date information about our school.
- Enable pupils to publish work to a high standard, for a very wide audience including pupils, parents, staff, governors, members of the local community and others.
- Celebrate good learning.
- Provide pupils with the opportunity to publish their learning on the internet.
- Promote the school.
- In the future it may be used to publish resources for projects or homelearning.
- All children may provide learning for publication on the school web site.
- Class teachers will be responsible for ensuring that the content of the pupils' learning is accurate and the quality of presentation is maintained.
- All material must be the author's own learning, crediting other work, including stating clearly the author's identity and/or status.
- The Web-Site co-ordinator is responsible for uploading pages to the school web site, ensuring that the links work and are up-to-date, and that the site meets the requirements of the site host.
- The point of contact on the web site will be the school address, telephone number and e-mail address.
- We do not publish pupils' full names or photographs that identify individuals on our web pages; i.e. children's names and photographs will not be shown together.
- Home information or individual e-mail identities will not be published.
- Staff will be identified by their title and surname unless they request otherwise.
- Permission will be sought from other individuals before they are referred to by name on any other pages we publish on our website.

Our school social media pages are used to:

- Further provide an audience for all the learning happening in school.
- the
- Our blog and website is linked to our social media platforms to create an automatic feed.
- The social media pages are to be used as a one way communication tool for parents.
- If parents comment negatively or inappropriately, they will be blocked and banned from the pages and further action would be taken.
- The social media platforms are to demonstrate to children and parents how to positively use the internet and social media responsibly.

Using the internet to enhance learning

- Pupils will learn how to use a web browser.
- The school will use a range of web based tools to support learning including cloud storage apps to support learning in the classroom.
- The main programs used will be Google Apps for Education and SeeSaw.
- Google Apps will be used to store planning, policies and other administrative files.
- Seesaw is a platform used to store evidence of learning in each class.
- All the cloud programs used complies with the DfE guidance.
- Pupils will be taught to use suitable web search engines.
- Staff and pupils will use the internet to find and evaluate information.
- Access to the internet is a planned part of the curriculum that will enrich and extend learning activities and is integrated into schemes of work.
- As with other areas of their work, we recognise that pupils learn most effectively when they are given clear objectives for internet use.
- Different ways of accessing information from the internet will be used depending upon the nature of the material being accessed and the age of the pupils.
- Access to the internet may be by teacher (or sometimes other adult) demonstration.
- Pupils may access teacher-prepared materials on the blog, rather than the open internet.
- Pupils may be given suitable web page or a single web site to access.
- Pupils may be provided with lots of relevant and suitable web sites which they may access.
- Older, more experienced, pupils may be allowed to undertake their own internet search having agreed a search plan with their teacher.
- Pupils will be expected to observe the Rules of Responsible Internet Use and will be informed that checks can and will be made on files held on the system and the sites they access.
- Pupils accessing the internet will be supervised by an adult, normally their teacher, at all times. They will only be allowed to use the internet once they have been taught the Rules of Responsibility Internet Use and the reasons for these rules.
- Teachers will endeavour to ensure that these rules remain uppermost in the children's minds as they monitor the children using the internet.

Using information from the Internet

- We believe that, in order to use information from the internet effectively, it is important for pupils to develop an understanding of the nature of the internet and the information available on it.
- In particular, they should know that, unlike the school library for example, most of the information on the internet is intended for an adult audience, much of the information on the internet is not properly audited / edited and most of it is copyright.
- Pupils will be taught to expect a wider range of content, both in level and in audience, than is found in the school library or on TV.
- Teachers will ensure that pupils are aware of the need to validate information whenever possible before accepting it as true, and understanding that this is even more important when considering information from the internet (as a non-moderated medium).
- When copying materials from the Web, pupils will be taught to observe copyright.

- Pupils will be made aware that the writer of an e-mail or the author of a web page may not be the person claimed.
- If there is an incident in which a pupil is exposed to offence or upsetting material the school will wish to respond to the situation quickly and on a number of levels.
- Responsibility for handling incidents involving children will be taken by the ICT Co-ordinator and the Child Protection Officer in consultation with the Head Teacher and the pupil's class teacher.
- All the teaching staff will be made aware of the incident at a Staff Meeting if appropriate.
- If one or more pupils discover (view) inappropriate material our first priority will be to give them appropriate support.
- The pupil's parents/carers will be informed and given an explanation of the course of action the school has taken. The school aims to work with parent/carers and pupils to resolve any issue.
- If staff or pupils discover unsuitable sites the Computing co-ordinator will be informed.
- The Computing co-ordinator will report the URL (address) and content to the Internet Service Provider and the LEA.
- If it is thought that the material is illegal, after consultation with the ISP and LEA, the site will be referred to the Internet Watch Foundation and the police.
- Pupils are expected to play their part in the reducing the risk of viewing inappropriate material by obeying the Rules of Responsible Internet Use which have been designed to help protect them from exposure to the internet sites carrying offensive material.
- If pupils abuse the privileges of access to the internet or use of e-mail facilities by failing to follow the rules they have been taught or failing to follow the agreed search plan when given the privilege of undertaking their own internet search, then sanctions consistent with our School Behaviour Policy will be applied. This may involve informing the parents/carers. Teachers may also consider whether access to the internet may be denied for a period.

Maintaining the security of the school ICT network

- We are aware that connection to the internet significantly increases the risk that a computer or a computer network may be infected by a virus or accessed by unauthorised persons.
- The Computing technician will up-date virus protection regularly, will keep up-to-date with Computing news developments and work with the LEA and Internet Service Provider to ensure system security strategies to protect the integrity of the network are reviewed regularly and improved as and when necessary.

Ensuring Internet access is appropriate and safe

- The internet is freely available to any persons wishing to send e-mail or publish a web site.
- In common with other media such as magazines, books and video, some material available on the internet is unsuitable for pupils.
- Pupils in school are unlikely to see inappropriate content in books due to selection by publisher and teacher and the school will take every practical measure to ensure that children do not encounter upsetting, offensive or otherwise inappropriate material on the internet.
- The following key measures have been adopted to help ensure that our pupils are not exposed to unsuitable material.

- Our internet access is purchased through the LOCAL COUNCIL which provides a service designed for pupils including "a firewall" filtering system intended to prevent access to material inappropriate for children.
- Children using the internet will normally be working in the ICT room or classroom during lesson time and will be supervised by an adult (usually the class teacher) at all times.
- Staff will check that the sites pre-selected for pupil use are appropriate to the age and maturity of pupils.
- Staff will be particularly vigilant when pupils are undertaking their own search and will check that the children are following the agreed search plan.
- Pupils will be taught to use e-mail and the internet responsibly in order to reduce the risk to themselves and others.
- Our Rules for Responsible Internet Use will be posted near computer systems.
- The Computing co-ordinator will monitor the effectiveness of internet access strategies.
- The Computing co-ordinator will ensure that occasional checks are made on files to monitor compliance with the schools Internet Access Policy.
- The head teacher will ensure that the policy is implemented effectively.
- Methods to quantify and minimize the risk of pupils being exposed to inappropriate material will be reviewed in consultation with colleagues from other schools, advice from the LEA, our Internet Service Provider and the DfE.
- Experience of other schools shows that the above measures have been highly effective.
- However, due to the international scale and linked nature of information available via the internet, it is not possible to guarantee that particular types of material will never appear on a computer screen.
- Neither the school nor the LOCAL COUNCIL can accept liability for the material accessed, or any consequences thereof.
- A most important element of our Rules of Responsible Internet Use is that pupils will be taught to tell a teacher immediately if they encounter any material that makes them feel uncomfortable

E Safety Policy 2019

Why is Internet Use Important?

- The purpose of Internet use in school is to raise educational standards, to promote pupil achievement, to support the professional work of staff and to enhance the school's management information and administration systems.
- Internet use is part of the statutory curriculum and a necessary tool for learning. It is an essential element in 21st century life for education, business and social interaction. Access to the Internet is therefore an entitlement for pupils who show a responsible and mature approach to its use. Our school has a duty to provide pupils with quality Internet access
- Pupils will use the Internet outside school and will need to learn how to evaluate Internet information and to take care of their own safety and security.

How does Internet Use Benefit Education?

- Benefits of using the Internet in education include:
 - · access to world-wide educational resources including museums and art galleries;
 - · inclusion in the National Education Network which connects all UK schools;
 - · educational and cultural exchanges between pupils world-wide;
 - · access to experts in many fields for pupils and staff;
 - · professional development for staff through access to national developments, educational materials and effective curriculum practice;
 - · collaboration across support services and professional associations;
 - · improved access to technical support including remote management of
 - · networks and automatic system updates;
 - · exchange of curriculum and administration data with the Local Authority and DCSF; access to learning wherever and whenever convenient.

How can Internet Use Enhance Learning?

- · The school Internet access will be designed expressly for pupil use and includes filtering appropriate to the age of pupils.
- · Pupils will be taught what Internet use is acceptable and what is not and given clear objectives for Internet use.
- · Internet access will be planned to enrich and extend learning activities.
- · Staff should guide pupils in on-line activities that will support learning outcomes planned for the pupils' age and maturity.
- · Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation.
- · Pupils will have their work proudly showcased on our school blog to give children an audience and purpose with their learning.
- · Certain apps and programs can allow teachers to evidence and store examples of work to support learning in class.

Authorised Internet Access

- . The school will maintain a current record of all staff and pupils who are granted Internet access.
- . All staff must read and sign the 'Acceptable Technology Use Agreement' in the children's planner before using any school ICT resource.
- . Parents will be informed that pupils will be provided with supervised Internet access.
- . Parents will be asked to sign and return a consent form for pupil access.

World Wide Web

- . If staff or pupils discover unsuitable sites, the URL (address), time, content must be reported to the Local Authority helpdesk via the e-safety coordinator or network manager.
- . School will ensure that the use of Internet derived materials by pupils and staff complies with copyright law.
- . Pupils should be taught to be critically aware of the materials they are shown and how to validate information before accepting its accuracy.

Email

- . Pupils may only use approved e-mail accounts on the school system.
- . Pupils must immediately tell a teacher if they receive offensive e-mail.
- . Pupils must not reveal personal details of themselves or others in e-mail communication, or arrange to meet anyone without specific permission.
- . Whole class, group and individual e-mail addresses will be used in school
- . Access in school to external personal e-mail accounts may be blocked.
- . E-mail sent to external organisations should be written carefully and authorised before sending, in the same way as a letter written on school headed paper.
- . The forwarding of chain letters is not permitted.

Social Networking

- . Schools should block/filter access to social networking sites and newsgroups unless a specific use is approved.
- . Pupils will be advised never to give out personal details of any kind which may identify them or their location

- Pupils should be advised not to place personal photos on any social network space. Pupils should be advised on security and encouraged to set passwords, deny access to unknown individuals and instructed how to block unwanted communications. Pupils should be encouraged to invite known friends only and deny access to others.

Filtering

- The school will work in partnership with the Local Authority, Becta and the Internet Service Provider to ensure filtering systems are as effective as possible.
- As of 2010 the school has installed the E-Safe feedback system. This system monitors internet and overall computer use and will pick out any unacceptable behaviour and present feedback to the necessary teacher. This will then be dealt with internally.

Video Conferencing

- IP video conferencing should use the educational broadband network to ensure quality of service and security rather than the Internet.
- Pupils should ask permission from the supervising teacher before making or answering a video conference call.
- Video conferencing will be appropriately supervised for the pupils' age.

Managing Emerging Technologies

- Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.
- Mobile phones will not be used for personal use during lessons or formal school time. The sending of abusive or inappropriate text messages is forbidden.
- Staff will be issued with a school phone where contact with pupils is required.

Published Content and the School Web Site

- The contact details on the Web site should be the school address, e-mail and telephone number. Staff or pupils' personal information will not be published.
- **Mr. Reynolds** (Year 6 Teacher) will take overall editorial responsibility and ensure that content is accurate and appropriate.

Publishing Pupils' Images and Work

- Photographs that include pupils will be selected carefully and will not enable individual pupils to be clearly identified.
- Pupils' full names will not be used anywhere on the Web site or Blog, particularly in association with photographs.
- Written permission from parents or carers will be obtained before photographs of pupils are published on the school Web site.

- Work can only be published with the permission of the pupil and parents.

Information System Security

- School ICT systems capacity and security will be reviewed regularly.

Social Networking Policy for Staff, Governors, Volunteers and the Friends of Davyhulme (PTA)

The aim of this document is to give clarity to the way in which social media sites are to be used by the Davyhulme Primary community: pupils, staff, parents, carers, governors and other volunteers. All members of the school community should bare in mind that information they share through social media and networks, even if it is on private spaces, is still subject to copyright, data protection and Freedom of Information legislation, the Safeguarding Vulnerable Groups Act 2006, and UK libel and defamation laws.

Social Media Platforms used by the school

All social media services must be approved by the Headteacher in advance of any educational work being undertaken.

Davyhulme uses several social media platforms to connect the school with the world, adding purpose and an audience to the work children do in class. The school also feels the need to teach children how to be responsible digital citizens. We ensure all the cloud based apps and services comply with the DfE guidance.

The school has an account on the following platforms –

- Website – davyhulmeprimary.com
- Twitter - @DavyhulmePS
- Facebook – facebook.com/davyhulmeps
- Google Apps for Education
- Youtube - https://www.youtube.com/channel/UCivLQZG73nQVhlfjerNr_MQ
- Seesaw

The use of social media sites by pupils whilst at school

Pupils should not access social networking sites whilst at school without first obtaining permission from a member of staff. Pupils and parents will be reminded that the use of some social media sites is inappropriate for Primary-aged pupils. Teachers are aware of which social media sites require users to be 13+ and therefore do not allow children to access or post to these sites.

Teachers will ensure they only post work, pictures and videos of children who have been given permission by parents after signing our photo consent form attached at the end of the policy.

Use of social media sites by employees in a personal capacity

It is possible that a high proportion of staff will have their own social networking accounts. It is important that they protect their professional reputation, and that of the school, by ensuring that they use their personal sites in an appropriate manner. Staff will be advised as follows:

- That they familiarise themselves with social network sites' privacy settings in order to ensure that information is not automatically shared with a wider audience than intended. It is recommended that, as a minimum, all privacy settings are set to 'friends only', irrespective of use/purpose
- That they do not conduct or portray themselves, or allow friends to portray them, in a manner which may:
 - Bring the school into disrepute;
 - Lead to valid parental complaints;
 - Be deemed as derogatory towards the school and/or its employees;
 - Be deemed as derogatory towards pupils, parents/carers or governors
 - Bring into question their appropriateness to work with children
 - Contravene current National Teacher Standards
- That they do not form online friendships or enter into communication with parents/carers as this could lead to professional relationships being compromised
- That they do not form online friendships or enter into online communication with pupils as this could lead to professional relationships being compromised, and/or safeguarding allegations being raised
- That they should not post pictures of (without the Headteacher's consent) or negative comments about school events
- That if their use of social media/networking sites contravenes this policy, they may be subject to disciplinary action

Inappropriate use by employees should be referred to the Headteacher in the first instance. Teachers should also refer to the document released by Trafford on the use of social networks. Teachers should also refer to the school's Acceptable use policy.

Comments posted by parents/carers on social media sites

Parents/carers will be made aware of their responsibilities regarding their use of social media via this policy (in particular when their child joins the school), the school website, letter and school newsletters.

- Parents/carers are asked not to post images (photos and videos) of pupils other than their own children on social media sites unless they have the permission of parents of other children pictured
- Parents/carers are asked to raise queries, concerns or complaints directly with the school rather than posting them on social media.
- Parents/carers should not post malicious or fictitious comments on social media sites about any member of the school community.

Parents who violate these rules, they will be blocked and banned from the school's social media pages.

Dealing with incidents of online (cyber) bullying

There are four UK statutes that cover the use of Internet technology in relation to bullying. All cases of online bullying will be dealt with in accordance with the school's Anti-Bullying policy. The school can take action with reference to any incident that takes place outside school hours if it:

- Could have repercussions for the orderly running of the school
- Poses a threat to a member of the school community
- Could adversely affect the reputation of the school, or its employees/governors

Where appropriate, legal action will be taken by the school's governors.

Policy review – Curriculum meeting June 2019 – Approved by Governors _____

Media Consent form to be completed by Parents

Name of child: _____

School: Davyhulme Primary School

Throughout the school, we value the use of technology to enhance learning. We use a variety of equipment to help children demonstrate and share their learning. Some activities will involve pictures and videos of the children. Some of these projects will be used on school displays and also on our social media platforms. Our school values the internet as a way to give children a purpose and audience for their work. We make sure we use these websites following the school social media policy. If we use photographs of individual pupils, we will not use the full name of that child in the accompanying text or photo caption.

From time to time, our school may be visited by the media who will take photographs or film footage of a high profile event. Children may appear in these images, which will sometimes be published in local or national newspapers, or on approved websites. To comply with the Data Protection Act 1988, we need your permission before we can photograph or make any recordings of your child. Please answer the questions below, then sign and date the form where shown and return the completed form to the school.

I give permission for pictures and videos of my child to be used on the following platforms:	Please Tick for permission
School Displays	
School Website and Blog	
School Twitter and Facebook Page	
School Cloud Based Storage apps – <i>All apps used within school complies with the DfE guidance on cloud storage.</i>	
School YouTube and Vimeo channels	
Media – Newspapers, external websites	

Please note that the conditions for use of these photographs are at the bottom of this form.

I have read and understood the conditions of use on the back of this form. Parent's or guardian's

Signature: _____ Date: _____

Name (capitals): _____

This form is valid for seven years from the date you sign it, or for the period of time your child attends this school. The consent will automatically expire a year after your child has left this school. We will not re-use any photographs or recordings a year after your child leaves this school. We will not use the personal details or full names (which means first name and surname) of any child or adult in a photographic image on video, on our website, in our school prospectus or in any of our other school platforms. We will not include personal e-mail or postal addresses, or telephone or fax numbers on video, on our website, in our school prospectus or in other printed publications. If we use photographs of individual pupils, we will not use the name of that child in the accompanying text or photo caption. We may include pictures of pupils and teachers that have been drawn by the pupils. We may use group or class photographs or footage with very general labels, such as 'a science lesson' or 'making Christmas decorations'. We will only use images of pupils who are suitably dressed, to reduce the risk of such images being used inappropriately. Websites can be viewed throughout the world and not just in the United Kingdom where UK law applies.

Acceptable Use Agreement.

Read read carefully with your parents and sign at the bottom.

I understand that Davyhulme will:

- Do its best to enhance learning through the safe use of technology. This includes working to restrict access to inappropriate, illegal or harmful material on the Internet or school technology equipment/devices at school, or at school-related activities.
- Work progressively with children and their families to encourage and develop an understanding of the importance of positive digital citizenship through education designed to complement and support the use agreement initiative. This includes providing children with strategies to keep themselves safe in Cyberspace.
- Keep a copy of this signed use agreement on file.
- Respond to any breaches in an appropriate manner.

My responsibilities include:

- I will read this acceptable use agreement document.
- I will discuss the information with my parents and ask them any questions.
- I will make sure I listen carefully to my teacher's instructions when using technology in school.
- I will only access apps, programs, websites and other tools that my teacher has told me too.
- I will always write and comment on the school blog using appropriate language and be positive and responsible
- I will always report any inappropriate material to a teacher straight away. This includes any incidents of cyberbullying.

My parents responsibilities include:

- I will read this acceptable use agreement document.
- I will discuss the information with my child and explain why it is important.
- I will return the signed agreement to the school.
- I will support the school's use of technology by encouraging my child to follow the rules, and to always ask the teacher if they are unsure about any use of technology.
- I will contact the headteacher or computing subject leader to discuss any questions I might have about use of technology.
- I will demonstrate positive use of the internet for my children and monitor their use at home.
- I will make sure I follow the school's guidelines on commenting and interacting with the school blog and social media pages.

Please detach and return this section to school.

I have read this acceptable use agreement and I am aware of the school's initiatives to maintain a positive learning environment, including my child's responsibilities.

Name of student: Student's signature:

Name of parent/caregiver/legal guardian:

Parent's signature: Date:

Please note: This agreement for your child will remain in force as long as he/she is enrolled at this school. If it becomes necessary to add/amend any information or rule, parents will be advised in writing.