

BUCKINGHAMSHIRE COUNCIL



Thomas Hickman School

E Safety Policy

Appropriate use of Internet and Email Facilities

Adopted by Thomas Hickman School

Adopted by Governors Full GB: October 2024

To be reviewed annually.

Date of last review: October 2024

Date of next review: July 2025

Signed:

Date:

B.I.R.D.S

Our school values underpin everything that our school community does.

Brave

We face challenges with strength and are willing to 'have a go' and take risks.

Independent & Inspirational

We are inspirational citizens and there is no limit to what we can achieve for ourselves and our community.

Resilient & Respectful

We respect everyone as individuals regardless of differences and do the right thing even when no one is watching.

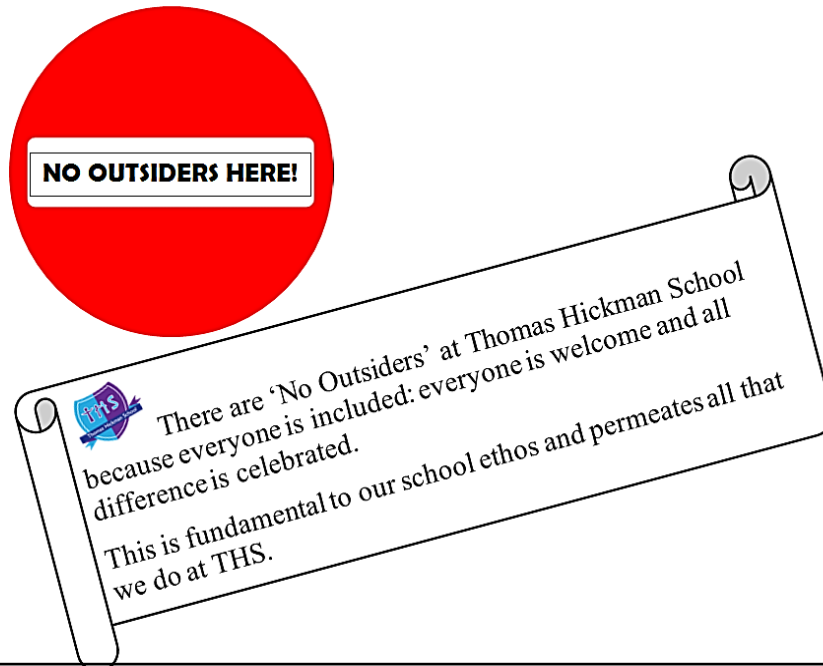
Determined

We are determined to succeed and strive for greatness, even when giving up is the easier option.

Scholarly

We gain knowledge by being curious; empowering us to create the lives we want for ourselves. We call this 'growing our brains'.

We have a rich and varied school community and we celebrate our differences and support each other so that no BIRDS fly alone. We believe that there are No Outsiders Here at Thomas Hickman School...



At Thomas Hickman School we endeavor to improve the lives of children, young people and families. We celebrate our rich diversity and take steps to tackle all kinds of bullying. In doing so, we believe that children will attain more at school and our community will be happier and more successful.

We celebrate all our children and their families without discrimination.

We are a caring community where our whole-school, BIRDS charter is built on mutual trust and respect for all, regardless of **race, religion, ethnicity, sexual orientation, gender identity, disability, age or gender**. The 'No Outsiders' message fulfills our duty to promote diversity and prepares our children for life in modern Britain.

'No Outsiders' is British Law and supports the Equality Act to ensure that everybody is treated equally and without prejudice.



Where CURIOSITY HATCHES, creativity takes flight and learning SOARS TO A SKY OF opportunity.



As a Trauma Informed School (TIS) staff at Thomas Hickman understand that Adverse Childhood Experiences (ACEs) will impact a child's ability to manage school life and inhibit their ability to learn and reach their ambitions.

Research shows that children with **3 Aces or more** are;

- Twice as likely to experience academic failure
- Five times as likely to have attendance problems
- Twice as likely to be overweight
- Thirty two times more likely to have behaviour problems

For every additional ACE there is an increased risk of learning difficulties, behaviour problems, obesity and mental health issues later in life.

Staff at THS know that emotionally available adults in school actually shape the neurocognitive development of executive functions in the child's frontal lobe and therefore interrupt the impact of ACEs – in essence, adults who have a strong relationship with a child can redirect a child's future.

Therefore, staff work tirelessly to:

- Understand a child's 'story' – what's happened to them in their little lives so far, **not** 'what's wrong with them'?
- Develop secure attachments with the children in their care
- Ensure that children are kept **safe**, are **seen** and **soothed** and that they feel **secure**.
- Help children to understand how the 3 main areas of the brain work to support their emotional literacy, co-regulation and, ultimately, work towards self-regulation all of which are far more challenging for a child with ACEs.

Hand on Heart is a whole school approach that encompasses TIS alongside **Norfolk Steps** methodology to ensure that our school community is a place where children are ready to be curious, take flight and learn well, leading to a sky of opportunity and a successful adult life.

Computing and E-Safety Policy

Chair of Governors

1. Rationale

The Internet is becoming as commonplace as the telephone or TV. Significant educational benefits should result from curriculum Internet use, including access to information from around the world and the abilities to communicate widely.

Internet safety depends on staff, schools, governors, advisers and parents to take responsibility for the use of the Internet.

This Computing and E-Safety Policy outlines the expectations and regulations pertaining to the use of technology within our primary school setting, in accordance with the 2014 National Curriculum in England. It aims to ensure that all students engage in a safe and productive learning environment while harnessing the benefits of technology. The policy specifically prohibits the use of smartwatches and mobile phones during school hours, with phones required to be left at the school office.

- The Internet is an essential element in 21st Century life for education, business and social interaction. The school has a duty to provide children with quality Internet access as part of their learning experience. The purpose of Internet use in school is to raise educational standards, to promote pupil achievement and to support the professional work of staff.
- Benefits of using the Internet: it allows access to world-wide educational resources including museums and art galleries, and staff will take reasonable precaution to ensure that users access only appropriate material.
- Rules for Internet access will be posted near all computers.
- Virus protection will be installed and updated regularly.
- The new ICT and Internet facilities will be available to all staff, governors and other members of our school community.
- Consideration is being given to offer opportunities for parents of children in the school to access the Internet via schools facilities. This would allow parents to feel confident enough with ICT to support their children's learning at home.
- To ensure the online safety of our students, governors will ensure that online safety is a running and interrelated theme while devising and implementing a whole-school approach to safeguarding and related policies and/or procedures.

Policy Aims

1. **Promote Digital Literacy:** To equip students with the skills necessary for effective and responsible use of technology.
2. **Ensure E-Safety:** To provide a safe online environment free from inappropriate content, cyberbullying, and other risks associated with digital devices.

3. **Enhance Learning:** To integrate technology into the curriculum in a way that complements teaching and enhances students' learning experiences.

Scope

This policy applies to all students, staff, and parents within the school community. It encompasses all forms of digital devices, with specific regulations around mobile phones and smartwatches.

2. Principles for Acceptable Use of the Internet

Use of school computers by pupils must be in support of the aims and objectives of the National Curriculum.

Online activities which are encouraged include:

- The use of email and computer conferencing for communication: between colleagues, between pupils(s) and teacher(s), between pupil(s) pupil(s), between schools and industry.
- Use of the Internet to investigate and research school subjects, cross-curricular themes or topics related to social and personal development.
- The development of pupils' competence in Computing skills and their general research skills.

Online activities which are not permitted include:

- Searching, viewing or retrieving materials that are not related to the aims of the curriculum.
- Copying, saving or redistributing copyright-protected material, without approval.
- Subscribing to any services or ordering and goods or services, unless specifically approved by the school.
- Playing computer games or using other interactive 'chat' sites unless specifically approved by the school.
- Using the network in such a way that use of the network by other users is disrupted (for example: downloading large files during peak usage times; sending mass email messages).
- Publishing, sharing or distributing any personal information about a user (such as: home address; email address; phone number; etc.)
- Downloading software.
- Any activity that violates a school rule.

Expectations for Students

3. Guidelines (for specific guidance, please see Appendix A).

Children will:

- Have equal access to email in a safe & secure environment.
- Have equal access to a variety of approved websites through the Intranet.
- Children will be taught all the skills in order to use Internet & email as an ICT tool.
- Children will use Internet & email to support, enhance & develop all aspects of curriculum.

- Children will develop Internet & email skills at the appropriate level regardless of race, gender, intellect and emotional or physical difficulties.*
- Take part in internet safety sessions within the curriculum and be advised about the use of social media outside of school as part of this.

1. E-Safety Awareness:

- a. Students will participate in regular E-Safety workshops which will educate them about online risks and the importance of protecting personal information.

2. Digital Conduct:

- a. Students are expected to use technology responsibly, following guidelines on online behaviour and digital citizenship.
- b. Acts of cyberbullying or misuse of technology will not be tolerated and will lead to disciplinary action.

3. Use of Devices:

- a. Smartwatches and mobile phones are strictly prohibited during school hours.
- b. All mobile phones must be handed into the school office upon arrival and collected at the end of the school day.

Expectations for Staff

1. Curriculum Delivery:

- a. Staff will integrate Computing into their lesson plans, ensuring that students acquire essential digital skills as outlined by the National Curriculum.
- b. Staff must model appropriate digital behaviour and demonstrate the effective use of technology in teaching.

2. Monitoring and Support:

- a. Staff are responsible for monitoring internet usage within the classroom and reporting any inappropriate behaviour or incidents of cyberbullying immediately.

3. Professional Development:

- a. Continuous professional development opportunities will be provided for staff, ensuring they are up-to-date with the latest in E-Safety practices and digital pedagogy.

Involvement of Parents

- Parents will be informed of this policy and its importance during school meetings and communications, emphasizing their role in supporting E-Safety at home.
- Parent workshops will be offered to educate families on safe internet practices and how to monitor their children's device usage.

Implementation and Review

- This policy will be reviewed annually to ensure its effectiveness and relevance. Feedback will be sought from students, staff, and parents to inform any necessary improvements.
- Regular audits will be conducted to ensure compliance and identify any areas for further development.

Conclusion

The Computing and E-Safety Policy is designed to create a safe and effective learning environment where students can thrive. By implementing this policy, we will ensure that all members of the school community understand the importance of responsible device usage and are equipped with the knowledge and skills needed to navigate the digital world safely.

Summary of Expectations from Ofsted

According to the most recent framework from Ofsted, schools are expected to provide a high-quality education that prepares students for life in modern Britain. Key expectations include:

- **Curriculum Design:** Implementing a well-structured curriculum that meets the statutory requirements, including a robust Computing programme that ensures children acquire digital skills and knowledge.
- **Children's Wellbeing:** Ensuring the safety and well-being of children, particularly concerning the dangers associated with online activity.
- **Parental Engagement:** Involving parents in their children's education and safety, particularly regarding the use of technology.
- **Regular Review and Adaptation:** Schools must periodically review policies and practices to respond to new challenges and support continuous improvement.

By addressing these areas, our Computing and E-Safety Policy aligns with the overarching goals of Ofsted and contributes to the creation of an outstanding educational experience for all students.

Appendix A

Guidance on the use of email

Email is still the most common use made of the Internet. This fast and cheap method of communication is available to all staff and pupils in school. Pupils will be taught appropriate use of email, using agreed email programmes.

Unfortunately, certain pupils perceive email as a way to send secret offensive messages. Anyone receiving unwanted email should report it immediately to the school's network manager or IT co-ordinator. Anyone caught sending such messages should have their access to the technology denied. An email address for the class or in certain instances for groups of pupils makes more sense for certain email-based projects. It also avoids disappointment for individual pupils who do not get replies to their messages.

Guidance for All Users

Staff are encouraged to use ICT resources in their teaching and learning activities, to conduct research, and for contact with others in the education world. Electronic information-handling skills are now fundamental to the preparation of citizens and future employees in the Information Age. Staff are encouraged to investigate the possibilities provided by access to this electronic information and communication resource, and blend its use, as appropriate, within the curriculum. They should model appropriate and effective use, and provide guidance and instruction to pupils in the acceptable use of the Intranet/Internet.

When using the Internet, all users are expected to comply with all laws and government regulations concerning copyright, libel, fraud, discrimination and obscenity and all school staff are expected to communicate in a professional manner consistent with the rules of behaviour governing employees in the education sector.

Pupils are responsible for their good behaviour on the school networks, just as they are on and off school premises. While the use of information and communication technologies is a required aspect of the National Curriculum, access to the Intranet/Internet is a privilege – not a right. It will be given to pupils who act in a considerate and responsible manner, and may be withdrawn if they fail to maintain acceptable standards of use.

Staff should ensure that pupils know and understand that, in addition to the points found under **Online activities which are not permitted** on page 1 of this document, no Intranet or Internet user is permitted to:

- Retrieve, send, copy or display offensive messages or pictures.
- Use obscene or racist language.
- Harass, insult or attack others.
- Damage computers, computer systems or computer networks.
- Violate copyright laws.

- Use another user's password.
- Trespass in another user's folders, work or files.
- Use the network for commercial purposes.

Supervising and Monitoring Usage

Teachers should guide pupils toward appropriate materials on the Intranet/Internet. This will avoid a great deal of time wasting as well as going some way towards monitoring the sites accessed by pupils.

Internet access for pupils in schools should be available only on computers that are in highly-used areas of the school such as classrooms, libraries, study rooms, computer laboratories and media centres. Machines, which are connected to the Intranet/internet, should be in full view of people circulating in the area. Primary aged pupils should never use Intranet/Internet services without close supervision. If teachers wish pupils in primary schools to surf the net, it is strongly advised that the pupils be restricted to a "walled garden site" such as **yahooligans.com**. There is lots of material to search through at this site, not all of it is educational, but it is all child-friendly.

While using the Internet at school, pupils should be supervised. However, when appropriate to their age and their focus of study, pupils may pursue electronic research independent of staff supervision, this should be at the discretion of the teacher in charge. No pupil should use school access to the intranet/internet unsupervised unless they have written permission from a parent or guardian. In all cases pupils should be reminded of their responsibility to use these resources in line with the school policy on Acceptable Use.

Network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. While normal privacy is respected and protected by password controls, as with the Internet itself, users must not expect files stored on school servers to be absolutely private. An email is as private as a postcard, it is quite likely that no one other than the sender and receiver will ever read it, but others could if they were inclined.

Filtering External Websites

It is an absolute requirement that access to the Internet provided to staff and pupils in any school or educational institution through any Internet Service Provider (ISP) is a blocked or filtered service. This will be implemented and overseen by Turn it On. All users should be aware that the school can and does track and record the sites visited and the searches made on the Intranet/internet by individual users.

Schools should advise parents that they provide filtered and monitored access to the Internet for pupils. However, they should also be aware that with these emerging and constantly changing technologies there is no absolute guarantee that a pupil cannot access materials that would be considered unsuitable. The chance of just coming across such materials is highly unlikely, but it obviously increases in direct proportion to the amount of time and effort an individual puts into their search. If you are unfortunate enough to come across any offensive web pages, whilst using school equipment, you are obliged to make a note of the address and report it to the Children and

Young People's (CYP) IT Helpdesk immediately on 0117 9037999. The IT staff will then take the appropriate action to block the site. The school will let parents know what systems the school uses to filter and monitor online use. The school will tell parents what their children are being asked to do online (e.g. sites they need to visit or who they'll be interacting with online).

Remote learning in the event of extended school closure

In the event of an extended school closure, the school may provide continuity of education in the following ways:

- a) The adoption of a remote learning facility e.g. Google Classroom to be accessed by pupils who will be given an individual login for this purpose only. It is accessed via the relevant app or the 'waffle' (9 dots) on any google search page.

We anticipate that students will have some form of access to the internet whilst at home and recognise that many may not have home printers and will therefore not require the printing of material.

As with all home internet based activities we would expect parents to set expectations for safe and correct use of the internet and systems provided for this work.