

Hill Top Academy



'Every child, Every chance, Every day!'

Computing and E-safety Policy

HILL TOP ACADEMY

Computing and E-safety Policy

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Hill Top Academy

Information and Communication Technology Policy

Policy

This policy reflects the academy values and philosophy in relation to the teaching and learning of and with Computing. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the skills document for Computing which sets out in detail what pupils at different levels, and year groups will be taught and how Computing can facilitate or enhance work in other curriculum areas.

This document is intended for

- All teaching staff
- All staff with classroom responsibilities
- Academy governors
- Parents
- Inspection teams

Copies of this policy are kept centrally and are available from the Principal and the subject coordinator.

The Intent of Computing at Hill Top Academy

Our vision is for all teachers and learners in our academy to become confident users of Computing so that they can develop the skills, knowledge and understanding that enables them to use appropriate Computing resources effectively as powerful tools for teaching & learning.

At Hill Top we value the computing curriculum. As the world continues to change and technologies develop, we know it is important to provide our pupils with the knowledge and capabilities to thrive in society. We intend to equip children to become confident consumers and creators of content. We aim to give children equal and progressive exposure to Computer Science, Information Technology and Digital Literacy.

Aims of Computing

Aims

- To enable children to become autonomous, independent users of Computing, gaining confidence and enjoyment from their Computing activities
- To develop a whole academy approach to Computing ensuring continuity and progression in all strands of the National Curriculum
- To use Computing as a tool to support teaching, learning and management across the curriculum
- To provide children with opportunities to develop their Computing capabilities in all areas specified by the current curriculum
- To ensure Computing is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities
- To maximise the use of Computing in developing and maintaining links between other academies and the local community, including parents and other agencies.
- To enable children to become computational thinkers through, understanding what the problem is and develop possible solutions. Then present these solutions in a way that a computer, a human, or both, can understand.

Objectives

In order to fulfil the above aims it is necessary for us to ensure:

- a continuity of experience throughout the academy both within and among year groups
- the systematic progression through Foundation Phase, KS1 & KS2
- that the National Curriculum programmes of study and their associated strands, level descriptions and attainment targets are given appropriate coverage

- that all children have access to a range of Computing resources
- that Computing experiences are focused to enhance learning
- that cross curricular links are exploited where appropriate
- that children's experiences are monitored and evaluated
- that resources are used to their full extent
- that resources and equipment are kept up to date as much as possible
- that staff skills and knowledge are kept up to date

Curriculum and Organisation

Each half term a class will work on completing one unit of work based on their current topic, the objectives for this will have come from the Chris Quigley Skills Based Curriculum document. (KS1/KS2). Within the Foundation unit children access Computing on a daily basis which supports and builds on the different topics.

We use Teach Computing to deliver our computing curriculum.

Inclusive and ambitious 'The Teach Computing Curriculum' has been written to support all pupils. Each lesson is sequenced so that it builds on the learning from the previous lesson, and where appropriate, activities are scaffolded so that all pupils can succeed and thrive. Scaffolded activities provide pupils with extra resources, such as visual prompts, to reach the same learning goals as the rest of the class. Exploratory tasks foster a deeper understanding of a concept, encouraging pupils to apply their learning in different contexts and make connections with other learning experiences. As well as scaffolded activities, embedded within the lessons are a range of pedagogical strategies, which support making computing topics more accessible.

Promethean boards are located in each of the classrooms. These are used as a teaching resource across the curriculum.

Teaching and Learning

Teachers' planning is differentiated to meet the range of needs in any class including those children who may need extra support, those who are in line with average expectations and those working above average expectations for children of their age.

A wide range of styles are employed to ensure all children are sufficiently challenged:

- Children may be required to work individually, in pairs or in small groups according to the nature or activity of the task.
- Different pace of working
- Different groupings of children - groupings may be based on ability either same ability or mixed ability
- Different levels of input and support
- Different outcomes expected

The Computing coordinator will periodically perform book looks and conduct the pupil book study approach to ensure a range of teaching styles are employed to cater for all needs and promote the development of Computing.

How we teach computing: 12 Pedagogy principles-
1. Lead with concepts Supporting pupils in the acquisition of knowledge, through the use of key concepts, terms, and vocabulary, providing opportunities to build a shared and consistent understanding. Glossaries, concept maps, and displays, along with regular recall and revision, can support this approach.
2. Work Together Encourage collaboration, specifically using pair programming and peer instruction, and also structured group tasks. Working together stimulates classroom dialogue, articulation of concepts, and development of shared understanding.
3. Get hands-on Use physical computing and making activities that offer tactile and sensory experiences to enhance learning. Combining electronics and programming with arts and crafts (especially through exploratory projects) provides pupils with a creative, engaging context to explore and apply computing concepts.
4. Unplug, unpack, repack Teach new concepts by first unpacking complex terms and ideas, exploring these ideas in unplugged and familiar contexts, then repacking this new understanding into the original concepts. This approach (semantic waves) can help pupils develop a secure understanding of complex concepts.
5. Model everything Model processes or practices using techniques such as worked examples and live coding. Modelling is particularly beneficial to novices, providing scaffolding that can be gradually taken away.
6. Foster program comprehension Use a variety of activities to consolidate knowledge and understanding of the function and structure of programs, including debugging, tracing, and Parson's Problems. Regular comprehension activities will help to secure understanding.
7. Create Projects Use project-based learning activities to provide pupils with the opportunity to apply and consolidate their knowledge and understanding. Design is an Important, often overlooked aspect of computing. Pupils can consider how to develop an artefact for a particular use or function and evaluate it against a set of criteria.
8. Add variety Provide activities with different levels of direction, scaffolding, and support that promote learning, ranging from highly structured to more exploratory tasks. Adapting your instruction to suit different objects will help keep all pupils engaged and encourage greater independence.
9. Challenge misconceptions Use formative questioning to uncover misconceptions and adapt teaching to address them as they occur. Awareness of common misconceptions alongside discussion, concept mapping, peer instruction, or simple quizzes can help identify areas of confusion.
10. Make concrete Bring abstract concepts to life with real-world, contextual examples and a focus on independencies with other curriculum subjects. This can be achieved through the use of unplugged activities, proposing analogies, storytelling around concepts, and finding examples of the concepts in pupils' lives.
11. Structure lessons Use supportive frameworks when planning lessons, such as PRIMM (Predict, Run, Investigate, Modify, Make) and Use-Modify-Create. These frameworks are based on research and ensure that differentiation can be built in at various stages of the lesson.
12. Read and explore code first When teaching programming, focus first on code 'reading' activities before code writing. With both block-based and text-based programming, encourage pupils to review and interpret blocks of code. Research has shown that being able to read, trace, and explain code augments pupils' ability to write code.

Equal

Opportunities

The National Curriculum states that, "All pupils, regardless of race, class or gender, should have the opportunity to develop Computing capability."

It is our policy to ensure this by:

- ensuring all children access the appropriate skills throughout our academy
- keeping a record of children's Computing use to ensure equal access and fairness of distribution of Computing resources
- providing curriculum materials and software which are in no way class, gender or racially prejudiced or biased
- monitoring the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged

We are currently investigating ways in which parents can be supported in developing their knowledge of curriculum requirements for Computing and how they can support their children.

Internet Safety

Internet access is planned to enrich and extend learning activities. The academy has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. An internet access policy has thus been drawn up to protect all parties and rules for responsible internet use and will be displayed next to each computer with Internet access.

This policy forms 'Appendix A' of this policy.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. As such governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place. Children will not be able to access harmful or inappropriate material from the academy IT system. All children are aware of the procedures to follow within academy should they feel unsafe or aware of others trying to access harmful and inappropriate content online. All staff are aware of the reporting of inappropriate material to CEOP and parents are advised to do the same by looking out for the following logo.



Although the academy offers a safe online environment through filtered internet access we recognise the importance of teaching our children about online safety and their responsibilities when using communication technology.

We are beginning to develop this as part of our PSHE provision throughout academy. In addition to this teaching and supporting staff have also been trained on e-safety, as well as parental workshops.

Guidance on e-security is available from the National Education Network- NEN..

Effective and efficient Deployment of Computing Resources

Computing resources are deployed throughout the academy to maximise access, to enhance teaching & learning and to raise attainment.

To enable regular and whole class teaching of Computing, the academy has an Computing suite which all classes use for approximately one hour per week to develop their Computing skills.

To support the cross curricular nature of Computing at least one computer is also located in each class. This is also used for additional tasks which require the use of Computing as well as presenting teaching materials for those classes with a digital projector.

The academy's promethean boards are located in classrooms and in the meeting suite.

To support the cross curricular nature of Computing, a set of 16 I-Pads are located within foundation, year 4, 5 and 6. With a set of laptops being located within year 6. To support learning across the setting, 3 trolleys of 32 Chrome books are used across KS1 and KS2. These are also used for additional tasks which require the use of Computing.

A consistent interface is provided on all machines to enable familiarity and continuity. Subject specific titles and any specialist equipment e.g. sensors, are kept in the Office stock cupboard and can be borrowed when needed.

Mobile technology in academy.

At Hill Top Academy we embrace the use of Mobile Technologies to enhance our children's learning. Rather than isolated Computing lessons, the mobile devices allow our children to use and apply Computing skills across the curriculum every day and their use of Computing is an integral part of their academy day.

Foundation - Year 6 have access to a set of iPads they can use each day across the curriculum. We have found the use of these devices have improved children's engagement in tasks, the ability to respond to children's needs as lessons progress and develop more personalised learning programmes.

We are very proud that our children will regularly talk about the impact that these devices have on their learning.

Assessment

Computing assessment is based on the NCCE – Teach computing scheme.

Formative assessment occurs on a lesson by lesson basis based on the lesson objectives and outcomes. These are conducted informally by the class teacher and are used to inform future planning based on the Teach computing scheme.

Teachers assess children according to meeting age related expectations or exceeding using the Teach Computing assessment documents located in the relevant year group files.

Inclusion

We recognise Computing offers particular opportunities for pupils with special educational needs and gifted and/or talented children and /or children with English as an additional language for example.

Computing can cater for the variety of learning styles which a class of children may possess.

Using Computing can:

- increase access to the curriculum
- raise levels of motivation and self esteem
- improve the accuracy and presentation of work
- address individual needs

We aim to maximise the use and benefits of Computing as one of many resources to enable all pupils to achieve their full potential. If the situation arises, the academy will endeavour to provide appropriate resources to suit the specific needs of individual or groups of children.

Roles and Responsibilities

Senior Management

The overall responsibility for the use of Computing rests with the senior management of the academy. The Head, in consultation with staff:

- determines the ways Computing should support, enrich and extend the curriculum;
- decides the provision and allocation of resources ;
- decides ways in which developments can be assessed, and records maintained ;
- ensures that Computing is used in a way to achieve the aims and objectives of the academy;
- ensures that there is an Computing policy, and identifies an Computing coordinator.

Computer Coordinator

There is a designated Computing Coordinator to oversee the planning and delivery of Computing within the academy.

The Computing coordinator will be responsible for

- raising standards in Computing as a national curriculum subject
- facilitating the use of Computing across the curriculum in collaboration with all subject coordinators
- providing or organising training to keep staff skills and knowledge up to date
- advising colleagues about effective teaching strategies, managing equipment and purchasing resources
- monitoring the delivery of the Computing curriculum and reporting to the Principal on the current status of the subject

The Classroom Teacher

Even though whole academy coordination and support is essential to the development of Computing capability, it remains the responsibility of each teacher to plan and teach appropriate Computing activities and assist the coordinator in the monitoring and recording of pupil progress in. Computing

Monitoring

Monitoring Computing will enable the Computing coordinator to gain an overview of Computing teaching and learning throughout the academy. This will assist the academy in the self-evaluation process identifying areas of strength as well as those for development

In monitoring of the quality of Computing teaching and learning the Computing coordinator will:

- Analyse children's work
- Observe Computing teaching and learning in the classroom
- Pupil voice
- Pupil book study
- Hold discussions with teachers

There is an annual review of this policy by the Computing coordinator.

Health & Safety

We will operate all Computing equipment in compliance with Health & Safety requirements. Children will also be made aware of the correct way to sit when using the computer and the need to take regular breaks if they are to spend any length of time on computers. Computing Suite Rules are also on display within the Computing room for reference.

Each computer system has individual log on profiles to ensure security of documents. The files and network system are backed up regularly. The virus checker is updated regularly when possible. Computing issues which arise should be recorded in the Computing book, which is in the Office. These problems will then be address in a weekly Computing support session by a member of Adept. Computing problems not recorded in the Computing book will not be addressed and resolved.

Home Academy Links

Children are given the option to complete some homework tasks, when appropriate, using Computing out of academy. Teachers are sensitive to the fact that children may not have access to Computing or may not wish to use it to complete tasks out of academy. Any work brought into academy must be scanned for viruses.

We have a academy website which promotes the academy's achievements as well as providing information and communication between the academy, parents and the local community. A subscription feature of the website is available, where parents can be alerted with any changes to the website to a chosen email address.

Appropriate Legislation including Copyright and Data Protection

All software loaded on academy computer systems must have been agreed with the designated person in the academy. All our software is used in strict accordance with the licence agreement. Personal software is not to be loaded onto academy computers.

Please refer to the academy's Data protection policy.

Hill Top Academy

Internet Policy and E-Safety

Purpose

The purpose of Internet use in academy is to raise educational standards, to promote pupil achievement, to support the professional work of staff and to enhance the academy's management information and business administration systems. Internet use is a part of the statutory curriculum and a necessary tool for staff and pupils. Internet access is an entitlement for students who show a responsible and mature attitude.

We take e-safety seriously and will ensure that computing and PSHE sessions teach how to minimise the risk when working on the internet, managing passwords and respecting copyright, as relevant to the children's age. All children will be taught about the Internet Acceptable Use Policy and will sign a copy. Useful computing rules will also be displayed to ensure they are seen by children and visitors. If a teacher suspects an E-safety issue within school, they should make notes related to the incident in accordance with school Anti-bullying and Behaviour policies. This should then be reported to the computing Coordinator and Principal, recorded and parents contacted as appropriate.

Safe	Keep safe by being careful not to give out personal information online.
Meeting	Never agree to meet anyone that you chat to on the internet; they may not be who you think they are. You can't be sure who your talking to on the internet
Accepting	Do not accept unusual emails. They may be trying to tempt you into opening them. They could contain viruses that can damage your computer. If this happens to you, tell an adult
Reliable	Information on the internet may not be true – anyone can upload materials to the internet. Always double check any information on a more reliable website.
Tell	If anything makes you feel worried tell your parents, teachers or an adult that you trust. They can help you to report it to the right place or call a helpline like Child Line on 0800 1111 in confidence

Benefits

- access to world-wide educational resources including museums and art galleries;
- educational and cultural exchanges between pupils world-wide;
- access to professional bodies and experts in many fields for pupils and staff;

Internet Content

The academy Internet access will be designed expressly for pupil use and will include filtering provided by the Education Authority and an Academy block list and be appropriate to the age of pupils. The academy will work in partnership with parents, the LA or third party provider, DfES and the Internet Service Provider to ensure systems to protect pupils are reviewed and improved. Pupils will be taught what is acceptable and what is not acceptable and given clear objectives regarding Internet use. Staff should guide pupils in on-line activities that will support the 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 and retrieval.

The academy will where possible ensure that the use of Internet derived materials by staff and by pupils complies with copyright law. Pupils should be taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.

Skills Taught

Some units of the Teach computing scheme has links to E-safety and children will be taught about many aspects of E-safety continuously throughout their time in academy via PHSCE/ Assemblies and other learning opportunities

Internet content

Pupils should be taught:

- Skills of **Information Literacy**, that is, to be critically aware of the materials they read and the importance of cross-checking information before accepting its accuracy.
- How to report unpleasant internet content.

Email and other cloud applications

Pupils should be taught:

- About the risks of 'spam' and 'spoofing' and how to report it
- About the risks of opening attachments from unknown senders
- How to identify and report cases of grooming
- About the seriousness of e-bullying when partaking in discussions, emails and instant messages. (See anti-bullying policy)
- How to correctly reference materials they have found from to other sources so as not to infringe copyright or the intellectually property of other.

Portable Devices

Pupils should be taught:

- That due to portable devices always being accessible, there are dangers of overuse (and therefore social exclusion) of and unsolicited contact by text and picture message through mobile phones.

Video conferencing/Webcams

Pupils should be taught:

- The appropriate behaviours/conduct to adopt when using a **webcam**.
- The dangers of using a webcam outside of academy.

Managing Internet Access and Other Technologies

Information system security

- Academy Computing systems capacity and security will be reviewed regularly.
- All staff and pupils possess individual logons and passwords to the academy network with appropriate access rights and privileges.
- Virus protection will be installed on all academy computers and updated regularly in light of new **viruses** and **Trojan horses** that weaken the Hill Top's security.
- Staff must ask permission from the e-safety coordinator before installing software on any academy machines.

Internet

- Hill Top Academy should ensure that the use of Internet derived materials by staff and by pupils complies with copyright law.
- The academy Internet access will be designed expressly for pupil use and will include filtering appropriate to the age of pupils.
- Pupils are forbidden from downloading games or other programmes from the Internet.
- Staff must ask the permission of the e-safety coordinator before downloading programmes from the internet.
- Public **chat-rooms** and **instant messaging** are not allowed and are blocked using the academy internet filter.
- Access to **peer-to-peer** networks is forbidden in academy.
- Children must adhere to the Internet Use agreement which was signed on entry to the academy.

Email

- Unless involved in a specific project where outside communication is required, all children's email address must be placed within a 'safe list' which only allows them to send and receive emails to/from internal addresses within the academy.
- Pupils must immediately tell a teacher if they receive offensive email.
- Pupils must not reveal personal details of themselves or others in email communication, or arrange to meet anyone without specific permission.
- Email sent to an external organisation should be written carefully and authorised before sending, in the same way as a letter written on academy headed paper.
- The forwarding of chain letters is not permitted.
- Staff should never use personal email addresses to communicate with pupils. An official academy email address will be provided by the Computing Subject Leader.

Portable Devices

- Mobile phones will not be used during lessons or formal academy time. The sending of abusive or inappropriate text messages is forbidden.
- Staff should be aware that technologies such as Ultra-Portable Laptops and mobile phones may access the internet by bypassing filtering systems and present a new route to undesirable material and communications.
- Staff should not use their personal mobile phones to contact pupils or capture photographs of children. Alternative equipment will be provided by the academy.

Published content and the academy web site

- The contact details on the academy website should be the academy address, email and telephone number. Staff or pupil's personal information will not be published.
- The academy's IT manager will take overall editorial responsibility and ensure that content is accurate and appropriate.
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Publishing and storing pupils' images and work

- Photographs that include pupils will be selected carefully so that individual pupils cannot be identified or their image misused.
- Pupils' full names will not be used anywhere on the Web site or Blog, particularly in association with photographs.
- Permission from parents or carers will be obtained before photographs of pupils are published on the academy website.
- Pupil image file names will not refer to the pupil by name.
- Pupil image files should be securely stored on the academy network.
-

Social networking, personal publishing and blogging

- Academy will block/filter access to social networking sites.
- Newsgroups will be blocked 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 and parents will be advised that the use of social network spaces outside academy brings a range of dangers for primary aged pupils.

Managing filtering

- The academy will work in partnership with the Internet Service Provider ACS to ensure systems to protect pupils are reviewed and improved.
- If staff or pupils discover an unsuitable site, it must be reported to the e-Safety Coordinator or the Network Manager.
- The IT manager will ensure that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.

Managing videoconferencing

- Videoconferencing should use the educational broadband network to ensure quality of service and security.
- Pupils should ask permission from the supervising teacher before making or answering a videoconference call.
- Videoconferencing and webcam use will be appropriately supervised.

Managing emerging technologies

- Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in academy is allowed.

Protecting personal data

- Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998.

Policy Decisions

Authorising Internet access

- All staff must read and sign the 'Staff Information Systems Code of Conduct' before using any academy Computing resource.
- The academy will maintain a current record of all staff and pupils who are granted access to academy Computing systems.
- At Key Stage 1, access to the Internet will be by adult demonstration with directly supervised access to specific, approved on-line materials.
- In the Nursery, internet use is strictly filtered by use of a whitelist - children are only allowed to access pre-selected sites.
- Parents will be asked to sign an agreement on entry to academy to pertain to the academy's Code of Conduct regarding internet access.
- The academy's wireless access points should be encrypted to prevent outside access.

Assessing risks

- The academy will take all reasonable precautions to prevent access to inappropriate material. However, due to the international scale and linked Internet content, it is not possible to guarantee that unsuitable material will never appear on a academy computer. Neither the academy nor Doncaster LEA can accept liability for the material accessed, or any consequences of Internet access.
- The academy will give responsibility to the academy IT manager to monitor the use of internet, email and messaging services.
- The academy should audit Computing use to establish if the e-safety policy is adequate and that the implementation of the e-safety policy is appropriate.

Handling e-safety complaints

- Complaints of Internet misuse will be dealt with according to **Appendix A**.
- Any complaint about staff misuse must be referred to the Principal.
- Complaints of a child protection nature must be dealt with in accordance with academy child protection procedures.
- Pupils and parents will be informed of the possible consequences for pupils misusing the Internet.
- Discussions will be held with the Police Youth Crime Reduction Officer to establish procedures for handling potentially illegal issues.

Community use of the Internet

- The academy will liaise with local organisations to establish a common approach to e-safety. (e.g. After-Academy Clubs, Adult Classes, etc.)

Communications Policy

Introducing the e-safety policy to pupils

- The Pupil Parliament and the Computing Subject Leader, will be involved in creating a code of conduct for pupils and explaining their responsibilities. They will enlist the help of their class-mates to create internet safety posters to be placed beside areas of networked computers (see **Appendix B**). All pupils will sign this conduct to ensure their own safety (see **Appendix C**).
- Pupils will be informed that network and Internet use will be monitored and appropriately followed up.
- Posters explaining what cyber-bullying is and where to get support will be posted throughout the academy.

Staff and the e-Safety policy

- All staff will be given the Academy e-Safety Policy and its importance explained.
- Staff will read and sign a code of conduct regarding internet and technology use. This is to ensure the safety of pupils and themselves.
- Staff should be aware that Internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential.
- Staff that manage filtering systems or monitor Computing use will have clear procedures for reporting issues.
- Staff will always use a child friendly, safe search engine when accessing the internet with pupils. (E.g. Google Safe Search – default settings)

Enlisting parents' support

- Parents' attention will be drawn to the Academy e-Safety Policy in newsletters, and on the academy web site.
- Parents will read and sign an e-safety agreement which consents to their children using internet services in academy and states that they understand the academy safety procedures. (See **Appendix C**)
- The academy will maintain a list of e-safety resources for parents/carers.
- The academy will ask all new parents to sign the parent/pupil code of conduct when they register their child with the academy.

Safeguards

If staff or pupils discover unsuitable sites the URL (address) and content which needs to be blocked, this must be reported into the Website book, which is located into the office. If there is an urgency to removing the website report this URL to the subject leader.

Academy Web Site

The point of contact on the Web site should be the academy address, academy e-mail and telephone number. Staff or pupils' home information will not be published. Web site photographs that include pupils will be selected carefully and pupil photographs will not be placed on the website if parents request for this. The academy will keep a record of all pupils who do not have consent for use of their work or photographs on the academy website. Furthermore, pupils' full names will not be used anywhere on the Web site. Children's work will only be identified by first name and/or year group.

Chat rooms

Pupils will not be allowed access to public or unregulated chat rooms. Children should use only regulated educational chat environments where an educational benefit has been established. If used this will always be supervised and the importance of chat room safety emphasised. Newsgroups will not be made available unless an educational requirement for their use has been demonstrated.

Emerging Internet uses

Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in academy is allowed. Pupils will not be allowed mobile phones during academy time. Any mobile phones brought inadvertently into academy should be kept in the academy office during the academy day. The sending of abusive or inappropriate text messages is forbidden.

Inappropriate Material

In common with other media such as magazines, books and video, some material available via the Internet is unsuitable for pupils. The academy will take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of Internet content, it is not possible to guarantee that unsuitable material will never appear

on a academy computer. Therefore, the academy cannot accept liability for the material accessed, or any consequences of Internet access. The use of computer systems without permission or for inappropriate purposes could constitute a criminal offence under the Computer Misuse Act 1990. Methods to identify, assess and minimise risks will be reviewed regularly.

Introduction of the Policy to Pupils

Throughout academy lessons on responsible Internet use will be taught for both academy and home use. This will introduce and/or re-emphasise the e-safety rules. These rules for Internet access will be posted near all computer systems. Pupils will be informed that Internet use will be monitored. Instruction in responsible and safe use should precede any Internet access.

Staff

All staff must accept the terms of the 'Responsible Internet Use' statement before using any Internet resource in academy. All staff including teachers, supply staff, teaching assistants, support staff and administrative staff will have access to the Academy Internet Policy, and its importance explained. Staff should be aware that Internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential.

Computing System Security

The academy Computing systems will be reviewed regularly with regard to security and any LA/DfES guidance will be adopted. The use of CD-Roms, data sticks and any other data recordable devices, except by staff or with their expressed agreement, will not be allowed. Personal USB pen drives, CD's and other data record devices may not be brought into academy without an up to date virus check from a subject leader. Files held on the academy's network will be regularly checked. Only approved technicians will be able to introduce and install new programs onto the network and follow the data protection policy.

Complaints

Responsibility for handling incidents will be delegated to a senior member of staff. Any complaint about staff misuse must be referred to the Principal. Parents will be informed should a pupil misuse the Internet.

Parents

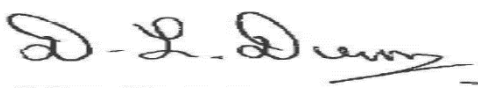
Parents' attention will be drawn to the Academy Internet Policy in newsletters, the academy brochure and on the academy Web site. Internet issues will be handled sensitively to inform parents without undue alarm. Parental training for using the internet safely will be advertised and conducted throughout the year, to assist parents with supervising and navigating the online world.

Adult Helpers

Any adult helpers who take part in supporting Computing lessons must sign the Academy Internet access agreement and be given a copy of the Internet access policy.

Review

This policy will be reviewed annually in the Autumn Term.

Signed  Chair of Governors

Signed  Principal

Date : 09/03/2023

Hill Top Academy
Responsible Internet Use for Pupils

We use the academy computers and Internet connection for learning.

These rules will help us to be fair to others and keep everyone safe.

- I will ask permission before entering any Web site, unless my teacher has already approved that site.
- I will only sign in using my own username.
- I will not look at or delete other people's files.
- I will not bring CD-ROMs or USB data sticks into academy.
- I will only e-mail people I know, or those my teacher has approved.
- Any messages I send will be polite and sensible.
- When sending e-mail, I will not give my home address or phone number, nor will I arrange to meet someone.
- I will ask for permission before opening an e-mail or an e-mail attachment sent by someone I do not know.
- I will not use Internet chat.
- If I see anything I am unhappy with or I receive messages I do not like, I will tell a teacher immediately.
- I know that the academy may check my computer files and may monitor the Internet sites that I visit.
- I understand that if I deliberately break these rules, I could be stopped from using the Internet or computers.

The academy may exercise its right by electronic means to monitor the use of the academy's computer systems, including the monitoring of web-sites, the interception of E-mail and the deletion of inappropriate materials in circumstances where it believes unauthorised use of the academy's computer system is or may be taking place, or the system is or may be being used for criminal purposes or for storing text or imagery which is unauthorised or unlawful.

Signed by pupils.....

Hill Top Academy

Responsible Internet Use for Staff

We use the academy computers and Internet connection for learning and work purposes. These rules will help us to be fair to others and keep everyone safe.

- I know that I must only use the academy equipment in an appropriate manner and for professional uses.
- I understand that I need to obtain permission for children and young people before I can upload images (video or photographs) to the internet or send them via E-mail.
- I know that images should not be inappropriate or reveal any personal information of children and young people.
- I understand that images of children uploaded to the website should be anonymous – photographs are not to have children's names attached.
- I know when writing a child's name on the website, only the first name should be used. Never a full name.
- I will report inappropriate websites following the procedure as stated in the Internet Policy.
- I will report accidental misuse.
- I will report any incidents of concern for a child or young person's safety to the Senior Designated Person in accordance with procedures listed in the Acceptable Use Policy.
- I know who my Senior Designated Person is.
- I know that I am putting myself at risk of misinterpretation and allegation should I contact children and young people via personal technologies, including my personal e-mail. I know I should use the academy e-mail address and phones to contact parents.
- I know that I must not use the academy system for personal use unless this has been agreed by the Principal.
- I know that I should not open unfamiliar emails on my laptop.
- I know I must use one memory stick, or other devices, which has been virus checked in any academy computer or laptop, so that I do not inadvertently transfer viruses, especially where I have downloaded resources.
- I will ensure that I follow the Data Protection Act 1998 and have checked I know what this involves.
- I will ensure that I keep my password secure and not disclose any security information unless to appropriate personnel. If I feel someone inappropriate requests my password I will check with the Principal prior to sharing this information.
- I will adhere to copyright and intellectual property rights.
- I will record any hardware and software to be installed via the log book.
- I accept that the use of any technology designed to avoid or bypass the academy filtering system is forbidden. I understand that intentional violation of this rule may result in disciplinary procedures being initiated.
- I have been shown a copy of the Acceptable Use Policy to refer to about all e-safety issues and procedures that I should follow. A copy can be found on the academy website.
- I understand that a mobile phone should be switched off in academy hours and should not be visible to pupils.
- I understand the dangers of social networking such as Facebook, Twitter, etc. and will not name academy in any posts, tweets, status, or information pages.
- I understand that I should not add parents as 'friends' and must not communicate with them about academy issues through social networking.

I have read, understood and agree with these Agreement as I know that by following them I have a better understanding of e-Safety and my responsibilities to safeguard children and young people when using online technologies.

Signed.....Date.....

Name (printed).....

Glossary

Acceptable Use Policy A policy that a user must agree to abide by in order to gain access to a network or the internet. In the academy's context, it may also cover how other communications services, such as mobile phones and camera phones, can be used on the academy premises.

Avatar A graphic identity selected by a user to represent him/herself to the other parties in a **chat-room** or when using **instant messaging**.

Becta The Government's lead partner in the strategic development and delivery of its e-strategy.

Chat-room An area on the internet or other computer network where users can communicate in real time, often about a specific topic.

Filtering A method used to prevent or block users' access to unsuitable material on the internet.

Information Literacy The ability to locate pertinent information, evaluate its reliability, analyse and synthesise it to construct personal meaning and apply it to informed decision making.

Instant messaging(IM) A type of communications service that enables you to create a kind of private chat room with another individual in order to communicate in real time over the Internet, analogous to a telephone conversation but using text-based, not voice-based, communication.

Peer-to-peer (P2P) A peer-to-peer network allows other users to directly access files and folders on each others computer. File sharing networks such as 'Lime Wire' create weaknesses in networks security by allowing outside users access to the academy's resources.

Spam Unsolicited junk email. The term is also used to describe junk text messages received via mobile phones. A related term, spim (or spIM), describes receiving spam via instant messaging.

Spoofing Assuming the identity of someone else, using an email address either guessed or harvested from repositories of valid email addresses (such as the address book of a virus-infected computer). Spoofing is typically practised to veil the source of virus-laden emails or, often, to obtain sensitive information from spam recipients, without revealing the source of the spammer.

Trojan Horses A virus which infects a computer by masquerading as a normal program. The program contains additional features added with malicious intent. Trojan horses have been known to activate webcams, for example, without the knowledge of the PC user.

Video Conferencing The process of conducting a conference between two or more participants over a network, involving audio and often text as well as video.

Virus A computer program which enters a computer, often via email, and carries out a malicious act. A virus in a computer can corrupt or wipe all information in the hard drive, including the system software. All users are advised to guard against this by installing anti-virus software.

Webcam A webcam is a camera connected to a computer that is connected to the internet. A live picture is uploaded to a website from the camera at regular intervals, typically every few minutes. By looking at the website you can see what the camera sees – almost as it happens.

Appendix A
Flowchart for responding to safety incidents in school

