

COMPUTING IN THE CURRICULUM POLICY

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Policy Statement

At Eaton House Schools computing is a major part of the delivery of education and a key curriculum subject in its own right. All of the school's classrooms are equipped with electronic whiteboards, projectors and computers. Eaton House Schools have ICT suites in each school and pupils may use the machines there for private study.

Technology plays an important part in the lives of all young people. Computing provides young people with unrivalled opportunities but it also brings risks. It is an important part of the school's role to teach pupils how to stay safe in this environment and how to avoid making themselves vulnerable to a range of risks, including identity theft, bullying, harassment, grooming, stalking and abuse.

ICT in the Curriculum

Computing has close links with mathematics, science and design and technology.

- Computer science – the core area of understanding the principles of information processing, how digital systems work and the basics of programming.
- Information technology – how data is represented and managed on computers.
- Digital literacy – the ability to use, and share ideas and express oneself effectively and safely through information and communications technology.

Aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

At Key Stage 1, pupils should be taught to:

- understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private
- identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

At Key Stage 2, pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems
- solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs
- work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and detect and correct errors in algorithms and programs

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- understand computer networks, including the internet, how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly
- recognise acceptable and unacceptable behaviour
- identify a range of ways to report concerns about content and contact.

Teaching Computing

The teaching of computing offers pupils a broad and balanced programme of study that enables them to build an understanding of how computers work and how they can be used in pupils' work and personal lives.

It should offer opportunities for pupils to:

- develop their general computing capability
- understand the importance of information and how to access, select and prepare it
- develop their skills in using hardware and software so as to enable them to manipulate information
- develop their ability to apply computing and other information and communications technologies (ICT) to support their use of language and communication
- explore attitudes towards ICT and its ethical use
- develop good computing health and safety attitudes and practice.

The effective teaching of computing can result in:

- improved learning across multiple subjects
- the necessary ICT literacy to access and create resources and to communicate widely through email and online publishing
- higher levels of pupil motivation
- improvements in the skills required for independent learning
- better research skills, creative thinking and problem-solving abilities

Computing capability encompasses technical skills and techniques, and also an understanding of how to apply these skills purposefully, safely and responsibly in learning, everyday life and employment.

Role of teaching staff

Class teachers should be able to:

- teach the National Curriculum programme of study (where applicable)
- use computers effectively to support subject teaching
- assess, record and report on computing attainment
- undertake relevant training to maintain and update computing skills
- contribute to planning for teaching and learning with ICT
- use computers for professional purposes.

When considering the use of computers in the school, teachers should consider the following questions.

- How is computing capability developed through subjects or lessons?
- How does computing support and enrich learning across the curriculum?
- How does computing contribute to cross-curricular themes?

To undertake this role effectively, they require training in the skills to:

- create classroom display labels, worksheets and similar materials
- obtain learning resources from the internet
- use software for activities in the areas in which they work.

Staff must maintain a professional level of conduct in their online behaviour and use of technology, including training on e-safety and cyberbullying.

Supporting Learning in Other Subjects

Computing is a subject that links many subjects together.

Pupils are given opportunities to apply and develop their computing capability by using information and ICT tools to support their learning in all subjects.

In order to do this, they should:

- find things out from a variety of sources
- select and synthesise information to meet their needs
- develop an ability to question the accuracy, bias and plausibility of information
- develop their ideas, using computing tools to amend and refine their work and enhance its quality and accuracy
- exchange and share information, both directly and through electronic media
- review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

Safe Behaviour Online

Pupils should be taught responsible behaviour online. This allows them to benefit from computer technology while being protected from harmful influences, such as predator grooming, grooming for extremism, radicalisation and cyberbullying.

E-safety principles.

- Keeping personal information private.
- Considering the long-term implications of any content posted online.
- Refraining from uploading or posting inappropriate, offensive or illegal content to their own or other online spaces.
- Reading and adhering to any website's terms and conditions of use — including those around age restrictions.

E-safety is included in formal computing teaching and all pupils should be introduced to the school's acceptable use policy.

Awareness of e-safety is raised in the following ways.

- Posters
- Reminders of e-safety issues and acceptable use wherever computers are used
- Discussion of e-safety issues at relevant points in the curriculum
- E-safety assemblies and theme weeks
- School involvement with national events such as Safer Internet Day and Anti-Bullying Week

Counter-extremism

Schools have a statutory obligation under the Counter-terrorism and Security Act 2015 and the Government's *Prevent* strategy to:

- prevent radicalisation
- stay up to date with the latest counter-extremism legislation
- be proactive and strategic in their approach to prevention, including online.

This is an integral part of the e-safety agenda as much of the threat from extremism and radicalisation is linked to internet use.

Inclusiveness in Computing Teaching

Pupils come from a range of social, cultural and economic backgrounds. This may have an effect on their prior experience of computing and access to digital technology, and on their ability to support work done in school with study at home.

Inclusiveness and access at all stages for all pupils must be considered when selecting resources and technologies. They should take care to ensure that all pupils have the opportunity to study outside the classroom and become independent learners.

Ways to provide access include running after-school clubs, having computers and software in libraries.

Gender issues should also be considered with regards to inclusiveness, as well as disability access. Care must be taken to ensure that all teaching programmes are non-discriminatory and that all pupils have access to both computing programme and the rest of the curriculum.

When completing projects, computing also provides opportunities for pupils to develop their understanding of disability issues by being asked to consider inclusiveness within their own designs and programmes.

Copyright

Pupils should be taught to understand and respect copyright and not to plagiarise the work of others.

Role of our Technical Staff

With the explosion in technology, the school recognises that blocking and barring sites is no longer adequate. Eaton House Schools needs to teach all of its pupils to understand why they need to behave responsibly if they are to protect themselves.

The school's IT staff have a key role in maintaining a safe technical infrastructure at the school and in keeping abreast with the rapid succession of technical developments. They are responsible for the security of the schools' hardware system, its data and for training the schools' teaching and administrative staff in the use of ICT. They monitor the use of the internet and emails and will report inappropriate usage to senior management.

Role of Our Designated Safeguarding Leads

Eaton House Schools recognise that internet safety is a child protection and general safeguarding issue.

All our Designated Safeguarding Leads have been trained in the safety issues involved with the misuse of the internet and other mobile electronic devices. They work closely with the Local Safeguarding Children Board (LSCB) and other agencies in promoting a culture of responsible use of technology that is consistent with the ethos of Eaton House Schools.

Safeguarding and promoting the welfare of children is everyone's responsibility. Staff are responsible in ensuring that pupils are safeguarded from potentially harmful and inappropriate online material. Any child protection concerns must be reported to the Designated Safeguarding Lead.

Misuse: Statement of Policy

Eaton House Schools will not tolerate any illegal material and will always report illegal activity to the police and/or the LSCB. If the school discovers that a child or young person is at risk as a consequence of online activity, it may seek assistance from the Child Exploitation and Online Protection Unit (CEOP). The school will impose a range of sanctions on any pupil who misuses technology to bully, harass or abuse another pupil in line with our anti-bullying policy.

Involvement with Parents & Guardians

Eaton House Schools seeks to work closely with parents and guardians in promoting a culture of e-safety. The schools will always contact parents if it has any concerns about pupils' behaviour in this area and likewise it hopes that parents will feel able to share any concerns with the school. The schools recognise that not all parents and guardians may feel equipped to protect their son or daughter when they use electronic equipment at home. The school arranges discussion evenings for parents where an outside specialist advises about online safety and the practical steps that parents can take to minimise the potential dangers to their sons and daughters without curbing their natural enthusiasm and curiosity.

Charter for the Safe Use of the Internet at Eaton House Schools

E-safety is a whole school responsibility and at Eaton House Schools, the following charter is in place:

Cyber Bullying

- Cyber bullying is a particularly pernicious form of bullying because it can be so pervasive and anonymous. There can be no safe haven for the victim who can be targeted at any time or place. The schools' anti-bullying policy and cyberbullying policy describes the preventative measures and the procedures that will be followed when the school discovers cases of bullying.
- Proper supervision of pupils plays an important part in creating a safe ICT environment at school but everyone needs to learn how to stay safe outside the school.
- Eaton House Schools values all of its pupils equally. It is part of the ethos of Eaton House Schools to promote considerate behaviour and to value diversity.
- Bullying and harassment in any form should always be reported to a member of staff. It is never the victim's fault, and he or she should not be afraid to come forward.

Treating Other Users with Respect

- The school expects pupils to treat staff and each other online with the same standards of consideration and good manners as they would in the course of face-to-face contact. They should always follow the schools' 'Rules and Regulations'.
- Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. The schools' anti-bullying policy and cyberbullying policy is set out on the website. Eaton House Schools are strongly committed to promoting equal opportunities for all, regardless of race, gender, gender orientation or disability.
- All pupils are encouraged to look after each other and to report any concerns about the misuse of technology or worrying issue to a member of staff.
- The use of cameras on mobile phones is not permitted.

Keeping the Schools' Network Safe

- The schools adhere to best practice regarding e-teaching and the internet.
- Certain sites are blocked by the schools' filtering system and the schools' IT department monitors pupils' use of the network.
- The IT department monitors email traffic and blocks SPAM and certain attachments.
- Access to sites such as 'hotmail' is not allowed on the schools' network.
- The schools have strong anti-virus protection on their networks which are operated by the IT department.

Promoting Safe Use of Technology

Pupils of all ages are encouraged to make use of the excellent online resources that are available from sites such as:

- UK Council for Child Internet Safety (<http://www.education.gov.uk/ukccis>)
- Childnet International (www.childnet-int.org)
- Cyberbullying (www.cyberbullying.org)
- Bullying UK (www.bullying.co.uk)

Pupils work to prepare examples of their own ideas of good practice which form the subject of assemblies, PSHEE, class time and House Meetings. They cover the different hazards on the internet, such as grooming, stalking, abuse, bullying, harassment and identity theft. These issues are dealt with at various times and in age appropriate ways. Guidance covers topics such as saving oneself from future embarrassment explaining that any blog or photograph posted onto the internet is there permanently. Anything that has been deleted may be cached in a search engine, company server or internet archive and cause embarrassment years later.

Pupil Use of the Internet

- Use of the internet, including e-mail, is permitted as directed by the teacher for purposes of research and learning directly related to the curriculum.
- Pupils will not be permitted to download any file.
- The use of game-style activities should be monitored by the teacher (or member of staff in charge of the ICT lab) to determine suitability. Games which are not age appropriate, contain violence, inappropriate language or behaviour demeaning to others are NOT permitted. Pupils are to follow any directions relating to gaming activity from the supervising member of staff.
- Personal e-mail, social networking or instant messaging sites are NOT to be accessed by pupils. If a member of staff has concerns regarding access to age restricted activities (i.e. a pupil has a Facebook account and is below the age of 13) action may be taken.
- Children should report any misuse of the internet to their teacher.
- Children should be made aware of the possibility and consequences of online bullying.
- When e-mail is required as part of a curriculum based lesson, ALL e-mails transmitted and received will be approved by teaching staff.
- No emails will be approved where it may include information that may offend others or where it does not respect the rights, beliefs and feelings of others. Pupils of Eaton House Schools should always remember that they are representing themselves and our school.
- Keeping personal information private
- Personal information such as full names, home addresses, and phone numbers will NEVER be sent by email.

Pupil use of the school network

- All pupils will log on as a class when accessing the network.
- Pupils must only access information stored on the shared area with permission from a member of staff.
- Pupils edit or delete any information that is stored on the Shared area.