



Polisi E-ddiogelwch a TGCh ICT and E-Safety Policy

ICT at Ysgol Pen Barras

We endeavour to enable learners of all abilities to take greater control of their learning through the application of ICT in and out of school. This will be supported by the use of ICT in an effective way throughout the curriculum. Learners will develop the skills to know when it is most helpful to use ICT, and have the ability to use it efficiently when needed. As a school our aim is that learners achieve their full potential in their application of ICT throughout the curriculum.

We try to ensure that the continuing professional development of school staff and school leaders enables them to reach nationally defined standards of competence in ICT. School staff will endeavour to apply these competencies to improve the quality of teaching and learning. School leaders will apply these competencies to improve the quality of leadership and management.

As a school we provide support and opportunities for the use of ICT by ensuring active participation in school activities, including improved information flow e.g. App service and Instagram page for parents, planning stored on central area (Teacher Share), the use of Hwb.

We will endeavour to reduce the burden of administration through effective use of ICT including general administrative communications and data transfer between schools, the LEA and central Government. We also will promote the effectiveness of management in information gathering, analysis, decision-making and communication through effective use of ICT.

In light of the introduction of the Digital Competence Framework (DCF) being made available to school from September 2016 the school will begin to familiarise itself with the framework and introduce it into the Curriculum Map, ensuring it is embedded within the planning. The ICT co-ordinator will help with staff awareness and support this new development.

We will provide appropriate and efficient technical support to ensure the daily availability of the ICT resources

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Introduction

The importance of Information and Communication Technology (ICT) prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils will use ICT as a tool for learning so providing more effective methods to discover and present ideas. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. Every child has the opportunity to learn how to employ ICT to enable rapid access to

ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of ICT promotes initiative and independent learning, with pupils being able to make informed judgements about when and where to use ICT to best effect, and to consider its implications for home and work both now and in the future.

This policy document sets out the school's aims, principles and strategies for the delivery of Information and Communication Technology (ICT) and e-Safety. This policy will be reviewed at regular intervals and updated as necessary by the ICT/e-Safety Coordinators. This policy is also available for parents on request. This policy is applicable to all that work within the school and any visiting guests who may use our IT equipment. Any violation of the policy may lead to disciplinary action or even criminal prosecution.

The Significance of Information and Communication Technology

As well as being an important curriculum requirement, the ability to use ICT effectively is a vital life skill.

We interpret the term Information Communication Technology to include the use of any equipment, which allows users to communicate or manipulate information electronically.

Aims

The overall aim is to produce learners who are confident and effective users of Information Communication Technology and to ensure that teachers develop confidence and competence to use Information Communication Technology to facilitate effective teaching. Our aim is to:-

- To teach children to use ICT for purpose and enjoyment.
- All staff are to continue to develop their ICT skills.
- Identify and develop action plans to address the development needs of the school, as a whole and the children within it.
- Teach all children to become independent users of ICT.
- Teach all children to evaluate the benefits of ICT and its impact on society and how to use it responsibly.

- Use ICT to develop partnerships with parents and children beyond the school including the use of the Internet and e-mail e.g. through the school website, setting homework.
- Celebrate success in the use of ICT.

Cross curricular use of Information Communication Technology

ICT is a powerful tool, which can be used to enhance teaching and learning across the curriculum, challenging the most able while supporting those with learning difficulties. Pupils will be taught and given opportunities to consolidate skills through highly motivating, cross-curricular activities.

This will be achieved as follows:

- When planning lessons involving the use of ICT, teachers identify activities in which the emphasis is on both the development of ICT skills and the subject being supported.

The Digital Competence Framework

Digital competence is one of 3 cross-curricular responsibilities, alongside literacy and numeracy. It focuses on developing digital skills which can be applied to a wide range of subjects and scenarios.

The children develop these skills further and apply them in a cross-curricular way which addresses the expectations and requirements of the Digital Competency Framework (DCF).

The Framework, which has been developed by practitioners from Pioneer Schools, supported by external experts, has 4 strands of equal importance, each with a number of elements.

- Citizenship – which includes:
 - Identity, image and reputation
 - Health and well-being
 - Digital rights, licensing and ownership

- Online behaviour and cyberbullying.
- Interacting and collaborating – which includes:
 - Communication
 - Collaboration
 - Storing and sharing.
- Producing – which includes:
 - Planning, sourcing and searching
 - Creating
 - Evaluating and improving.
- Data and computational thinking – which includes:
 - Problem solving and modelling
 - Data and information literacy.

The school has already begun the process of familiarisation and implementation of the DCF by including it within the school's Curriculum Planning Tracking – the foundation for ensuring skill coverage and progression.

Objectives

Delivery of ICT in the National Curriculum.

The school has adopted the use of Digital Literacy & Citizenship Scheme of Work. The ICT co-ordinator will ensure through monitoring that the ICT skills specifics are covered and assessed effectively. It is a priority that children's ICT skills acquisition is addressed to ensure continuity throughout the school.

Foundation Learners

Children's ICT skills, knowledge and understanding should be developed through a range of experiences that are holistic and integral across the Foundation Learning curriculum. Staff planning will include the use of ICT in the 7 areas of learning linking activities to theme/topic. The children will have access to ICT in their environment and develop their use of language that accompanies it and have resources available for both role play and structured play, but also have dedicated ICT time. The equipment available should range from e.g. digital cameras, iPads, Interactive whiteboards/Smartboards, stand-alone computers, bee-bot robotic toys. ICT in the Foundation Learning should reflect the use of technology in everyday life to enhance Knowledge and Understanding of the World and be included in opportunities for role play and in the outdoor environment. E-safety lessons are also taught to develop and educate them into becoming confident and responsible digital citizens. The school participates in eSafety week every spring term. The ICT Co-ordinator works with all staff to ensure that resources are appropriate to the needs of the pupils in order to enhance the seven areas of learning in the Foundation Learning.

Older Learners

Pupils should be given opportunities to build on the knowledge, understanding and skills acquired during the Foundation Phase. They should be taught to use a greater range of Information and Communications Technology (ICT) tools and information sources to support their work in other subjects. They become discerning in their use of ICT, and select information, sources and media appropriate to their work. They amend their work and present it giving consideration to the intended audience. They assess the value of ICT in their working practices.

As set out in the National Curriculum ICT can be divided into two main areas:

Create and Communicate information; for example, desktop publishing, multimedia and graphics packages.

Find and Analyse information; for example, Internet use, data handling (including the reliability / validity of data) and use of spreadsheets/Logo for investigation, databases and modelling.

Using ICT as a 'Key Skill' across the curriculum and within the Skills Framework.

The autonomous use of ICT throughout all curriculum areas is necessary for pupils to develop as holistic learners. Learners use ICT individually and collaboratively, depending on the nature and context of the task in hand. Learners develop their ICT skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software.

At the forefront of the school's planning is the objective of identifying skills acquisition. The new Skills framework identifies –

- Creating and presenting information and ideas.
- Finding and developing information and ideas.

The first strand maps capability in using ICT to communicate ideas, thoughts and intentions, selecting appropriate ways of giving information with the intended recipient or audience in mind.

The second strand is about searching for information for specific purposes, and bringing together or processing that information in different forms to develop new information, which could be used to inform judgements and help make decisions.

The main indicators of progression in ICT capability in the two strands are:

- Developing sense of purpose and audience for the work
- Increasing competence and sophistication in the creative use of software functions
- Gradual change from using given ICT resources to choosing and selecting resources to suit the task and purpose.

This will ensure that teachers look for the opportunity to use ICT throughout the curriculum but also for children to become autonomous in its use and to plan, develop and review its effective use in their work. It is the school's responsibility to make available the resources necessary to provide the children with this opportunity.

Thinking Skills

Pupils will be given opportunities to develop their thinking skills in trying to improve their own and others work and by determining success criteria as well as setting targets. As with all the skills the teachers will plan these opportunities into their lessons.

Developing Communication skills

Pupils' should communicate and present information in a variety of ways including text, graphs, pictures and sound to support their ICT activities. The children should discuss their work and that of others to communicate their learning and understanding with peers, teachers and others.

Developing number

In ICT pupils' will further develop their number skills by finding, using and interpreting information and data presented numerically and graphically in data-handling software.

Personal and Social Education

Pupils should be given opportunities, where appropriate, in their study of ICT to promote positive attitudes and values and to develop and apply the skills, knowledge and understanding relating to Personal and Social Education. Pupils will develop their understanding and ability to work together, provide a safe and secure learning and sharing environment, alongside gaining a greater understanding of the need for e-safety which will ensure they adopt safe and legal practices when using digital communications.

The Digital Competence Framework (DCF).

Digital competence is the set of skills, knowledge and attitudes that enable the confident, creative and critical use of technologies and systems. It is essential for learners if they are to be informed, capable and have the potential to be successful in today's society.

Digital competence should not be confused with Information and Communication Technology (ICT) or Computer Science. Digital competence is one of three cross-curricular responsibilities, alongside literacy and numeracy. It focuses on developing digital skills which can be applied to a wide range of subjects and scenarios that are transferrable to the world of work.

Literacy and Numeracy Framework

- Children will be given the opportunities to use digital forms of communication and will also be encouraged to discuss and share their work with peers and visitors to the school. Presentation modules will provide speaking and listening opportunities.
- Children will be given a range of opportunities to apply and use their mathematical skills in a range of real-life scenarios, from simple programming, data handling and the use of spreadsheets.

Curriculum Management

The ICT/e-Safety Coordinators, ICT Technical Support (Local Authority) and Headteacher will ensure that resources are distributed and effectively timetabled when appropriate and facilitate the use of Information Communication Technology in the following ways:

- By updating the Policy and Scheme of Work
- Identifying the need to update resources
- By co-ordinating and/or providing INSET
- To keep staff abreast of new developments
- By providing support to enable staff to develop their pupils' capability
- Monitoring the ICT curriculum
- Oversee and maintain records of software licences

Inclusion

Inclusion is about recognising individuality and the challenge of diversity but within a context of developing responses, which promote a greater mutual understanding, equal opportunities and the breaking down of barriers to participation. Children are entitled to receive, with a suitable peer group, a broad,

balanced and relevant curriculum. Wherever possible, this should be in a mainstream classroom, recognising that appropriate support, advice and resources may be necessary to achieve this. We aim to provide early intervention, rewarding achievement, supporting behaviour, involving pupils and parents and crucially, identifying underlying causes.

Global Citizenship, Sustainable Development and ICT

Children are growing up in an increasingly global context. Many have family origins or family members in other countries. They live, work and study alongside people from all over the world. More and more people are travelling for work or for leisure. All forms of culture are shaped by global influences. To understand the nature of citizenship, children need to learn about their position and role in relation to the world in which they live. They also need to develop the skills that will enable them to participate fully in society at a local, national and international level. The global dimension to IT is more than learning about 'global issues' such as sustainable development or international trade - as important as these are. It is also about understanding how global factors affect local issues which are present in all our lives, localities and communities. By studying global citizenship and sustainable development cross curricularly through ICT it is hoped children will be provided with the knowledge and understanding to make use of the opportunities available to them and to react responsibly to these issues so that they can live, work and participate fully in society at every level.

Provision for Additional Educational Needs

Pupils with Additional Educational Needs can benefit from using ICT as it enhances access to the curriculum, and this in turn encourages motivation and the development of skills. ICT resources in the school will reflect the needs of all our students.

E-Safety Policy

When the Internet is being used, then the School's Acceptable Use Policy will always be strictly adhered to. Pupils will learn about the importance of e-Safety through their ICT lessons and in cross curricular contexts.

Continuity and Progression

Class teachers are responsible for ensuring coverage of the ICT skills appropriate to their year group in their planning.

Development / Monitoring / Review of this Policy

This e-Safety policy is the responsibility of the:

- Headteacher
- E-Safety Coordinator
- Staff- including teachers, support staff, technical staff
- Governors

The policy will be monitored in the following ways:

- Informal discussion with staff and pupils
- Observation of ICT displays
- Collection of class ICT work/ HWB accounts
- Classroom observation

Schedule for Development / Monitoring / Review of this Policy

This e-Safety policy was approved by the Governing Body / Governors Sub Committee on:	December 2025
The implementation of this e-Safety policy will be monitored by the:	Headteacher e-Safety Coordinator
Monitoring will take place at the regular intervals:	Once a year
The Governing Body will receive a report on the implementation of the e-Safety policy generated by the monitoring group at regular intervals:	Once a year
The e-Safety Policy will be reviewed annually, or more regularly in the light of any significant new developments in the use of technologies,	December 2026

new threats to e-Safety or incidents that have taken place. The next anticipated review date will be:	
Should serious e-Safety incidents take place, the following external persons / agencies should be informed.	Wayne Wheatly (LA Child Protection Officer) Police

The school will monitor the impact of the policy using:

- Logs of reported incidents
- Internal monitoring data for network activity
- Surveys / questionnaires of :
 - Pupils
 - Parents / carers
 - Staff

Roles and Responsibilities

The following section outlines the e-Safety roles and responsibilities of individuals and groups within the school:

Governors

Governors are responsible for the approval of the e-Safety Policy and for reviewing the effectiveness of the policy. This will be carried out by the Governor's receiving regular information about e-Safety incidents and monitoring reports.

Headteacher and Senior Leaders

- The Headteacher has a duty of care for ensuring the safety (including e-safety) of members of the school community, through day to day responsibility for e-Safety may be delegated to the e-Safety Coordinator / Technical Assistance.
- The Headteacher and senior staff should be aware of the procedures to be followed in the event of a serious e-Safety allegation being made against a member of staff.

The e-Safety Coordinator:

- Takes day to day responsibility for the e-Safety issues and has a leading role in establishing and reviewing the school e-Safety policies / documents.
- Ensure that all staff are aware of the procedures that need to be followed in the event of an e-Safety incident taking place.
- Provides training and advice for relevant staff.
- Liaises with the Local Authority
- Liaises with technical staff
- Receives report of e-Safety incidents and creates a log of incidents to inform future e-Safety developments.
- Meets with the Governors to discuss current issues and review incident logs.
- Attends relevant meetings / sub-committee of Governors.

Technical Staff

The Technical Staff member is responsible for ensuring:

- That the school's technical infrastructure is secure and is not open to misuse or malicious attacks.
- That the school meets the required e-Safety technical requirements as identified by the LA.
- That the use of the network / internet / Virtual Learning Environment / remote access / email is regularly monitored in order that any misuse / attempted misuse can be reported to the Headteacher / e-Safety Coordinator.

Teaching and Support Staff

Are responsible for ensuring that:

- They have an up to date awareness of e-Safety matters and of the current school e-Safety policy and practices.
- They have read, understood and signed the Staff Acceptable Use Agreement.

- They report on any suspected misuse or problem on the Headteacher / Senior Leader / e-Safety Coordinator for investigation.
- All digital communications with students / pupils / parents / carers should be on a professional level and only carried out using official school systems.
- E-Safety issues are embedded in all aspects of the curriculum and other activities.
- Pupils understand how to follow the e-Safety and Acceptable Use Agreement.
- Pupils have a good understanding of the research skills and the need to avoid plagiarism and uphold copyright regulations.
- They monitor the use of digital technologies, mobile devices, cameras etc. in lessons and other school activities and implement current policies with regard to these devices.
- In lessons, where internet use is pre-planned, pupils should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches.

Safeguarding Designated Person

- The Safeguarding Designated Person should be trained in e-Safety issues and be aware of the potential for serious safeguarding issues to arise from:
 - Sharing of personal data
 - Access to illegal / inappropriate materials
 - Inappropriate on-line contact with adults / strangers
 - Potential or actual incidents of grooming
 - Cyber – bullying

Pupils:

- Are responsible for using the school digital technology systems in accordance with the Student / Pupil Acceptable Use Agreement.
- Have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations.
- Need to understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so.

- Will be expected to know and understand policies on the use of mobile devices and digital cameras. They should also know and understand policies on the taking / use of images and on cyber-bullying.
- Should understand the importance of adopting good e-Safety practice when using digital technologies out of school and realise that the school's e-Safety Policy covers their actions out of school, if related to their membership of the school.

Parents / Carers

Parents / Carers play a crucial role in ensuring that their children understand the need to use the internet / mobile devices in an appropriate way. The school will take every opportunity to help parents understand these issues through parents' evenings, newsletters, letters, website and information about national / local e-Safety campaigns / literature. Parents and carers will be encouraged to support the school in promoting good e-Safety practice and to follow guidelines on the appropriate use of social media and digital/video images taken at school events

Community Users

Ysgol Carreg Emlyn trust staff to use the ICT facilities sensibly, professionally, lawfully and consistently with their duties, with respect for their colleagues, for those in their care and in accordance with this policy.

Any inappropriate use of the ICT systems under this policy by any user may lead to disciplinary action being taken. Pupils consistently choosing not to comply with the expectations of this policy will be warned and subsequently may be denied access to Internet resources and parents will be notified.

All users **MUST NOT:**

- Transmit, retrieve, or store any communication of a discriminatory or harassing nature or materials that are offensive, obscene, violent, pornographic or sexually explicit
- Use or transmit abusive, profane or offensive language on or through the schools Internet, e-mail or messaging systems
- Seek to gain access to restricted areas of the network
- Knowingly seek to access data that is confidential unless authorised to do so.
- Introduce or, attempt to introduce any form of computer virus

- Carry out any other hacking activities

This policy will be reviewed at regular intervals and updated as necessary.

APPENDIX 1: Unsuitable / inappropriate activities

Some internet activity e.g. accessing child abuse images or distributing racist material is illegal and would obviously be banned from school and all other technical systems. Other activities e.g. cyber-bullying would be banned and could lead to criminal prosecution. There are however a range of activities which may, generally, be legal but would be inappropriate in a school context, either because of the age of the users or the nature of those activities.

The school believes that the activities referred to in the following section would be inappropriate in a school context and that users, as defined below, should not engage in these activities in school or outside school when using school equipment or systems. The school policy restricts usage as follows:

		Acceptable	Acceptable at certain times	Acceptable for nominated users	Unacceptable	Unacceptable and illegal
User Actions Users shall not visit Internet sites, make, post, download, upload, data transfer, communicate or pass on, material, remarks, proposals or comments that contain or relate to:	Child sexual abuse images –The making, production or distribution of indecent images of children. Contrary to The Protection of Children Act 1978					X
	Grooming, incitement, arrangement or facilitation of sexual acts against children Contrary to the Sexual Offences Act 2003.					X
	Possession of an extreme pornographic image (grossly offensive, disgusting or otherwise of an obscene character) Contrary to the Criminal Justice and Immigration Act 2008					X
	criminally racist material in UK – to stir up religious hatred (or hatred on the grounds of sexual orientation) - contrary to the Public Order Act 1986					X
	pornography				X	
	promotion of any kind of discrimination				X	
	threatening behaviour, including promotion of physical violence or mental harm				X	
	any other information which may be offensive to colleagues or breaches the integrity of the ethos of the school or brings the school into disrepute				X	
Using school systems to run a private business					X	
Using systems, applications, websites or other mechanisms that bypass the filtering or other safeguards employed by the school					X	
Infringing copyright					X	
Revealing or publicising confidential or proprietary information (e.g. financial / personal information, databases, computer / network access codes and passwords)					X	
Creating or propagating computer viruses or other harmful files					X	
Unfair usage (downloading / uploading large files that hinders others in their use of the internet)					X	
On-line gaming (educational)		X				
On-line gaming (non educational)			X			

On-line gambling				X	
On-line shopping / commerce			X		
File sharing			X		
Use of social media			X		
Use of messaging apps			X		
Use of video broadcasting e.g. YouTube	X				

Responding to incidents of misuse

This guidance is intended for use when staff need to manage incidents that involve the use of online services. It encourages a safe and secure approach to the management of the incident. Incidents might involve illegal or inappropriate activities (see “User Actions” above).

Illegal Incidents

If there is any suspicion that the web site(s) concerned may contain child abuse images, or if there is any other suspected illegal activity, refer to the flowchart and follow reporting procedure to E-safety Co-ordinator – Headteacher.