

Computing Policy

(including acceptable use guidelines and e-learning code of conduct)

Computing Vision Statement

Computing is concerned with how computers and computer systems work, and how they are designed and programmed. Pupils studying computing will gain an understanding of computational systems of all kinds, whether or not they include computers. Computational thinking provides insights into many areas of the curriculum, and influences work at the cutting edge of a wide range of disciplines. At Great Rollright Primary School we aim to provide an exciting and rigorous curriculum that addresses the challenges and opportunities offered by the technologically richworld in which we live.

The Acceptable Use of ICT Policy and the E Safety agreements are included with this policy.

Aims

- to enable all our staff and pupils to be confident, competent, and safe independent users of technology, using computing to motivate inspire and raise standards across the curriculum and celebrate achievement.
- to provide continuity and progression in all of the strands of the Computing National Curriculum 2014;
- for computing to be integral to school life; embedding it fully across the school as a tool, with children using it as naturally as any other classroom resource.
- to promote increased access to computing by building on and extending our resource base with appropriate classroom provision.
- to keep pace with educational developments in computing ensuring teachers have the necessary tools to do their jobs effectively.
- to further improve the efficiency of School administration tasks and communication with parents; aiming to engage parents with their child's learning in and beyond the school.
- to allow staff and children to gain confidence in and enjoyment from their use of technology; enabling all to work more effectively, enhancing and supporting teaching and learning.
- to provide staff professional development enabling the successful and positive promotion of computing in school.

The National Curriculum for Computing

The 2014 National Curriculum presents the subject as one lens through which pupils can understand the world. There is a focus on computational thinking and creativity, as well as opportunities for creative work in programming and digital media. The introduction makes clear the three aspects of the computing curriculum: **computer science (CS)**, **information technology (IT)** and **digital literacy (DL)**.

The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

The National Curriculum for Computing 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

The National Curriculum states that pupils should be taught to:

	Key Stage 1	Key Stage 2
Computer Science	Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions	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 to detect and correct errors in algorithms and programs Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web Appreciate how [search] results are selected and ranked
Information Technology	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Use search technologies effectively Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
Digital Literacy	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	Understand the opportunities [networks] offer for communication and collaboration Be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Roles and Responsibilities

The Headteacher and the teaching staff are responsible for monitoring the teaching of computing. The Curriculum Committee of the Governing Body oversees the programme of study taught in this subject. The Finance Committee of the Governing Body ensures that adequate funding is allocated to cover equipment and all necessary contracts.

Curriculum

Computing is integrated into all curriculum areas, as well as being taught as a discrete subject. All subject schemes of work identify clear computing opportunities. We aim to provide a broad and balanced curriculum throughout long term computing plans and subject schemes of work. These ensure our pupils are taught a range of skills and techniques in computing as a discrete subject and as part of work in other curriculum areas.

Teaching and Learning

Activities will be planned to operate on three levels to meet the range of our pupils' needs:

- most children will learn...
- some children will progress further and learn...
- some pupils will not make so much progress but will achieve...

Computing will be delivered through a variety of teaching and learning methods e.g. whole class, group and individual work. Differentiation and progression will be ensured by a variety of approaches e.g.

- same activity, but different expectations of outcome;
- same theme, but different levels of input;
- different groupings of children;
- different pace of working;

The Headteacher, as part of the termly monitoring process, reviews teachers' planning. This ensures that there is full coverage of the Scheme of Work and that opportunities to embed computing in the curriculum are clearly identified.

Special Educational Needs

The school recognises the advantages of the use of technology by children with special educational needs. Using a variety of technology can:

- address children's individual needs
- increase access across the curriculum
- improve language skills

Equal Opportunities

The school promotes equal opportunities to all, regardless of religion, culture, gender, age and ability, in computer usage and fairness of distribution of computing resources throughout the school. Software used in the school is chosen to ensure that it is non-discriminatory and promotes equal opportunities for all users.

Assessment

Assessment of computing will take place within all curriculum areas. Clear learning objectives will support the focus of assessed activities. Each strand of the computing curriculum is formally assessed using the Purple Mash online assessment tool. Objectives are assessed at an emerging, expected or exceeding level.

Reporting and Recording

Parents receive an annual statement of outcome in computing as part of the child's annual report.

Monitoring, Evaluation and Review

The Headteacher monitors computing planning to ensure that the scheme of work is being implemented in full. Teaching is also monitored, as is children's work, and feedback is given to teachers in line with guidance for monitoring. The scheme of work is reviewed annually and updated as appropriate to ensure it reflects good practice. It provides sufficient detail to ensure all pupils receive a consistent experience in computing.

Resource management

1. Human

As a part of Continuing Professional Development all staff are encouraged to improve necessary skills and techniques to develop computing competence across the curriculum, either through in school support or by attending courses. For this they can use the Internet to access national developments, educational materials and good curriculum practice. There are also opportunities at staff meetings, to share ideas and good practice.

All staff have the advantage of using the Internet for their own professional development by access to national developments, educational materials and good curriculum practice.

A copy of the County Security Guidelines is available from the county intranet:

[http://portal.oxfordshire.gov.uk/content/public/corporate/AtWork/Policies/HR ICT Policy Booklet.pdf](http://portal.oxfordshire.gov.uk/content/public/corporate/AtWork/Policies/HR%20ICT%20Policy%20Booklet.pdf)

Our staff sign a declaration on school letter-headed paper declaring that any computer equipment, e.g. laptops, provided by the school for their use at home during tax year **** has been and will be used only for business purposes, and that any private use will be insignificant and incidental.

2. Technical

Class teachers are responsible for the care of their hardware, reporting problems to the Head Teacher who keeps a log of faults occurring to help with future replacement decisions and with discussions with repair technicians. The school has a contract with 123ICT which includes technical support and maintenance of hardware. Curriculum computers are backed up daily, the admin computer automatically daily. The IT technician ensures that the virus protection software is regularly updated.

3. Hardware

There are 10 staff laptops and 1 desktop computer, at present, linked to the Internet and with access to colour laser printers. There are also 30+ chrome books and 6 iPads. The Chromebooks and iPads are available for use by all classes and are stored securely overnight in locked trolleys. Each classroom has a smartboard. There is a visualiser, four class digital cameras and several programmable Bee Bots/Robo Mice.

The provision of up to date computers and their distribution is reviewed regularly and purchasing decisions take energy efficiency into account. Obsolete equipment is recycled in accordance with county guidelines.

Each member of staff of the teaching staff is loaned a laptop. Teachers must not leave laptops or any other portable equipment unattended in classrooms, cars or any other place where the equipment could be stolen. Laptops are solely for teacher's official school use, both in school and at home. Teachers to whom laptops are allocated must not allow them to be used by any unauthorised individual, including family members.

The Bursar/Administrator maintains the hardware inventory, which is kept in the school office.

4. Software

Licences and master disks are kept in the school office / resource room and listed in the software inventory, which is maintained by the Computing subject manager. Some programs are used via the internet or downloaded for use from the internet, on the advice of the school's technician. Software provision, including online subscription services, is reviewed annually.

Security

All equipment is marked with a DNA security code and/or etched with the school name. The school has an alarm system. The Chromebooks and iPads are kept in a locked trolley when not in use.

Each computer is accessed through a password system providing security against unauthorised access to the management system. All staff computers and memory sticks are encrypted.

Health and Safety

All equipment will be checked annually (PAT tested), under the Electricity at Work Regulation 1989, by an accredited professional who will provide the school with a report of their work.

Regular risk assessments are conducted, faults logged and appropriate action taken.

The Health and Safety at Work Act (January 1st 1993), European Directive, deals with requirements for computer positioning and quality of screen. This directive is followed for all administrative staff. Whilst this legislation only applies to people at work we seek to provide conditions which meet these requirements for all users.

Management Information Services

By developing its use of electronic Management Information Systems (MIS) the school aims to provide effective electronic availability of individual pupil tracking data, both within the school and at transfer at the end of Key Stage.

Date adopted: September 2021

Review date: September 2024

Signature of Chair of Governors:

Signature of Headteacher:

Appendices to the Computing Policy

Appendix 1 – Internet safety and acceptable use

Internet Safety and ICT Acceptable Use Policy (extract)

Internet Safety

Rationale

The statutory curriculum expects pupils to learn how to locate, retrieve and exchange information using ICT. In delivering the curriculum, teachers need to plan for and make use of ICT, for example, web-based resources and e-mail. Access to life-long learning and employment increasingly requires computer and communications use and pupils need to develop ICT life skills in their use. Access to the internet is a necessary tool for staff and pupils. It is an entitlement for pupils who show a responsible and mature approach towards its use. The purpose of internet access in school is to raise educational standards, to support the professional work of staff and to enhance the school's management information and business administration systems. The school has a filtering system and firewall to protect users and all school equipment is updated with antivirus software,

Training

All staff have been trained in Safeguarding using CEOPS resources so that all are aware of the dangers which can be posed to pupils through use of the internet.

All children are trained in internet safety each academic year and all sign an internet user agreement. Regular reminders given about safety at the start of lessons where the internet will be used and when homework includes possible use of the internet.

Aims

- to ensure that children are aware of the dangers of the internet and know how to avoid these through safe use of the internet both in school and at home
- to support parents in advising and monitoring their children's use of the internet whilst at home, through top tip leaflets etc.
- to give pupils and staff the opportunities to access world-wide educational resources;
- to participate in new initiatives such as a managed learning environment;
- to gather information and have cultural exchanges between appropriate pupils in other schools;
- to participate in staff discussions with experts in many fields;
- to provide access to educational materials and good curriculum practice;
- to communicate with the advisory and support services, professional associations and colleagues;
- to exchange curriculum and administration data with the Local Authority (LA) and Department for Education (DfE).

Management

- The headteacher has responsibility for the school website and ensures that content is accurate and quality of presentation is maintained;
- Pupils will be made aware that the quality of their work published on the web needs to reflect the diversity of the audience;
- Photographs must not identify individual pupils in any way.
- Full names will not be used anywhere on the website, particularly alongside photographs;
- Written permission from parents will be sought before photographs of pupils are published on the school website;
- Parents will be informed that pupils will be provided with supervised internet access;
- Personal CD's and memory sticks may not be brought into school by pupils unless for homework purposes and given to class teacher.
- Responsibility for handling incidents will be given to the headteacher;
- Rules for internet safety will be displayed as appropriate for KS1 and KS2 pupils near computer systems in all classrooms.
- All staff, including teachers, supply staff, teaching assistants and support staff will be provided with the Internet Safety Policy, and its importance explained;
- Parents' attention will be drawn to the policy in newsletters, the school brochure and on the school website;

Planning and use of the Internet

- Internet access will be planned to enrich and extend learning activities.
- Access levels will be reviewed to reflect the curriculum requirement;
- Pupils will be given clear objectives for internet use;
- Staff will select sites which will support the learning outcomes planned for the pupils' age and maturity;
- Approved sites must be bookmarked, listed or copied to the school network
- Staff and pupils **will not** be allowed to access public chat rooms, including social network sites in school time;
- Staff and pupils will not access inappropriate sites that could put them or others at risk;
- New facilities will be thoroughly tested before pupils are given access;
- At **Key Stage 1**, some of the access to the internet will be by teacher or adult demonstration. However there will be situations when pupils have supervised access to specific approved on-line materials;
- At **Key Stage 2**, internet access will be granted to a whole class as part of the scheme of work, after a suitable education in responsible internet use;
- Pupils using the Internet will be supervised by an adult;
- If staff or pupils discover unsuitable sites, the URL (address) and content will be immediately reported to the Internet Service Provider via the ICT subject leader.

Appendix 2 – Codes of conduct

Code of Conduct sent to children and parents at the start of each academic year

Dear Parent/Guardian,

As part of our curriculum, we encourage pupils to make use of educational resources available on the Internet. Access to the Internet enables pupils to conduct research and obtain high quality educational resources from libraries, museums, galleries and other information sources from around the world.

To guard against accidental access to materials which are inappropriate, our internet is filtered via EXA Networks using their product Surfprotect Quantum. <https://surfprotect.co.uk/education/> However, it is not possible to provide a 100% assurance that pupils might not accidentally come across material which would be inappropriate. Therefore, before they access the Internet we discuss the E-Learning Code of Conduct with all children at an age-appropriate level and send copies of this document home to you in order that you do the same. If you have not seen this document yet, please do ask your children for it. We would be very grateful if you could read it together and then return a signed copy back to school for safekeeping.

We believe that the educational benefits to pupils from access to the Internet, in the form of information resources and opportunities for collaboration, far outweigh the potential disadvantages.

During lesson time teachers will guide pupils toward specific materials and educational resources. Where pupils are given permission to access the Internet outside lessons they must agree to access only those sites that are appropriate for use in school and use the e-learning resources appropriately.

Regular sites used by children at school are –

Purple Mash	LBQ (Learning by questions)
TTRockstars	Numbots
Top marks	Padlet
CBeebies	Newsround
Friv	

Our Key Stage 2 children also are taught how to use an internal emailing system through Purple Mash and are able to communicate with each other using this method. However, every message is checked by a teacher in order to make sure that the content is appropriate.

Attached to this letter is a copy of the school's Computing Policy for your information.

Yours sincerely

Michelle Hastings

Great Rollright C.E. (aided) Primary School
E-safety Acceptable Use Agreement

We have an Acceptable Use Agreement in place to safeguard children in their use of technologies such as the internet, mobile phones, digital devices, etc. We want to ensure that:

- children will be responsible users and stay safe while using the internet and other communication technologies (for educational, personal and recreational use)
- school ICT systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk
- parents/carers are aware of the importance of e-safety and are involved in the education and guidance of their children with regards to their online behaviour.

The school will ensure that our students have good access to ICT to enhance their learning and expect that they agree to be responsible users.

A copy of the Child Acceptable Use Agreement is attached, so that you as a parent/carer are aware of the school expectations of the children in our care. Please read this through carefully with your child and return both signed copies to school as soon as possible.

As the parent/carer of a student at Great Rollright School, I:

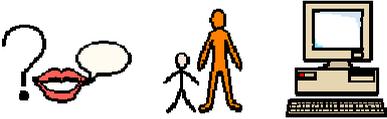
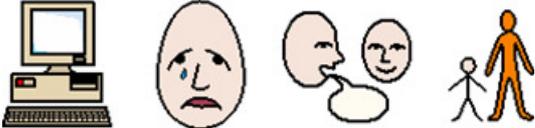
- know that my child has signed an Acceptable Use Agreement and receives e-safety education to help them understand the importance of safe use of ICT – both in and out of school
- understand that the school will take every reasonable precaution, including monitoring and filtering systems, to ensure that children will be safe when they use the internet and ICT systems
- understand that the school cannot ultimately be held responsible for the nature and content of materials accessed on the internet and using mobile technologies
- understand that my child's activity on the ICT systems will be monitored and that the school will contact me if they have any concerns about possible breaches of the Acceptable Use Agreement
- encourage my child to adopt safe use of the internet and digital technologies at home and will inform the school if I have concerns over my child's e-safety

Child's name :	
Parent/carer name (where applicable) :	
Signed :	Date :

Great Rollright C.E. (aided) Primary School – Reception

E-safety Acceptable Use Agreement

This is how we stay safe when we use computers:

	I ask an adult when I want to use the computer.
	I take care of the computer and other equipment.
	I ask for help from an adult if I am not sure what to do or if I think I have done something wrong.
	I tell an adult if I see something that upsets me on the screen.
	I know that if I break the rules I might not be allowed to use a computer.

Child's name

Parent/Carer name (where applicable)

Signed (Child)

Date

Great Rollright C.E. (aided) Primary School – Year 1/2
E-safety Acceptable Use Agreement

This is how we stay safe when we use computers:

I ask an adult when I want to use the computer.

I take care of the computer and other equipment.

I ask for help from an adult if I am not sure what to do, if I think I have done something wrong or if something seems strange.

I tell an adult if I see something that upsets me or makes me feel uncomfortable on the screen.

I know that if I break the rules, I might not be allowed to use a computer.

Child's name
Parent/Carer name (where applicable)
Signed (Child)
Date

Great Rollright C.E. (aided) Primary School – Key Stage 2
E-safety Acceptable Use Agreement

I understand that I must use the school's ICT systems in a responsible way, to ensure that there is no risk to my safety, the safety of my friends and other children in the school and the ICT systems.

For my own personal safety:

- I understand that the school monitors the use of the ICT systems, emails and other digital communications.
- I treat my username and password like my toothbrush – I don't share it, and I don't try to use someone else's.
- I am aware of 'stranger danger' when communicating on a screen and I will not arrange to meet people I have met online.
- I do not disclose or share personal information (like my name, address, school name, phonenumber, etc.) – either my own or someone else's – when online.
- I will immediately report anything that makes me uncomfortable, sad, afraid or angry that I see on-line, on my phone/other device.

I understand that everyone has an equal right to use technology as a resource and:

- I understand that the school ICT systems are primarily intended for educational use and that I will not use the systems for personal use unless I have permission to do so.
- I will not try (unless I have permission) to make large downloads or uploads that might take up room and prevent other people from carrying out their work.
- I will not use the school ICT systems for online gaming, online gambling, internet shopping, filesharing or video broadcasting (unless the video broadcasting has been agreed with my teacher).
- I will act towards others as I expect them to act towards me.
- I will not try to download copies of music or videos that are not my own.
- I will take care to check that the information I access is accurate, as I understand that the work of others may not be truthful.

- I will abide by the rules for a Google Meet – using a quiet, appropriate space, dressing appropriately, speaking politely and never recording or taking photographs of sessions.

I am responsible for my actions, in and out of school. I understand that the school has a right to take action if I am involved in incidents when I am out of school and where they are about my membership of the school community (e.g., cyber-bullying, using images of myself, friends, other children, teachers or other adults; sharing other people’s personal information, etc.).

I agree to follow these guidelines when:

- I use the school ICT systems and equipment
- I use my own equipment in school where this is allowed (e.g., my camera at school parties, etc.)
- I use my own equipment out of school in a safe and responsible way as I have been taught in school

Child’s name
Parent/Carer name (where applicable)
Signed (Child)
Date

Appendix 3 - Extra resources



Internet Safety Check Sheet

It is good practice to discuss these points with pupils at the start of the school year, the start of a project requiring internet use, or if revision of acceptable internet use is necessary.

- Only use the Internet when there is a teacher or other adult present to supervise, or when you have permission.
- Only use your own login and password.
- Think carefully before sharing personal information via the internet.
- Understand that people on the internet may not be who they say they are. If you arrange to meet up with someone in person for the first time, take an adult.
- All e-mails, discussion or text messages should be polite, appropriate and sensible. Do not send or post any e-mail or message which could cause upset.
- If you receive a rude or offensive message report it to a member of staff or trusted adult immediately.
- If you see anything offensive or if you feel uncomfortable about anything, report it.
- Be aware that the school may check your computer files and monitor the Internet sites you visit.
- Make sure that a web source is reliable and information you are going to use is accurate.
- You and your parents should have signed the school Internet agreement. You will be breaking that agreement if you deliberately break these rules. This could result in you losing your Internet access at school.

Draw pupil's attention to the poster on the classroom wall regarding sensible conduct whilst using the Internet. They can refer to this anytime they need a reminder

Be Responsible Stay Safe on the Internet

These rules for sensible Internet use will ensure our safety. Please make sure you understand and keep to them.

Use of the Internet at school is for educational purposes and your conduct should be appropriate.

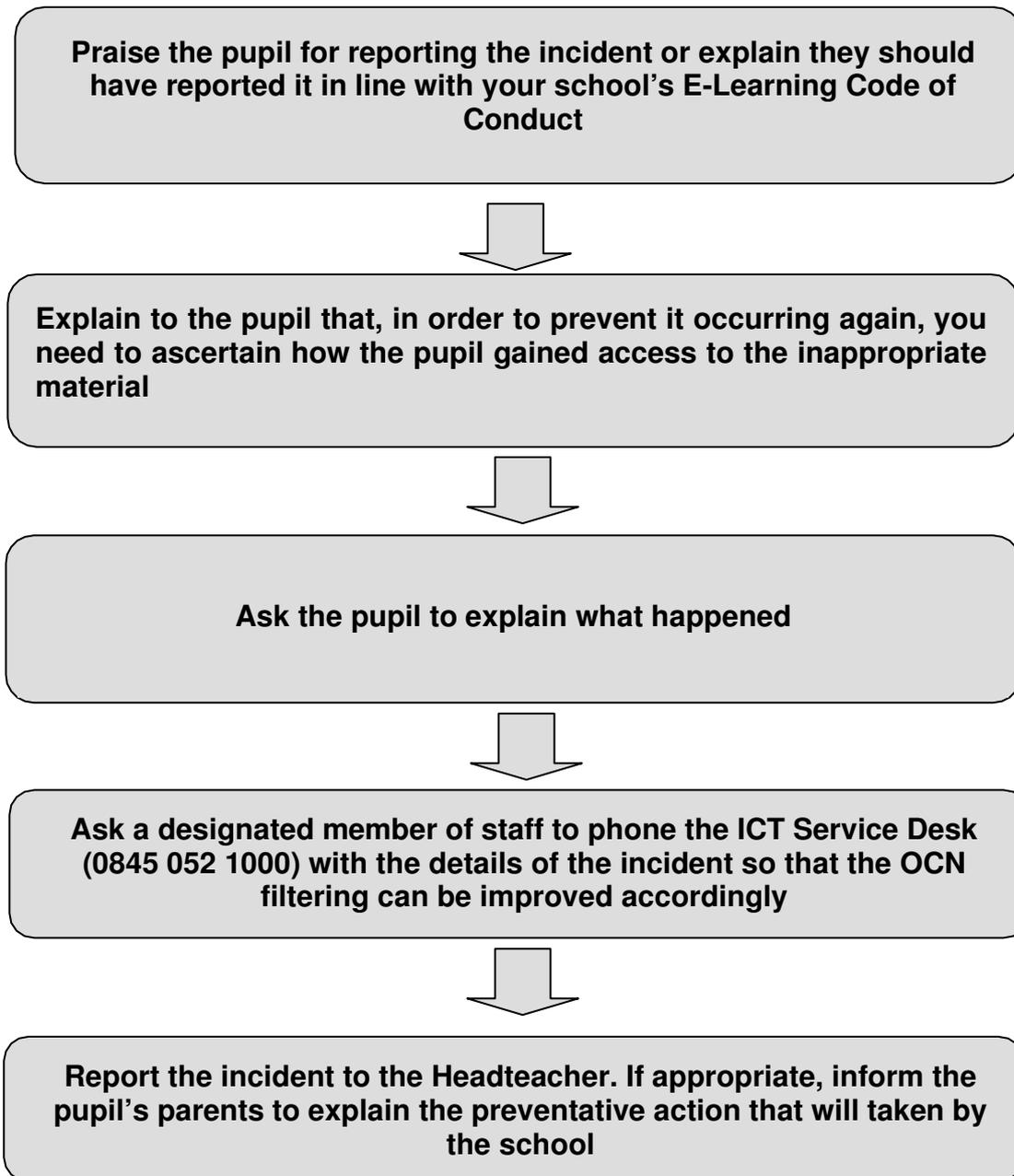
- Only use the Internet when there is a teacher or other adult present to supervise, or when you have permission.
- Only use your own login and password.
- Never give out your address, phone number or arrange to meet someone.
- All e-mails should be polite, appropriate and sensible.
- If you receive a rude or offensive message you must report it to a member of staff immediately.
- If you see anything offensive or if you feel uncomfortable about anything, report it.
- Be aware that the school may check your computer files and monitor the Internet sites you visit.
- Make sure that a web source is reliable and information you are going to use is accurate.

You and your parents should have signed the school Internet agreement. You will be breaking that agreement if you deliberately break these rules. This could result in you losing your Internet access at school.

Primary School Guidelines on Inappropriate Internet Access

Whilst using the Internet during school hours, a pupil **accidentally** finds a website displaying inappropriate material. What should you do?

Use this step-by-step guide to help you follow the correct procedure for reporting inappropriate materials from the Internet.



Should you have any further questions regarding safe and discriminating use of the Internet, please call the School Service Desk 0845 052 1000.

Primary School Guidelines to Inappropriate Internet Access

Whilst using the Internet during school hours, a pupil **deliberately** types in a website address that will display inappropriate material. What should you do?

Use this step-by-step guide to help you follow the correct procedure for dealing with pupils deliberately searching for inappropriate materials on the Internet.

Explain to the pupil that they have broken the rules of your school's E-Learning Code of Conduct, and that their behaviour is unacceptable



Take the pupil off the computer for the duration of the lesson. At a convenient time, ask the pupil to explain what happened and tell them that by doing so they may lessen the seriousness of the incident.



Draw the pupil's attention to the E-Learning Code of Conduct that they agreed with their parents on starting at the school, which is summarized on the poster displayed in your ICT area



Discuss the incident with the Computing co-ordinator and ensure it is reported to the ICT Service Desk (0345 052 1000) by a designated member of staff, so that the OCN filtering can be improved accordingly



Report the incident to the Headteacher. Decide the sanctions as per the school behaviour policy for breaking rules (e.g. removing the pupil's Internet access for a period of time). If appropriate, inform the pupil's parents and explain the action taken by the school

Should you have any further questions regarding safe and discriminating use of the Internet, contact the School Service Desk 0345 052 1000 or email ict.servicedesk@oxfordshire.gov.uk

Internet Safety Websites – For Teachers

Becta's e-safety advice for schools

<http://www.nextgenerationlearning.org.uk/safeguarding>

Thinkuknow Keeping children safe when they use the Internet.

<http://www.thinkuknow.co.uk>

Kidsmart Find lesson plans, leaflets, posters, information on activities and interactive games to play with pupils in school to teach them Internet safety.

<http://www.kidsmart.org.uk/teachers/>

Internet Safety for Schools Information on filtering software, Acceptable User Policies etc.

<http://teacher.scholastic.com/professional/teachtech/internetsafety.htm>

BBC Online Safety useful links

<http://www.bbc.co.uk/onlinesafety/>

Teachernet – on use of photographs and videos in school

<http://www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/usefulinformation/photoschoolevent/>

GetNetWise – This website has a list of video clips explaining issues regarding internet safety.

<http://www.getnetwise.org/>

Childnet – Know it All

<http://www.childnet-int.org/kia>

CEOP - The Child Exploitation and Online Protection (CEOP) Centre works across the UK and maximises international links to deliver a holistic approach across agencies and sectors - all focused on tackling child sex abuse wherever and whenever it happens

<http://www.ceop.gov.uk>

Intuitive media – Pepper and Poppy, Grid Club, Gold Star Café

<http://www.intuitivemedia.com/>

Digizen

<http://www.digizen.org.uk/>

Bullying UK

<http://www.bullying.co.uk>



GREAT ROLLRIGHT CE PRIMARY SCHOOL

Church End, Great Rollright, Oxon, OX7 5SA 01608 737202

Head Teacher – Miss Michelle Hastings



Internet Safety Websites – For Pupils

CBBC

cartoons
on ICT
safety.

<http://www.bbc.co.uk/cbbc>

4Kids Safe Surf with Earl and pupils can gain their safe surfing surtificate <http://www.4kids.org/safesurf/>

Internet Super Heroes Delivering smart, safe and responsible surfing messages to children, teens, schools and parents, online and offline.

<http://www.internetsuperheroes.org/>

NetSmartz Teens Listen to real-life stories told by teens about their Internet experiences and check out some articles that will teach you more about the Internet and being safer while online. <http://www.netsmartz.org/netteens.htm>

Bullying UK gives advice on cyberbullying issues

<http://www.bullying.co.uk>

Internet Safety Websites – For Parents

Bullying Online UK charity Bullying Online helps parents and children deal with school bullying. <http://www.bullying.co.uk>

Interactive Parents' Safety from Kidsmart

<http://www.kidsmart.org.uk/>

Thinkuknow What can I do to keep my child safe? If you are a parent or carer, the Home Office has produced a leaflet to help you find out what you need to know to keep your children safe when they use the Internet.

<http://www.thinkuknow.co.uk>

BBC Online Safety useful links

<http://www.bbc.co.uk/online/safety/>

The value of LOVE is visible in every area of school life. Our inclusive community is bound together with this golden thread and is further strengthened by the Christian values of COURAGE, RESPECT and TRUTH.





GREAT ROLLRIGHT CE PRIMARY SCHOOL

Church End, Great Rollright, Oxon, OX7 5SA 01608 737202

Head Teacher – Miss Michelle Hastings



Safer Searching – using Google

The default setting for Google filtering is moderate and so set to exclude most explicit images from Google ImageSearch results. It is easy to set a strict filtering policy and lock it in place. Visit <http://www.google.co.uk/intl/en/landing/familysafety/> to set that up.

Filtering Options

Most major search engines offer some type of filtering ability. This is intended to reduce the amount of inappropriate materials which teachers will not want children to encounter.

These filters are not perfect but used in conjunction with the LA level filters should help to provide a safe environment for pupils as far as it is possible.

- AllTheWeb: The **Offensive Content Filter** option is already on, to change it go to customise preferences.
- AltaVista: Go to Advanced Search Tools and switch on the safe search filter.
- Ask Jeeves: Go to **Settings** and use options for **Content Filtering**
- Lycos: Offer a family filtering download option at <http://www.aptrio.com/Internet/Browsing-Companions/lycos-family-filter-12862.html>
- Yahoo: Set the **SafeSearch Filter** option via the **Search Preferences** page.

YouTube Filtering at Home

Visit YouTube, if you do not have a log in create one. Once you are logged in go to the very bottom of the page and click on Safety Mode. This opens an option to turn safety mode on or off. If you put it on once you are logged in only a person with the same log in can turn it off so children should not be able to see harmful content.

Search Engines specifically for children

Kids-net Australia a search engine designed to help pupils find information safely. <http://www.kids.net.au/>

For advice on kid safe search engines try

<http://www.makeuseof.com/tag/10-search-engines-kids-parents-safe-browsing/>

The value of LOVE is visible in every area of school life. Our inclusive community is bound together with this golden thread and is further strengthened by the Christian values of COURAGE, RESPECT and TRUTH.

