Holy Trinity Primary School

Digital Technology, Online Safety & Acceptable Use Policy

April 2023

Contents

Section 1

Every School A Good School

"Our vision is of schools as vibrant, self-improving, well governed and effectively led communities of good practice focusing not on institutions but on meeting the needs and aspirations of all pupils through high quality teaching, recognising the centrality of the teacher."

The Role of ICT in the Curriculum

At the heart of the curriculum lies an explicit emphasis on the development of skills and capabilities for life-long learning and for contributing effectively to society.

(N.I. Curriculum – Skills & Capabilities)

Using Information and Communications Technology is one of three cross curricular skills:

- Communication
- Using Mathematics
- Using Information and Communications Technology

Using ICT

Information and Communications Technology, across the curriculum, has the potential to transform and enrich pupils' learning experiences and environments. It can empower pupils, develop self-esteem and promote positive attitudes to learning. Additionally, the creative use of ICT has the potential to improve pupils' thinking skills, providing them with opportunities to become independent, self-motivated and flexible learners.

Using ICT describes the ability to handle and communicate information, solve problems and pose questions through the use of information and communication technologies in a variety of contexts across the curriculum. It includes collaboration within and beyond the classroom;

allowing pupils the opportunities to share and exchange work; and exhibit and showcase their learning.

(N.I. Curriculum – Cross Curricular Skills)

At Holy Trinity Primary we acknowledge the importance of UICT within the N.I. Curriculum and are committed to improving 'Digital Literacy' in our school through the Creative Learning Partnership Programme with the Amma Centre. We consider it an essential life skill that not only enriches children's learning experiences but empowers them with lifelong expertise that will serve them well in the future. We continue to embrace evolving technologies and have adapted to the challenges of remote and blended learning throughout the Covid pandemic with the use of ClassDojo and Microsoft Teams, skills which we have continued to improve upom. In every instance, we believe it is our duty and responsibility to provide pupils and staff with the opportunity to develop their UICT capabilities and competences in a safe learning environment.

The "Five Es"

Across the curriculum, at a level appropriate to their ability, pupils should develop their ICT skills to:

Explore
Pupils should be enabled to:
- access and manage data and information.
- research, select, process, and interpret information.
- investigate, make predictions, and solve problems through interaction with digital tools.
- Understand how to keep safe and display acceptable online behaviour.

Express
Pupils should be enabled to:
- create, develop, present, and publish ideas and information using a range of digital media.
- create information and multimedia products using a range of assets.

Exchange

Pupils should be enabled to:
- communicate using a range of contemporary methods and tools.
- share, collaborate, exchange, and develop ideas digitally.

Evaluate

Pupils should be enabled to:
- talk about, review, and make improvements to work, reflecting on the process and outcome.
- consider the sources and resources used

Exhibit

Pupils should be enabled to:
- manage and present their stored work.
- showcase their learning across the curriculum.

Section 2

School Context

Holy Trinity PS is a large primary school (700+ pupils) situated in the Cookstown urban area. The school has a very high standing within the local community and is renowned for the quality of its provision. At the forefront of all we do is our pupils, and we strive to ensure that every pupil in Holy Trinity PS has the opportunity to enhance and enrich their learning through the vehicle of ICT.

This policy is based on and complies with DENI Circular 2013/25 on 'eSafety Guidance'. It also complies with DENI Circular 2007/1 on Acceptable Use of the Internet and Digital Technologies in Schools and DENI Circular 2011/22 and circular 2016/27 on Internet Safety.

The policy applies to all members of the school community who have access to and are users of the school ICT systems and platforms, both in and out of school. This includes pupils, parents, staff including, all teaching and non-teaching staff, the Board of Governors, visitors, volunteers, and other individuals who work for or provide services on behalf of the school. Furthermore, this policy applies to all when using

online learning platforms provided by the school when using from home or outside of school (E.g., ClassDojo, Mathletics).

This policy incorporates our Acceptable Use policy. It also must be read in conjunction with other relevant school policies including Data Protection policy, Child Protection policy, Anti-Bullying policy and Behaviour policy.

This document sets out the policy and practices for the safe and effective use of ICT and related technologies in Holy Trinity Primary School and at home.

Our Vision for ICT

We, the staff of Holy Trinity Primary School, recognise the potential of ICT across the curriculum and the role of ICT in the everyday lives of our pupils. We are committed to the integration of ICT to enhance all aspects of school life, including learning, teaching, curriculum, management, and administration. In Holy Trinity Primary School, we see ourselves as a 'Digital School', always 'thinking for digital' and embracing a digital culture, where ICT is infused throughout all areas of teaching and learning. We have worked in conjunction with Amma to deliver a Creative Learning Partnership Programme to enhance the 'Digital Literacy' skills of all our staff and pupils. We recognise the ever-changing face of ICT and wish to be able to respond to new developments. ICT is a valued resource in our school that promotes the public image of the whole school and helps pupils develop a positive self-image. We believe ICT has the flexibility to meet the individual needs and abilities of all pupils and has great potential for children with learning difficulties. We believe that ICT can motivate and enthuse pupils and offers potential for effective group work. It offers positive interaction between staff and pupils. Most importantly ICT and digital technology gives pupils opportunities to develop skills for life by engaging, challenging, and developing pupils thinking and learning.

ICT is a tool used to enhance all aspects of school life, including learning, teaching, curriculum, management, and administration. All ICT activities planned for, focus on ICT being **the medium that supports the learning** with Thinking Skills and Personal Capabilities at the fore. We strive to

provide digital experiences to enrich and enhance communication, collaboration and higher order thinking and problem solving.

By using ICT in Learning and Teaching we are:

- Extending and enhancing learning across all areas of the curriculum.
- Contributing to raising standards in literacy, numeracy, and other areas of learning.
- Encouraging our pupils to select and use ICT appropriate to the task.
- Developing skills in the use of ICT and the ability to apply these skills in a range of curricular contexts.
- Instilling in them a sense of confidence, achievement, and enjoyment.
- Enabling our pupils to extend their learning beyond the school environment.
- Ensuring our teaching staff are motivated and skilled in the use of ICT and aware of the contribution ICT can make to learning and teaching.
- Enabling our pupils to develop the skills of using ICT safely and responsibly in a safe, learning environment.
- Providing Remote and Blended Learning opportunities for children to access the curriculum beyond the school environment.
- Engaging with students and parents online to provide access to a variety of sources of information.

In Management and Administration, we continually Use ICT to:

- Create, use, and adapt high quality digital teaching resources.
- Support communication with parents and the wider school community through the use of the school website, the parent app and ClassDojo.
- Encourage sharing of resources and good practice through ICT.
- Increase professional efficiency through the use of SIMS for record keeping, reporting, and communicating.
- Enable the use of pupil performance data recorded on SIMS to inform strategic planning.

Strategies for use of ICT

- Since the focus of the Northern Ireland Curriculum is now on 'Using' ICT skills, ICT is not taught as a distinct subject, but is a tool to be used in a variety of meaningful contexts throughout the curriculum (see Numeracy/Literacy Policy).
- ICT is planned and delivered as an integral part of each curriculum area to support and enrich children's learning.
- ICT can be used for Remote and Blended learning purposes to enable students to access the curriculum from home.
- All pupils are given equal access opportunities through management of ICT resources.
- ICT is a statutory entitlement for all pupils – never a punishment or reward.

3. Responsibility

The Role of the ICT Coordinator

The ICT Coordinator is responsible for ensuring that there is a consistent approach to the development and progression of ICT throughout the school. To achieve this, they:

- Chair meetings with ICT Task Team and ICT Team
- Promote the use of ICT across the curriculum areas in all age groups.
- Provide leadership and direction
- Play a key role in school policy development in relation to ICT and teaching and learning
- Attend BOG meetings and briefs members on the progress of action plans etc.
- Liaise with SMT in order to set priorities and targets to improve ICT provision
- Support, guide and motivate colleagues to ensure that they have the opportunity to develop their ICT skills and knowledge- which may require the provision of training for staff
- Lead INSET ICT days for planning and monitoring purposes
- Ensure that there is a consistent approach to the monitoring and evaluation process by liaising with ICT Team, visiting classrooms and speaking to pupils
- Familiarise staff with the 'types' of ICT we focus on year on year
- Keep teachers fully informed of all ICT developments

- Monitor teaching and learning to ensure progression
- Ensure equipment is in a good state of repair and report faults to C2k, as well as providing a weekly fault log to the technician
- Ensure all staff is aware of the health and safety aspects of using ICT.

The Role of the Principal

- Oversee the way ICT should support, enrich, and extend the curriculum experiences
- Liaise with the ICT Co-ordinator to decide on the provision and allocation of resources
- Liaise with the ICT Co-ordinator to ensure ICT is integrated into the School Development Plan
- Liaise with the ICT Co-ordinator to ensure that the Online Safety Policy is implemented.

The Role of the ICT Team

The ICT Team comprises of one member from every year group, including nursery. They play an important role in:

- Monitoring and evaluating teaching of ICT skills within their year group
- Ensuring that ICT is effectively integrated into year group planning, teaching, and learning
- Ensuring that ICT tasks identified for their year group are completed and evidence is held in a digital portfolio as well as hard copy
- Helping the ICT Coordinator lead INSET days for the planning and monitoring of ICT

ICT Team
Mr. Teague (Co-coordinator)
LSC/ASC Miss C Reilly
Nursery Mrs. A Devlin
P1 Miss C Nixon
P2 Mrs. N Gormley
P3 Miss E Hughes
P4 Mr. S Duffin
P6 Mrs. S Campbell
P7 Mrs. Deeney

Section 4

Planning and Progression

Planning for ICT ensures coverage of the statutory requirements for ICT as set out under the 5 'E's – Explore, Express, Exchange, Evaluate and Exhibit. All pupils have opportunities to develop a wide range of skills and competencies commensurate with their age and abilities as they progress through the school from P1 to P7. Priorities for ICT development are identified in the Action Plan year on year. INSET days are held to plan, evaluate, and monitor ICT throughout the school. All staff are thereby involved in creating schemes of work in ICT which display progression and continuity for children from year 1 to year 7.

Understanding and integrating different 'types' of ICT into our planning ensures that our pupils are experiencing a breadth of experiences in ICT. Over the past number of years, we have worked to develop opportunities for our pupils in the area of **'Digital Literacy'**. We have integrated this into our curriculum and planning. We have worked alongside the AMMA centre and teachers have built on their skills and expertise in this area. Children and teachers now confidently and effectively use Book Creator, iMovie, Green Screen, Wordificator, Keynote, Explain Everything and Scratch/Scratch Jr. apps and software in a range of curricular and learning contexts. This year the school has also embraced the Digital School House Programme with pupils from Primary 5, Primary 6 and Primary 7 taking part.

School Development Plan

The school's action planning for ICT forms part of the overall School Development Plan, identifying and prioritising areas for development. This is reviewed on an annual basis, taking into account developments in technology and outcomes of monitoring and evaluation procedures.

Staff Development

We recognise the need for the on-going development of ICT capability to reflect the constantly changing nature of technology. We have a culture of continuing professional development of all staff, including support

staff as appropriate. INSET and after school training are regularly set aside to support this and are provided in accordance with the school development plan. Training is based on annual review meetings with principal and audit of staff ICT needs carried out by ICT Team, as well as developments in technology. The ICT Curriculum Team are at the forefront of keeping abreast of technology developments. They attend training courses and disseminate said training back to the coordinator and all staff if appropriate. We enlist the support of leading ICT organisations such as the AMMA Centre and iTeach to support our continuing professional development in the area of ICT and digital technologies.

ICT to support inclusion

'Good use of ICT to support Inclusion helps everyone. Materials developed or adapted to meet the needs of learners with special needs can often support all pupils learning more effectively so everyone benefits.' Becta ICT Research 2005

There is great potential for using ICT to promote inclusion and for supporting personalised learning. Different learning styles can be addressed by using a range of media such as sound, pictures, text and film that can be manipulated by pupils using an interactive whiteboard to reinforce learning.

The school's ICT facilities are available for use by all pupils and staff. All children will be given access to ICT regardless of gender, race, physical or sensory disability.

Assistive Technologies

For pupils with learning difficulties and/or physical or sensory disability appropriate use of ICT can often enhance access to aspects of the curriculum. Assistive technologies can make learning accessible for all and remove possible barriers to communication. In co-operation with the SENCO we endeavour to provide, wherever and whenever possible, appropriate software and hardware (Lexia, Nessy, Read Write Gold) to

enable such access.

Our Learning Support Centres have an interactive whiteboards, a desktop, and iPads available for pupils to use. The hardware/software provided:

• enable the children to reach their potential
• support the pupils with specific difficulties

iPads are also available for pupils in mainstream with a specific need or statement such as children on the Autistic Spectrum.

A team of staff have also been trained in using the TextHelp Read & Write Toolbar, which pupils can avail of in order to support their learning and communicate effectively and confidently.

Section 5

Monitoring & Evaluating

Teachers routinely evaluate their use of ICT in learning and teaching and the impact on pupil outcomes. They also maintain records of pupils' ICT capability year on year showing evidence of progress in the five 'E's.

The ICT Coordinator visits classrooms to speak to pupils and report back to staff, SMT and principal. They also attend BOG meetings and briefs members on the progress of action plans etc. ICT progress is also discussed and monitored at each SMT meeting which the ICT coordinator attends.

The ICT Team and Coordinator collect samples of work for monitoring purposes. These are brought to the ICT Team Meeting and shared among the team. These meetings provide the opportunity for the team to oversee what is going on in ICT throughout the school. Examples of good practice are shared, and feedback provided at year group / whole school level.

The school website - https://www.holytrinitypscookstown.org/ , app - 'School's Northern Ireland' and ClassDojo are all vehicles through which parents are kept up to date with school news, affording them the opportunity to

view curriculum work ongoing in classes. Such work is also celebrated at assemblies with all pupils and staff present.

SIMS.net modules such as Assessment Manager and Performance Analysis are used by principal, SMT and staff to track pupil progress. The Pastoral Care and SENCO modules are used to support all pupils with specific reference to pupils on the register.

Through annual staff reviews the principal and ICT coordinator evaluate our yearly ICT planning. Staff training is identified for the following year and priorities are identified for ICT development.

<u>Assessing, Recording and Reporting</u>

Using ICT in Holy Trinity Primary is assessed by:

- · Using CCEA tasks from Primary One to Primary 7 (Primary One are 'working towards') to record children's achievements. These tasks ensure that every child is having experiences in the 5Es which are statutory (Appendix Four).
- · Involving the children in self and peer assessment when they Use ICT, while discussing the benefits of this on their learning.
- · Providing year groups with an appropriate record of children's ICT skills. (This record is closely linked to ICT progression statements for each year group.)
- · Ensuring a digital portfolio is held containing samples of pupils' work showcasing breadth and experiences in ICT.
- · Monitoring teachers' planning in ICT by overseeing planners and meeting with the ICT team to inform; and to be informed; of how Using ICT throughout the school is progressing.

The ICT coordinator as part of their ongoing role sets targets and evaluates outcomes to ensure that ICT is used effectively to support quality.

Teachers will report on a child's progress:

to the Next Teacher by:

- · discussing progress.
- · passing on digital folders of children's work

- passing on information regarding skills/level (Check list)
- reading end of year Pupil Report.

and to Parents/Carers by:

- informal discussion during parent interviews.
- a formal comment regarding ICT Competence on the child's written report.

Section 6

Access to ICT

Pupils have access to ICT through two computer suites (Foundation/KS1 and KS2) which are timetabled for use throughout the week. They also continue to have access to ICT through class-based computers, resource area computers and laptops. Interactive Whiteboards are in every classroom and there is a three-year development plan in place to update all the interactive whiteboards throughout the school with the latest technology by the end of 2023. Floor robots (Roamer, BeeBot, ProBot) are distributed throughout Primary One to Primary Four. Each year group has access to 15 iPads, a digital camera and there is a photocopier and scanner available in the KS1 computer suite, for use by teachers or pupils.

Pupils have also been developing their abilities in Film, Animation and Presenting by using recording equipment such as tripods and Green Screen. Children are also encouraged to join the town library and utilise the computers based there.

ICT Resources

The ability to use ICT is a vital skill in modern society. ICT includes the use of equipment that enables users to communicate, collaborate or to manipulate information electronically.

- Computers - Hardware and Software
- C2K
- ClassDojo
- Microsoft Teams

- The Internet and E-mail
- CD Players/MP3 Players
- Recording devices
- Headphones
- Television
- DVD Player
- Calculators
- Surface Pro's
- Cameras – including digital video cameras, web cam
- Recording equipment – Green Screen, tripod
- Telephone and Fax Machine
- Remote Control Devices
- Programmable devices – Bee-Bot/Pro-Bot/mini parrot drone
- Interactive Whiteboards
- iPads

As children progress from Y1-Y7 they are given opportunities to use a variety of these ICT resources.

Organisation of Resources

- There is one networked PC located in each classroom.
- All C2K PCs provide over 70 software titles to suit curriculum needs. Teachers select software titles appropriate to children's needs and abilities, taking into account progression from Y1-Y7.
- All classrooms are equipped with C2K PCs which provide connection to the Internet.
- Through the network there are shared printing facilities. Colour and b/w printers are located either within the classrooms or in a central resource area agreed by teachers. P1 to P7 classrooms have the availability of a colour photocopier which can be accessed via their PC/laptop.
- Additional PCs are located in KS1 and KS2 computer suites and the Learning Support Centres and the resource areas in Primary 3 and Primary 4.
- Laptops are available for use on network, standalone classroom use and for home use.
- Each teacher was provided with a Surface Pro laptop as part of the Managed Service.
- Teachers may connect laptops to network points in order to carry out personal research, planning etc.

- Teachers have received training in the use of Microsoft products in order to promote collaboration in order to enhance the teaching and learning
- Other resources are located within year groups or may be obtained from ICT coordinator. These include e.g. camera, microphones, video camera, VGA Adaptors, Apple TV, Tripod.
- Wireless provision is provided in the KS2 library, KS1 and KS2 computer suites, Primary 3 and Primary 4 resource area.

Wireless points locations: P1 area, P2 area, KS1 library, LSC2/Nurture room, P4 resource area, P5 resource area, KS2 computer suite, KS2 library, KS1 computer suite, Red Floor Hall, Nursery and Learning Support Centre.

Section 7

Digital Literacy - Computer Coding & Programming

Primary 1	BeeBot/Constructabot 'Journey in Fairytale Land' CCEA Task
Primary 2	BeeBot 'Moovers & Groovers' CCEATask
Primary 3	BeeBot app "BeeBot's Challenge' CCEA Task
Primary 4	Scratch Junior
Primary 5	Scratch 'Time to scratch' CCEA Task
Primary 6	Scratch 'Charlotte's Web' Interactive Design CCEA Task
Primary 7	Scratch 'Titanic Game' Interactive Design CCEA Task

In Holy Trinity Primary School, we recognise the ever changing and fast paced digital world. One of our primary aims is to help children develop skills in order to grow into capable adults. We appreciate the need for children to develop skills in thinking, problem solving, team work, logic and so on, in order to qualify for future jobs that possibly have not yet even come to exist in a rapidly developing digital world. Progression in coding and programming skills is evident throughout the year groups.

All pupils have access to the Code.org Coding software in school which provides progressive coding tasks and challenges. Year groups also provide pupils with opportunities to use Minecraft as a learning tool for different topics and learning objectives.

Digital Leaders Initiative

The Digital Leaders initiative, first implemented in 2016, is a school wide scheme for recognising and celebrating digital achievements and capabilities. The initiative provides the opportunity to train, excite and empower pupils with an aptitude for Digital Technologies. A Digital Leader is a Primary 7 pupil who is part of a Digital Leaders Team within a school, whose role it is to support the use and further the development of the iPad and digital learning. They have a range of duties which includes day to day classroom support, representing school at events, and running internal 'Genius Bar' type initiatives. Currently we have 15 Digital Leaders from P7.

ICT achievements are also celebrated by children receiving certificates for Lexia, Nessy, Studyladder and completion of the Hour of Code. These are presented and celebrated at assemblies and showcased on the school website and TV screens around the school.

Section 8

Promoting Links with Parents and Community

Our school motto is "Holy Trinity Primary School at the heart of the community". With this in mind we see effective communication with parents as vital to developing positive relationships. We provide them with:

- 'Trinity News' on a monthly basis detailing the school's activities/achievements which is emailed to mail list and uploaded to the school website/app.
- PicCollages are created and shared with parents via ClassDojo, the school website and the school's social media accounts celebrating the work and achievements of our pupils.
- Curriculum leaflets such as the 'Parent's Guide to E-Safety'
- Updates on school website and social media (Facebook and Twitter)
- Group Call text calls for reminders of important events in their children's lives.

Links between Holy Trinity Primary and the wider community are also firmly developed. These include:

- Links with Holy Trinity College e.g., E-safety community initiative, Digital School House Programme
- Podcasts/Live Broadcasts
- Shared Education with Phoenix Primary and Cookstown Primary
- Local businesses supporting fundraising ICT technologies - Interactive Whiteboards, iPads

An increasing number of children have access to computers in the home or through their out-of-school activities.

In keeping with the school Homework Policy children will be encouraged to make use of home computers and ICT resources available to them.

Where appropriate children will be given opportunities to make use of ICT resources to:
- Carry out research to support classroom work, projects etc.

- To complete work begun in school.
- To carry out or present a homework task.
- To extend their learning through the use of Studyladder, Mathletics etc.

Online Safety

<u>Online Safety</u>

<u>Section 9</u>

<u>Rationale</u>

Boards of Governors have a duty to:

"Safeguard and promote the welfare of pupils" (Article 17 of the Education and Libraries N. I. Order 2003).
"Determine the measures to be taken at a school to protect pupils from abuse." (Article 18 of the Education and Libraries N.I. Order 2003).

In the exercise of those duties, Boards of Governors must ensure that their schools have a policy on the safe, healthy, acceptable and effective use of the Internet and other digital technology tools. They must also actively promote safe and acceptable working practices for all staff and pupils: these will serve to reassure parents and guardians.

<u>What is online safety?</u>

Online safety covers not only Internet technologies but also electronic communications via mobile phones, games consoles and wireless technology.

Online safety in the school context is:
- Concerned with safeguarding children and young people in the digital world; emphasises learning to understand and use technologies in a positive way.
- Less about restriction and focuses on education about the risks as well as the benefits so that users feel confident online.
- Concerned with supporting pupils to develop safer online behaviours both in and out of school.
- Concerned with helping pupils recognise unsafe situations and how to respond appropriately.

The rapidly changing nature of the Internet and new technologies means that online safety is an ever growing and changing area of interest and concern. This policy reflects this by keeping abreast of the changes taking place. The school has a duty of care to enable pupils to use on-line

systems safely. This policy contains aspects in relation to use of the internet, use of mobile phones and use of digital/photographic images of children. It is largely based on DENI Circular 2007/1 *"Acceptable Use of the Internet and Digital Technologies in Schools"*, DENI Circular 2011/22 *"Internet Safety"* and DENI Circular 2013/25 *"eSafety Guidance"*. It should also be read in conjunction with the School's Safeguarding Policies.

Currently the internet technologies that children and young people are using, both inside and outside of the classroom, include:

- Websites
- Learning Platforms and Virtual Learning Environments
- Email and Instant Messaging
- Chat Rooms and Social Networking
- Blogs and Wikis
- Podcasting
- Video Broadcasting
- Music Downloading
- Online Gaming
- Mobile/Smart phones with text, video and/or web functionality
- Other mobile devices with web functionality

The DENI circular 2007/01 states that:
"Used well, digital technologies are powerful, worthwhile educational tools; technical safeguards can partly protect users, but education in safe, effective practices is a key goal for schools." Whilst these ICT resources can be exciting and beneficial both in and out of the context of education, all users need to be aware of the range of risks associated with the use of Internet technologies.

In Holy Trinity Primary School, we understand the responsibility to educate our pupils in online safety issues. We aim to teach them appropriate behaviours and critical thinking to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom.

The Internet

The Internet is a unique and exciting resource. It brings the world into the classroom by giving children access to a global network of educational resources. There is no doubt that the use of the Internet is an essential skill for children as they grow up in the modern world. The Internet is, however, an open communications channel, available to all. Anyone can send messages, discuss ideas, and publish materials with little restriction. This brings young people into contact with people from all sectors of society and with a wide variety of materials some of which could be unsuitable. Key Concerns are:

Potential Contact

Children may come into contact with someone on-line who may wish to harm them. Some adults use social networks, chat rooms or e-mail to communicate with children for inappropriate reasons

Children should be taught:
- **That people are not always who they say they are.**
- **That "Stranger Danger" applies to the people they encounter through the Internet.**
- **That they should never give out personal details.**
- **That they should never meet alone anyone contacted via the Internet.**
- **Once they publish information it can be disseminated with ease and cannot be destroyed.**

Inappropriate Content

Through the Internet there are unsuitable materials in many varieties. Anyone can post material on the Internet.
Some material is published for an adult audience and is unsuitable for children e.g., materials with a sexual content.
Materials may express extreme views. E.g., some use the web to publish information on weapons, crime and racism which would be restricted elsewhere.
Materials may contain misleading and inaccurate information. E.g., some use the web to promote activities which are harmful such as anorexia or bulimia.

Children should be taught: -
- **That information on the Internet is not always accurate or true.**
- **To question the source of information.**
- **How to respond to unsuitable materials or requests and that they should tell a teacher/adult immediately.**

<u>**Excessive Commercialism**</u>

The Internet is a powerful vehicle for advertising. In visiting websites children have easy access to advertising which is very persuasive.

Children should be taught:
- **Not to fill out forms with a lot of personal details.**
- **Not to use an adult's credit card number to order online products.**

If children are to use the Internet in places other than at school e.g. – libraries, clubs and at home, they need to be educated about how to behave on-line and to discuss problems. There are no totally effective solutions to problems of Internet safety. Teachers, pupils, and parents must be vigilant.

<u>Cyber Bullying</u>

Staff at Holy Trinity Primary School are aware that pupils may be subject to cyber bullying via electronic methods of communication both in and out of school. This form of bullying is addressed within our school's Anti-Bullying Policy, Pastoral Care Policy and Child Protection Policy.

Cyber Bullying can take many different forms and guises including:
- Email – Nasty or abusive emails which may include viruses or inappropriate content.
- Instant Messaging (IM) and Chat Rooms- Potential to transmit threatening or abusive messages perhaps using a compromised or alias identity.
- Social Networking Sites – Typically includes the posting or publication of nasty or upsetting comments on another user's profile.
- Online Gaming – Abuse or harassment of someone using online multi-player gaming sites.

- Mobile Phones – Examples can include abusive texts, video or photo messages.
- Abusing Personal Information – May include the posting of photos, personal information, fake comments and blogs or pretending to being someone online without that person's permission.

Whilst cyber-bullying may appear to provide anonymity for the bully, most messages can be traced back to their creator and pupils should be reminded that cyber-bullying can constitute a criminal offence. While there is no specific legislation for cyberbullying, the following legislation covers different elements of cyber-bullying behaviour:

- Protection from Harassment (NI) Order 1997
- Malicious Communications (NI) Order 1988
- The Communications Act 2003

Our pupils are encouraged to report incidents of cyber-bullying to their parents and the school. The school will keep records of cyber- bullying.

<u>Roles and Responsibilities</u>

As online safety is an important aspect of strategic leadership within the school, the Principal and Board of Governors have ultimate responsibility to ensure that the policy and practices are embedded and monitored. It is the role of the ICT Co-ordinator to keep abreast of current online safety issues and guidance through organisations such as CEOP (Child Exploitation and Online Protection) and Childnet. The ICT Coordinator has responsibility for leading and monitoring the implementation of online safety throughout the school.

The Principal/ICT Coordinator update Senior Management and Governors with regard to online safety and all governors have an understanding of the issues at our school in relation to local and national guidelines and advice.

Writing and Reviewing the Online Safety Policy

This policy, supported by the school's Acceptable Use Agreement for staff, governors, visitors, and pupils, is to protect the interests and safety of the whole school community. It is linked to other school policies including those for Digital Technologies, Behaviour, Health and Safety and Child Protection.

It has been agreed by the Senior Management Team, Staff and approved by the Governing Body. The online safety policy and its implementation will be reviewed biannually.

Online Safety Skills' Development for Staff

- All staff receive information and training on online safety issues through the coordinator at staff meetings.

- All staff have been made aware of individual responsibilities relating to the safeguarding of children within the context of online safety and know what to do in the event of misuse of technology by any member of the school community.

- New staff members receive information on the school's Staff Code of Conduct/Acceptable Use Agreement as part of their induction.

- All staff are encouraged to incorporate online safety activities and awareness within their lessons.

Online Safety Information for Parents/Carers

- Parents/carers are asked to read through and sign the Acceptable Use Agreement on behalf of their child.

- Parents/carers are required to make a decision as to whether they consent to images of their child being taken/used on the school website. All Nursery, P1 and newcomer parents receive permission letter in Autumn term.

- The school website contains useful information and links to sites like CEOP's thinkuknow, Childline, and the NSPCC.

- The school will communicate relevant online safety information through newsletters when necessary.

- All new parents receive a copy of the school Online Safety Policy and Acceptable Use Agreement at induction meetings.

- The school website will have the school policy attached for information.

- Annual online safety talks for parents

Parents should remember that;

- It is important to promote online safety in the home and to monitor Internet use.

- Keep the computer in a communal area of the home.

- Be aware that children have access to the internet via gaming stations and portable technologies such as smart phones.

- Monitor on-line time and be aware of excessive hours spent on the Internet.

- Take an interest in what children are doing. Discuss with the children what they are seeing and using on the Internet.

- Advise children to take care and to use the Internet in a sensible and responsible manner. Know the SMART tips.

- Discuss the fact that there are websites/social networking activities which are unsuitable.

- Discuss how children should respond to unsuitable materials or requests.

- Remind children never to give out personal information online.

- Remind children that people online may not be who they say they are.

- Be vigilant. Ensure that children do not arrange to meet someone they meet online.

- Be aware that children may be using the Internet in places other than in their own home or at school and that this internet use may not be filtered or supervised.

- Follow guidelines in the school's 'E-Safety Guide for Parents' leaflet

Section 10

Teaching and Learning

Internet use:

- The school will provide opportunities within a range of curriculum areas to teach online safety.

- Educating pupils on the dangers of technologies that may be encountered outside school is done informally when opportunities arise and as part of the online safety curriculum.

- Pupils are aware of the impact of online bullying and know how to seek help if these issues affect them. Pupils are also aware of where to seek advice or help if they experience problems when using the Internet and related technologies, i.e. parent/carer, teacher/trusted member of staff, or an organisation such as Childline/CEOP.

- The school Internet access is filtered through the C2k managed service.

- **No filtering service is 100% effective**; therefore all children's use of the Internet is supervised by an adult.

- Use of the Internet is a planned activity. Aimless surfing is not encouraged. Children are taught to use the Internet in response to a need e.g. a question which has arisen from work in class.

- Pupils will be taught what Internet use is acceptable and what is not and given clear objectives for Internet use.

- Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval, and evaluation.

- The school will ensure that the use of Internet derived materials by staff and 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.

- Children are taught to be Internet Wise. Children are made aware of Internet Safety Rules and are encouraged to discuss how to cope if they come across inappropriate material.

- Pupils will be taught how to use ClassDojo has an effective learning tool for remote and blended learning. They will be educated in what is acceptable use and what is not and given clear objectives for tasks.

E-mail:

- Pupils may only use C2k e-mail accounts on the school system.

- Pupils must immediately tell a teacher if they receive an offensive e-mail

- Pupils must not reveal personal details of themselves or others in e-mail communication or arrange to meet anyone without specific permission.

- The forwarding of chain mail is not permitted.

- Children are not always given individual e-mail addresses. In some instances, children may have access to a group e-mail address to communicate with other children as part of a particular project. Messages sent and received in this way are supervised by the teacher.

Social Networking:

- The school C2k system will block access to social networking sites.

- Pupils and parents will be advised that the use of social network spaces outside school is inappropriate for primary aged pupils. However, we accept that some pupils will still use them; they will be advised never to give out personal details of any kind, which may identify them or their location.

- Pupils are advised to set and maintain profiles on such sites to maximum privacy and deny access to unknown individuals.

- Pupils are advised to be vigilant regarding incidents of bullying.

- School staff will not add children as 'friends' if they use these sites.

Mobile Technologies:

- The use of portable media such as memory sticks and external hard drives will be monitored closely as potential sources of computer virus and inappropriate material.

- Staff should only store pupils' personal data and photographs on school approved memory sticks. School approved memory sticks can/will be available for scrutiny when requested by the ICT Co-ordinator and/or Principal.

- Staff should not use personal mobile phones during designated teaching sessions.

Managing Video-conferencing:

- Video-conferencing will be via the C2k network to ensure quality of service and security.

- Video-conferencing will be appropriately supervised.

Publishing Pupils' Images and Work

- Written permission from parents or carers will be obtained before photographs of pupils are taken and published. This consent form is considered valid for each academic year unless there is a change in the child's circumstances where consent could be an issue.

- Parents/carers may withdraw permission, in writing, at any time.

- Pupils' full names will not be used anywhere on the School Website, particularly in association with photographs.

- Photographs of individual pupils, without their names, can also be used where it acknowledges a pupil's achievement.

Pupil's work can only be published by outside agencies with the permission of the pupil and parents. Individual permission is usually sought in these circumstances.

Password Security:

- Adult users are provided with an individual login username and password, which they must change periodically. Login details should not be shared with pupils.
- All pupils are provided with an individual login username and password.
- Pupils are not allowed to deliberately access files on the school network which belong to their peers, teachers, or others.
- Staff is aware of their individual responsibilities to protect the security and confidentiality of the school network

Section 11

Handling e-Safety Complaints:

- Complaints of Internet misuse will be dealt with by the Principal, Vice Principal and Governors.
- Deliberate access to inappropriate materials by any user will lead to the incident being logged by the Safeguarding team
- Any complaint about staff misuse must be referred to the Principal.
- Complaints of a child protection nature must be dealt with in accordance with school child protection procedures.
- Pupils and parents will be informed of the complaints' procedure which is available on the school website.

Monitoring and review:

This policy is implemented on a day-to-day basis by all school staff and is monitored by the ICT Co-ordinator.

This policy is the Governors' responsibility, and they will review its effectiveness annually. They will do this during reviews conducted between the ICT Co-ordinator, Principal and Safeguarding Officer.

This policy was agreed by staff on: _____

This policy was approved by Governors on: _____

Signed Chairperson of the Board of Governors: _____

Signed Safe Guarding Officer: _____

Signed ICT Co-ordinator: _____

Signed Principal:_____

Acceptable Use Agreement For Staff

Holy Trinity Primary School
E-safety Policy and Acceptable user Agreement

Policy reviewed and implemented on

As a school user of the Internet, I agree to follow the school rules on its use. I will use the network in a responsible way and observe all the restrictions explained to me by my ICT Co-ordinator/Principal.

Teacher's name	Signature	Date
Classroom Assistant's Name	Signature	Date

Holy Trinity Primary School Pupil Code of Conduct

As a pupil in Holy Trinity Primary School, I am aware of the Code of Conduct regarding the acceptable use of ICT and agree to abide by the following rules:

- On the network, I will only use my own login username and password.

- I will keep my username and password private.

- I will not access other people's files without their permission.

- I will not change or delete other people's work/files.

- I will ask permission before entering any website, unless my teacher has already approved that site.

- I will use the Internet for research and school purposes only.

- I will only send e-mail which my teacher has approved. I will make sure that the messages I send are polite and responsible.

- I understand that the use of strong language, swearing or aggressive behaviour is not allowed when using e-mail etc.

- When sending e-mail, I will not give my name, address or phone number or arrange to meet anyone.

- I understand that I am not allowed to enter Internet Chat Rooms while using school computers.

- If I see anything I am unhappy with or receive messages I do not like, I will tell a teacher immediately.

- I will not bring in memory sticks or CD Roms from home to use in school unless I have been given permission by my class teacher.

- I understand that the school may check my computer files/Emails and may monitor the Internet sites that I visit.

- I will always quote the source of any information gained from the Internet i.e. the web address, in the documents I produce.

- I understand that if I deliberately break these rules I could be stopped from using the Internet/E-mail and my parents/carers will be informed.

- I understand that I will only use the iPad as directed by my teacher.

- I understand that mobile devices eg. phones, DS Light, tablets, ipod touch etc.. are not allowed in school.

Holy Trinity Primary School

Acceptable Use Agreement For Pupils

Please complete and return this form to your child's class teacher

Pupil's Name		Class Teacher	
Pupil Name (print)			
Pupil Signature		Date	

Parents Name	
As the parent or legal guardian of the pupil above, I give permission for my son or daughter to use the Internet, including Email. I understand that pupils will be held accountable for their own actions. I also understand that some of the materials on the Internet may be unsuitable and I accept responsibility for setting standards for my daughter or son to follow when selecting, sharing and exploring information.	

Parents Name (print)			
Parents Signature		Date	