ACCEPTABLE USE POLICY

Our policy applies to all students, staff and volunteers associated with the school. This Acceptable Use Policy (AUP) relates to the use of information and communications technology (ICT) in all forms, current and emerging.

This policy is part of the School Plan and relates to other policies including those for ICT, Behaviour, Anti-Bullying and Child Protection. It has been written by the school and approved by staff and BOM. **The BOM reserves the right to amend this policy to adapt to changing circumstances entirely at its discretion.**

Vision

All our children have the right:

- To take a full part in their education enabling them to reach their potential.
- To access the curriculum through the appropriate programmes, materials and Assistive Technologies (A.T.'s)

We view ICT as having an integral role in education and in the implementation of the school curriculum. We use computers and a wide range of resource material to implement our programmes.

ICT provides access to learning activities through the use of:

- Educational software
- Assistive Technologies

ICT can also provide an environment that motivates the pupil giving opportunities for independent learning and multisensory reinforcement of skills and concepts. This also helps build positive attitudes towards learning.

For those with profound physical disabilities ICT can be a very effective, sometimes the only, means of communication and accessing the curriculum and the outside world.

Aims

- To integrate ICT in all aspects of our school curriculum and as a tool to support and complement all learning activities and to provide the children with an enjoyable, stimulating and interesting way of learning.
- To expand partnership between the children, parents and teachers in developing an all-exclusive ICT School programme.
- Early intervention and assessment of all pupils on an interdisciplinary basis to determine their individual needs for ICT and support programme.
- To help the children play their part in our changing technological world.
- To allow the children to develop a life-long strategy for communication and recording and enabling the non-verbal pupil to communicate more effectively with his/her non-disabled peers.

- ICT can provide a bridge to literacy, help access the curriculum and can help prevent failure and frustration.
- To acquire appropriate equipment and software to meet the multi-layered needs of our pupils.
- To ensure that school staff receive adequate training in the use of ICT's, Assistive Technology and specialized educational software.
- Actively pursue the use of the internet:
  - To enable communication within school, nationally and internationally
  - To make contact with other schools and teachers with a view to exchanging ideas, information experiences and culture.

- Our aim is to have multimedia computers in each classroom and in the resource and Library area connected to the school network system. In addition we hope to have an adequate range of appropriate educational software that is switch accessible, peripherals and appropriate Assistive technology.

Objectives

- To train the children and teachers in the use of ICT's, the Internet and Assistive Technologies.
- To teach the children the skills needed to operate the computer correctly and effectively by:
  - Training in the use of Adaptive technologies to enable those with the most disabling conditions (e.g. quadriplegic spastic, arthogryphosis) to have access to computers.
  - Gaining knowledge of the components and the function of each part.

- That the children gain confidence and independent in the use of computers
- To provide a structured, curriculum-based programmes using appropriate software (educational, recreational/ leisure, vocational and life skills) to meet the specialized individual needs of each pupil.
- To prepare, where appropriate, senior pupils for certification.
- To have if possible, technical support and maintenance services available when necessary, for example in the selection, design, customizing, and maintaining specialized ICT equipment and software
- To continue use of RM Maths Learning System Reading Programmes.

Areas

1. Current Digital Technologies

ICT in the 21st century has an enabling, creative and essential role in the lives of children and adults. New technologies are rapidly enhancing communication and the sharing of information, images, music and film. We want our students and staff to benefit from the opportunities this represents, but we acknowledge there are risks. Current and emerging technologies used in, and outside of, schools include:

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- The Internet, accessed by a wide range of devices
- Telephone text messaging
- Email
- Instant Messaging (IM)
- Social Networking Sites (SNS) e.g. Facebook
- Video broadcasting sites e.g. YouTube
- Chatrooms
- Webcams
- Blogs
- Micro-blogging e.g. Twitter
- Podcasting
- Gaming sites
- Music Download Sites
- Image sharing sites
- Virtual Worlds e.g. Second Life
- Mobile phones with cameras and videos
- Game consoles with cameras and web functionality
- Smart Phones with email and web functionality
- School Website
- Learning Platforms (Seesaw)

2. Teaching and Learning

- The Internet is an essential element in 21st century life for education, business and social interaction. The school has a duty to provide students with quality internet access as part of their learning experience.
- The Internet use is a vital support to delivering the curriculum and is a necessary tool for staff and pupils.
- Internet use will support and enhance learning.
- School internet access will be designed expressly for pupil use and will include filtering appropriate to the age of the pupils.
- 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.
- Pupils will be shown how to publish and present information to a wider audience.
- Pupils will be taught how to evaluate internet content.
- The school will ensure that the use of internet-derived materials by staff and pupils complies with copyright law.
- Pupils will be taught how to report unpleasant internet content.
- Pupils will be partners in carrying out this policy. They will be consulted and their views and experiences will be taken into account.

3. E-safety Risks

E-content

- Exposure to age-inappropriate material – such as violence or pornography.
- Exposure to inaccurate or misleading information
- Exposure to socially unacceptable materials, such as that inciting violence, hate or intolerance.
- Exposure to coercive websites that is that promotes suicide or anorexia.

E-contact

- Grooming, using the internet and phones, leading to sexual assault.

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- Harassment and stalking
- Unwelcome contact of any kind.

E-commerce
- Exposure of minors to inappropriate commercial advertising.
- Exposure to online gambling
- Commercial and financial scams
- Pressurised selling to children

E-culture
- Bullying via mobile phones / social networking / websites or other forms of digital communication, including untruthful, hurtful and abusive comments, rumour spreading, humiliating or inappropriate imagery intended to denigrate or humiliate another person or groups.
- Illegal downloading of copyright materials e.g. music and films.
- Plagiarism

4. Strategies to Minimise Risks

General Strategies currently in place in Enable Ireland Sandymount School to minimise risk
- Our Plasma Screens connect to the Internet via the NCTE Schools Broadband Network with built-in filtering.
- Internet sessions will always be supervised by teachers.
- Parents and pupils are asked to provide consent before publication of photographic images
- Guidance on cyber bullying is given in assemblies and classroom activities, at an age appropriate level using the 'webwise' material.
- Sanctions for inappropriate use of the internet have been communicated.
- Students are not allowed to use mobile phones in the school.
- Child protection concerns will be reported to the designated liaison person (DLP), which is the Principal.
- In the senior section of the school students may use approved email accounts under supervision.

Social Networking Sites (SNS) and Personal Publishing
- Access to Social Networking sites, such as Facebook, is blocked on the school network.
- Pupils and parents will be advised that the use of SNS outside school brings a range of dangers for primary-aged pupils.
- Senior pupils will be given training in protecting themselves when accessing SNS. Pupils will be advised never to give out personal details of any kind that may identify them, their friends or their location.
- Pupils will be advised to use nicknames and avatars when using SNS.
- Under normal circumstances no member of staff should engage in direct communication (in or out of school) of a personal nature with a pupil who is not a member of their direct family, by any means, for example (but not limited to) SNS, SMS text message, email, instant messaging or telephone. Should special circumstances arise, where such communication is felt to be necessary, the agreement of the principal should be sought first and appropriate

professional language should always be used.

Managing Emerging Technologies

- Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in the school is allowed.
- Staff will note that technologies such as mobile phones with internet access can bypass school filtering systems and present a new route to undesirable material and communications.
- Mobile phones will not be allowed in Enable Ireland Sandymount School.
- The sending of abusive or inappropriate text messages or files by Bluetooth or any other means is forbidden.
- Students will only use personal hand held devices if they have permission.

5. How Complaints Regarding e-Safety Will Be Dealt With

- Complaints will be taken very seriously by the school principal and staff and responses will be swift.
- Where possible, we will assist both pupils and staff to have defamatory, humiliating or abusive material taken down.
- Sanctions will be applied in accordance with our Behaviour and our Anti-Bullying policies.
- Incidents will be logged and our practice monitored.
- The school reserves the right to report any illegal activity to the appropriate authorities.
- Our serious incident protocol will apply in any case where there is cause for concern about the safety of an individual or group. This can trigger child protection procedures.
- If there is concern that a serious incident has taken place, the evidence must be kept and any computer within school sealed and retained for further investigation.

Liability

Due to the global scale and linked nature of internet content, the wide availability of mobile and digital technologies and speed of technological change, it is not possible to guarantee that no unsuitable material will ever appear on a school computer or mobile device. Neither the school nor the BOM can accept liability for material accessed or any consequences of Internet access. Schools cannot control whether or not pupils access websites below the recommended age, when they are off site, therefore they cannot be held liable if children do so and come to harm. However, they do have powers to discipline pupils for behaviour beyond school premises especially if it impacts pupils or the school generally.

All school network, internet and managed learning environment systems are monitored and we reserve the right to examine any area of these systems.

Legislation

The school will provide information on the following legislation relating to use of the Internet which teachers, students and parents should familiarise themselves with:

- Data Protection (Amendment) Act 2003
- Child Trafficking and Pornography Act 1998
- Interception Act 1993

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- Video Recordings Act 1989
- The Data Protection Act 1988

Categories of software in use

Assistive Technology

Assistive Technology (AT) is important for our pupils as it can enable:

- Access to the curriculum, community and environment
- Provide greater opportunities to experience life, explore opportunities be productive citizens and lead lives that are not isolated and limited
- Those of our pupils whose speech, co-ordination, and mobility require extra assistance to participate more fully in the world of education, training, employment, leisure and independent living

Assistive Technology is any item, piece of equipment or product system whether acquired commercially off the shelf, modified or customized that is used to increase or improve functional capabilities of individuals with disabilities.

Access Tools:

- Screen Magnification Systems - to increase the size of the text or image displayed on the monitor
- Touch Screens
- Switch Accessible Software - that allows pupils to input information into the computer using switches or use as a simple means of communication
- Trackerball/Rollerball
- Switches
- Adapted keyboards
- Keyguards
- Intellikeys
- Big Keys
- Joysticks
- Big Mac
- Augmentative devices: e.g. Dynavox
- Battery operated activities

Assistive Technology in the school is divided into the following areas:

1. Face-to-Face Communication Aids – This refers to communication displays and voice output.
2. Written Communication/Education Aids – this includes the full range of hardware and software required for written/graphic output and educational access (e.g. from pencil grip to alternative keyboard access).
3. Environmental controls – functional tasks that can be aided by Assistive Technology (e.g. Modification of a utensil for easier grasping to modification by additional electronic controls for operation)

We define High-Tech aids as those aids that are electronically driven by battery or mains supply. Low Tech to all other ads and devices, although it is acknowledged that some of those may be sophisticated mechanical aids.

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ICT and the Curriculum

ICT is not taught as a separate curricular subject in the school .ICT is integrated into cross-curricular activities that allow for accessible opportunities and real learning outcomes for students. Students are introduced to ICT in the junior classes and where required, their means of accessing the computer is assessed by O.T. Department and suitable Assistive technologies availed of. The student then needs to be taught how to use the technology, i.e. a switch and gain an understanding of the relationship between hitting the switch and the action on the computer screen and developing an understanding of cause and effect.

Many of our students have multiple learning disabilities and ICT is a valuable tool in allowing opportunities for communication and access to learning and to the curriculum. It enables the student to have control over his or her environment where they can make real choices, for collaborative work, and for communication in a verbal or n on verbal manner. It also can enable students to become active learners where successful learning outcomes can lead to raised self-image and self-esteem.

Objectives in the teaching of ICT throughout the school

- To enable teachers to support students in exploring the potential of ICT to create, communicate, and collaborate to organize and produce information
- To understand and apply knowledge of the functions of ICT including safe practice, maintenance and ergonomics
- To use ICT for thinking and learning including managing enquiry, assessing information, solving problems, and expressing ideas across a range of curriculum areas
- To developing a critical appreciation of the habits by senior pupils whose abilities allow, which reflect ethical and responsible use of ICT

The four areas involved are:

- Creating, communicating and collaborating
- Developing foundational knowledge, skills and concepts
- Thinking critically and creatively
- Understanding the social and personal impact of ICT

Creating, communicating and collaborating

Learning Outcomes

The student should be enabled to

- Draft, format and revise text using ICT and demonstrate learning when they:
  - Record simple information such as their own name and simple sentences using age and ability appropriate word processor, writing programme or presentation software
  - Explore text editing techniques such as cut, copy and paste

- Create, manipulate and insert information in a variety of different formats (images, sound, video) using ICT and demonstrate learning when they:

- Select suitable pictures from image collections, clip art or digital camera to illustrate a story or topic and if possible inserting them in a document or presentation.
- Modify existing designs using drawing or painting software, inputting different colours etc.
- Experiment, where capable, with creative uses of paint and draw tools (e.g. creating simple images using line, shape, pattern and colour)
- Experiment with recording sound and audio using ICT multimedia tools with teacher, staff or peer support

- Gather, organize, manipulate and analyze data using ICT and demonstrate learning when they:
  - Organize images, words or letters in a set, a pattern or sequence with teacher, staff or peer support
  - Save information in a file and save files in a specified personal or class folder

- Communicate and collaborate locally and globally using ICT and demonstrate learning when they:
  - discuss with their classmates and teacher and staff how ICT is used to communicate with others locally and globally(e.g. text, image, photo, video, newsletters and email,
  - Compose, send and respond to email with the assistance of the teacher
  - Collaborate with classmates and other classes to create and share writing, images or projects electronically (e.g. via a class web page or other collective spaces on website)

  Senior Pupils whose ability allow:

  - Discuss electronic communication methods (e.g. how the internet and email work)
  - Create send, retrieve, save, and organize email message independently or with teacher and staff
  - Communicate with, share and receive information from others inside and outside the school (e.g. creating, presenting or sharing projects or stories using software applications, group or class folders and email)
  - Discuss with classmates and teachers and staff selection criteria for presenting material to different audiences.

- Plan, design, create and present information using ICT and demonstrate learning when they:
  - Create or retell a story in multimedia with teacher, staff support
  - Present information using audio

  Senior Pupils whose ability allow:

  - Plan, design and create a multimedia presentation as appropriate for a particular purpose and audience
  - Present information to audiences inside and outside the classroom using electronic and communication resources (e.g. text digital image, multimedia authoring, school website –PowerPoint presentations

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Developing foundational knowledge, skills and concepts

Learning Outcomes

The student should be enabled to

- Demonstrate and apply functional knowledge and understanding of ICT and demonstrate learning when they:
  - Perform basic computer and other operations such as turning on the computer, inserting memory stick in computer, running or playing programme, shutting down, putting the computer in 'sleep mode', and taking a picture using a digital camera
  - Use some basic ICT terminology correctly (e.g. monitor, mouse, printer and screen)
  - Name and recognise the purpose of basic input devices and output devices (e.g. keyboard, mouse or joystick touch pad, monitor printer and screen)
  - Open navigate and close age appropriate software
  - Recognise and appropriately use some symbols and icons in common software (e.g. open, close, print, save, forward, back, undo and shut down)
  - Find letters and numbers for their writing on the key board, and use special keys (e.g. space bar, shift key, delete, backspace, return, caps lock and arrow keys
  - Use commands menus and icons to save and print their work
  - Play, listen and view common audio and video media with teacher and staff support

- Develop skills for maintaining and optimizing ICT and demonstrate learning when they:
  - Take basic care of the computer, keyboard and monitor and understand how to care properly for software
  - Develop responsibility for managing won files and folders (know how to name a file or folder and find own named files or folders)

- Understand and practice healthy and safe uses of ICT and demonstrate learning when they:
  - Adopt optimum sitting, hand, arm and fingering positions when using the computer
  - Develop safe habits when using the digital camera (e.g. putting strap around neck, using correct grip etc.)
  - Understand class and school procedures and appropriate and inappropriate behaviour when using ICT (e.g. safety when searching and following school rules and guidelines for using ICT resources

Thinking critically and creatively:

Learning Outcomes

The student should be enabled to:

- Research, access and retrieve information using ICT and demonstrate learning when they:
  - Discuss with teacher, staff and classmates the suitability of different resources for an information search (e.g. an encyclopedia, a book, CD, a web site or image bank)
  - Realise that information may be found in formats other than text (e.g. image, photo, video, sound and newsletter
  - Recognise the web browser interface, know what hyperlinks look like and know that they can be clicked to get more information conduct simple searches with teacher and staff support (e.g. simple word search, image search or learning quest) using suitable key words for a topic information search on the internet or on CD Rom

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- Look for relevant information for a topic independently or with assistance, on teacher pre-selected electronic resource

- Evaluate, organize and synthesize information using ICT and demonstrate learning when they:
    - Organize information, images or text according to given criteria such as same, different, size, shape etc.
    - Discuss with teacher, staff and classmates the usefulness of the results of information searches
    - Begin to distinguish fact from story on teacher selected websites
    - Make sense of information from screen texts and images

- Express creativity and construct new knowledge and artifacts using ICT and demonstrate learning when they:
    - Express themselves creatively using language, text, image or sounds (e.g. recording images sounds or music for use in projects or stories

- Explore and develop problem-solving strategies using ICT and demonstrate learning when they:
    - Develop subject specific learning skills such as matching, comparing, finding difference, counting, sorting size, shape or colour, measuring, logic prediction, and putting into order by exploring age appropriate software
    - Describe or recount the stages or steps they went through in completing an activity with ICT
    - Use problem solving strategies to solve simple ICT quests and problems with teacher, staff, or classmate support

Senior pupils, according to the level of their abilities should be enabled to understand the social and personal impact of ICT

Learning Outcomes

The student should be enabled to:

- Demonstrate understanding and critical awareness of the contribution of ICT to the individual and to our society and demonstrate learning when they:
    - Recognise and name some everyday devices that use ICT e.g. Mobile phones, digital cameras, DVD players, etc.)
    - Identify and discuss some of the ways that ICT is used in the home, in the school, and in the everyday life in the community (communicating, searching, learning, form filling, online banking, tickets, photo editing, shopping etc.)

- Develop independent and collaborative learning and language skills using ICT and demonstrate learning when they:
    - Develop an understanding of, and confidence in, themselves as learners (e.g. through recording and retelling ideas and personal stories using ICT resources)
    - Develop collaborative skills using ICT working in pairs or in groups

- Demonstrate an awareness of, and comply with, responsible and ethical use of ICT and demonstrate learning when they:
  - Respect the rights and feelings of others in their use of ICT
  - Recognise the need to follow guidelines for responsible ICT use and care in the school
  - Develop a concept of ownership of personal work (e.g. understanding why they should not copy or change work created by others)
  - Realise that Internet sites and CD programmes have a creator or author
  - Begin to recognise the need for security when using ICT (e.g. recognizing what a password is and how it is used)
  - Realise that there can be harmful personal consequences to the irresponsible use of ICT

Distance Learning

In circumstances where teaching cannot be conducted on the school premises, teachers and SNAs, acting under the direction of teachers, may use a range of online platforms including Microsoft Teams, Zoom, Seesaw, Padlet, Skype, and other platforms approved by the principal, to assist with distance teaching and learning.
At Sandymount School, we recognise the need to trial and implement tools that provide for personal interaction between teachers and students and enable the teaching of new concepts and skills. Sandymount School staff have trialled a range of VC platforms including Zoom and Microsoft Teams. Zoom has emerged as the preferred platform.

The school has signed up to the terms of service of the online platforms in use by the school.
The school has enabled the most up to date security and privacy features which these online platforms provide.
Staff members will adhere to school guidelines on the use of platforms for live engagement.

If teachers or SNAs are using Zoom, parents' / guardians' email addresses will be used for children to access lessons or meetings.
Parents/ guardians must sign a consent form for their children to engage with teachers and SNAs using online platforms.
Parents/guardians must agree to monitor their child's participation in any such lessons and to be in the room with the child for any one-to-one meetings or small group classes.

Pupils will be expected to follow school guidelines on online behaviour.

School Website

The school's website address is: www.sandymountschool.ie. Students will be given the opportunity to have photos, projects, artwork and other school work relating to curricular and extra-curricular activities published on the School Website as per the consent form. The publication of students' work will be co-ordinated by the management team. These will focus on group activities and the use of individual photographs will be avoided. Personal information including home addresses and contact details will not appear on the school web site. Pupils will continue to own the copyright on any work published. Students who copy content from the Web onto the school website or blog must ensure they are permitted to use this content and should acknowledge the source. Photos/Videos may be used for the production of school related material or specific school events

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e.g. school graduation etc. These photos/videos and the photos/videos on our website should not be copied or posted to any social media or other website or published in any way. Parent(s)/guardian(s) are requested not to share or copy photographs from the school or any other content which would identify any children or staff in the school. Parent(s)/guardian(s) are requested to ensure that online messages, emails and/or comments to the school's site are respectful. Any messages written on social media are treated in the same way as written messages to the school. The Principal will review the content of the website and the social media sites regularly. The Principal and the Board welcome any suggestions about how the content may be improved.

If any parent or guardian has any concern about the appropriateness of the content of the website or social media sites, then the Board asks that the matter be brought to the attention of the Principal as a matter of urgency.

Email

If applicable, pupils will use approved email accounts under supervision by or permission from a teacher. Students will not use their own personal e-mail addresses to send e-mails from school. Students will not send or receive any material that is illegal, obscene or defamatory, or material that is intended to annoy or intimidate another person. Students will not reveal their own or other people's personal details, such as addresses or telephone numbers. Photographs of individual children will never be sent by e-mail. Photographs of students involved in group activities will only be sent with the permission of the teacher Students will note that sending and receiving email attachments is subject to permission from their teacher. Students will never arrange a face-to-face meeting with someone they only know through emails or the internet. If students have any concerns about the content of any e-mail they receive at school, they will inform a member of staff immediately.

Mobile Devices

Sandymount School may provide students with tablets, digital cameras, digital recorders or other devices to promote learning both inside and outside of the school. Students should abide by the same acceptable use policy, when using school devices off the school network, as on the school network. Students are expected to treat these devices with respect. They should report any loss, damage, or malfunction to their teacher immediately. Each student / pair of students will use the same tablet number throughout the school year to facilitate monitoring of tablets. Use of school issued tablets will be monitored. Teachers will decide what apps are appropriate for their class. Students must not move away from the app their teacher has opened for them to work on unless they have been instructed by their teacher. Students may not access the Play /App Store or download apps to the tablets. Students may not delete or move apps or folders.

Personal Mobile Devices

Students may not use personally-owned digital devices in school without the explicit permission of the teacher. Appropriate online behaviour and adherence to the acceptable use policy should always be used. The school will take no responsibility for loss or damage to personally owned digital devices.

Students' phones must be switched off during the school day and not used on the school premises except during lessons under the direction of the teacher. Students are not permitted to use phones as cameras under any circumstances in school, on school trips or during extra-curricular activities.

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Students may not use any personal device with recording or image taking capability while in school or on a school outing. Any such breach of the Acceptable Use Policy (AUP) will be sanctioned accordingly.
In exceptional circumstances if a staff members mobile device is used, any images or recordings taken by class teachers on smartphones or other personal devices must be downloaded immediately onto the school server and/or on to the school website and then immediately deleted from source.

Administration

The principal, the deputy principal and the school secretary have school laptops that enable them to access the school server remotely. These laptops are secure and encrypted.

In case of using personal computers (laptops, desktops) for school work, staff are requested to ensure that such equipment has an anti-virus and malware protection installed and running. All work to be done through Enable Ireland's Microsoft Office 365 portal.

Files related to the school, staff or students are not allowed to be stored locally (i.e. the personal computer), such files should be stored on the password protected memory stick (previously provided to staff) or OneDrive on Enable Ireland's Microsoft Office 365 portal and these should be transferred to the school's server (S: drive) as soon as possible.

If staff have permission to access the S: Drive then all files must be stored directly on the S:drive.

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Action on Disability

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CYBERBULLYING INCIDENT FORM

Name of person reporting the incident	
Name of staff recording the incident	
Anonymous	
Date of Report	

Type of cyberbullying incident *(please tick all that apply)*

Via mobile or handheld device		Involves Internet	
Involves chatroom(s)		Involves IM	
Blackberry Messenger		Involves SNS	
Involves photographs		Friendship feud?	
Persistent teasing / sarcastic remarks		Demanding money / valuables	
Name-calling		Ridicule / humiliation	
Threats		Coercion	
Spreading rumours		Encouraging others to join in	
Unpleasant/hurtful email/texts/web post combined		Provocative / sexist taunts	
Plans to isolate someone		Linked to bullying in school?	

Other

Racist*		Cyberbullying	
Homophobic		Due to disability	
Sexual		LAC	

If racist report it to appropriate HSE support

Name of victim / target			
Age		Class	

Name of perpetrator(s)			
Age		Class	

Date(s) of incident(s)					
Approximate time(s)	Before School	Morning	Afternoon	After School	Weekend
How has this been going on?					
Has any intervention been tried?					

Follow Up	
Has any intervention been tried?	

SCHOOL STAFF ACCEPTABLE USE POLICY

All staff having access to the networks must sign a computer of this Computer and Internet Acceptable Use Policy and return it to the senior administrator.

The computer network is owned by the school and is made available to staff to assist their professional development. This Computer and Internet Acceptable Use Policy covers use of digital technologies in school, that is, email, Internet, Intranet and network resources, software, equipment and systems and has been drawn up to protect everyone. Staff are asked to agree to the following:

Usage

- I will only use the school's digital technology resources and systems for professional purposes or for use as deemed 'reasonable' by the principal and BOM.
- I will only use the school's approved, secure email system(s) for any school business.
- I will not allow unauthorised individuals to access email / internet / intranet network, or other school systems.
- I will not connect a computer, laptop or other device (including USB flash drive) to the network / internet without up-to-date antivirus software.
- I will ensure that private sites, blogs etc that I create are to which I actively contribute, are not confused with my professional role.
- I will not engage in any online activity that may compromise my professional responsibilities.
- I agree and accept that any computer or laptop loaned to me by the school is provided solely for professional use.

Inappropriate Material

- I will not browse, download or send material that could be considered offensive to colleagues.
- I will report any incidental access to, or receipt of, inappropriate materials, or filtering breach, to the appropriate line manager / ICT coordinator.
- I will not download any software or resources from the internet that can compromise the network or are not adequately licensed.

Data and Image Protection

- I will ensure all documents are saved, accessed and deleted in accordance with the school's data protection procedures.
- I will not use personal digital cameras or camera phones for transferring images of pupils or staff without permission.
- I will not remove any data from the school's system to a memory stick or laptop without the appropriate level of data protection and encryption I will ensure any confidential data that I wish to transport from one location to another is password protected, even within the school premises.
- I understand that the data protection policy requires that any information seen by me with regard to staff or pupil information, held within the school's information management system, will be kept private and confidential, EXCEPT when it is deemed necessary that I am required by law to disclose such information to an appropriate authority.

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E-Safety Education and Students

- I will ensure I am aware of digital safeguarding procedures so they are appropriately embedded in my classroom practice.
- I will promote e-safety with students in my care and will help them to develop a responsible attitude to system use, communications and publishing.
- I will report any incidents of concern regarding children's safety to the e-safety coordinator, the designated child protection coordinator or the principal.

Management and Discipline Procedures

- I understand that all internet usage and network usage can be logged and this information could be made available to my manager on request.
- I understand that failure to comply with the AUP could lead to disciplinary action.
- I understand that it is my responsibility to ensure that I remain up-to-date and read and understand the school's most recent AUP [at least annually].
- I agree to abide by the school's most recent AUP.
- I wish to have an email account; be connected to the internet and intranet; be able to use the school's ICT resources and systems.

Print Name: _____

Signed: _____

Date: _____

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