BRIZE NORTON PRIMARY SCHOOL

ICT POLICY

This policy was adopted by the Governing Body on 20th September 2012

Review Date Planned	Review Date	Date adopted by Governing Body
September 2015		

Philosophy/Vision

Information and Communications Technology has the potential to improve the quality of teaching and learning across the curriculum. Society is changing and there is an increasing need for a greater level of technological knowledge and awareness amongst the population as a whole. The effective use of ICT in the classroom will help to produce a population which feels comfortable with the new technology, is able to access life long learning opportunities through the use of ICT and can adapt to the rapid changes in this field.

The strategic vision for ICT at Brize Norton Primary School recognises that ICT should be encompassed within all curriculum areas to enhance, extend and support learning and teaching in the foundation and primary curriculum. We see ICT as a tool to motivate teachers and learners, to increase access and improve standards. We appreciate that ICT can be introduced to even the very youngest children in the school. It can provide a safe and non-threatening environment for learning and has the flexibility to meet the individual needs of each child. ICT at Brize Norton should empower pupils to become independent and collaborative learners in a place where ICT removes barriers to learning, ensuring all users become confident learners who reach their full potential. Our school is committed to developing learning communities within and outside the school; building relationships and learning partnerships with parents and the wider school community using ICT.

Aims and objectives
In our school we aim to develop teaching and learning which uses ICT to:
- ensure all staff and children are confident, competent and independent users of ICT;
- develop ICT skills through a range of curriculum contexts, ensuring continuity and progression throughout the school;
- motivate and inspire children through the use of ICT across all subject areas thus enriching learning and raising standards;
- enable children to take greater responsibility for their own learning and provide opportunities for them to decide when it is appropriate to use ICT in their work;
- provide opportunities for children to work cooperatively and independently using ICT both in and out of school.
- develop an appreciation of the use of ICT in the context of the wider world.

In developing as an e-confident school we further aim to:
- develop community learning through the development of a learning platform for teachers, children, parents and the wider school community;
- develop ICT management and administration systems;
- develop communication between all school parties through the use of e-mail and web resources;
- improve ICT: pupil ratios across the school;
- ensure all staff receive regular professional development relating to ICT.

Roles and Responsibilities
Head teacher/Governing Body:

The head teacher has overall responsibility for ICT. The governing body with the head teacher ensures adequate funding is allocated to cover equipment and all necessary contracts.

The headteacher oversees and coordinates the work of staff groups to ensure that progress is monitored and action taken to develop actions for the Becta Self Review Framework. The headteacher meets with the LA ICT Advisory Teacher to moderate judgements made in the SRF.

ICT Co-ordinator:

There is a designated ICT Co-ordinator who oversees ICT planning within the school. The Co-ordinator is responsible for informing the rest of the staff about new developments and, where appropriate, for organising (and at times providing) appropriate training. The ICT Co-ordinator advises colleagues on managing equipment, software and booklets in the classrooms, but is not expected to act as technician. A central resource area will be maintained and reviewed annually along with other resources for ICT (cupboard in waiting area)

The Co-ordinator monitors the curriculum and reports termly to the Governors via the Headteacher's report with regard to the school's development plan. The ICT Co-ordinator liaises closely with the governors who have responsibility for ICT.

The Co-ordinator attends Partnership Meetings and participates in realising the Partnership Development Plan. The Co-ordinator keeps staff informed of developments.

All teachers are responsible for monitoring and responding to issues of e-safety and cyber bullying. Parents will be made aware of any issues arising and any sanctions which may be imposed.

ICT Technician:

The school has an ICT technician who is shared between the cluster schools. The technician is called when there is a need for support. A log book for reporting technical issues is kept in the staffroom.

Technical Support

RM provide the school with online and telephone technical support at www.rm.com. Any technical issues should be reported to the ICT coordinator who will advise RM or the technician.

Teaching and Learning

The ICT curriculum states that, children are entitled to the opportunity to develop ICT capability through activities that arise in all curriculum areas. We recognise that although there are times when skills have to be taught as a pre-cursor to cross-curricular use, ICT should not be taught in isolation.

ICT is therefore integrated into all subject areas as a tool used to improve learning with some short discrete skills lessons taught each term. Teachers make clear links to ICT in the planning of other subjects. Subject co-ordinators have a responsibility to ensure that ICT is being used to support and enhance the teaching in their subjects.

We aim to provide a broad and balanced curriculum through our long term ICT plans. These ensure our pupils are taught a range of skills and techniques in ICT as a discrete subject and as part of work in other curriculum areas.

Each classroom hs 3 or 4 class computers which are all networked. These are used throughout the day for rotational activities and intervention programs. We have a trolley of fourteen laptops which can be used by any class. Class teachers have a timetabled session each week when they can use the laptops and then sign up for additional sessions as needed. The laptops work via wireless access in any classroom.

In the Foundation Stage most ICT will be taught in small groups within the classroom to encourage an interactive approach leading to the sharing of ideas and the development of ICT skills.

A range of differentiated software resources are available, allowing each pupil to work at a level appropriate to their needs and enabling them to revisit each program at a different level when appropriate.

Pupils will experience a range of activities and resources developing their knowledge, skills and understanding over the course of each school year.

Our planning operates on three levels using a must, should and could success criteria. Planning ensures that a wide range of strategies are employed in order to differentiate ICT tasks. Examples of these are:

- same activity but different outcome;
- same theme but different levels of input;
- different pace of working;
- different groupings of pupils;
- use of different software.

Teachers' planning is reviewed by the ICT Co-ordinator to ensure staff use a range of teaching styles to develop ICT capability. The ICT Co-ordinator reviews teachers' ICT plans to ensure full coverage of the Scheme of Work and to monitor the range of teaching styles (whole class, group, individual working) that are employed to develop ICT capability.

Special Needs & Equal Opportunities

The school recognises the advantages of the use of ICT by all pupils, specifically those with special educational needs or gifted and talented pupils. Targets on pupil's IEPs are supported through the use of specific programs. In addition to this our school uses ICT to:

- address pupil's individual needs;

- increase access to the curriculum;

- improve language skills.

Targeted Pupils use RM Maths to follow an individual program of work. SEN children use Clicker 5 to support the Acceleread/Accelewrite program and use Rapid Read software each week. Class teachers also access a range of web based resources to meet individual needs.

EAL pupils are included in all ICT work. Teachers differentiate to meet the needs of pupils. Word banks, picture banks using ICT are used to support individual work with EAL children in all subjects, where appropriate.

Our school promotes positive images of computer use by both girls and boys and by pupils from our diverse multicultural community.

The school promotes equal opportunities for computer usage. The school monitors the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged. The after school computer club targets pupils who do not have computers at home.

Software used in the school is chosen to ensure that it is non-discriminatory and promotes equal opportunities for all users.

All pupils follow the National Curriculum including the development of ICT Capability.

All users of our ICT resource must agree to abide by the code of conduct for Internet use if this is relevant to the course in which they are participating.

Resources

Hardware

The school has an RM CC4 server based curriculum network of 15 personal computers and 14 laptops. The computers are located within individual classrooms and are attached to a colour laser printer located in the library. We have a trolley of networked laptops which have wireless access. All computers have access to the Internet. The school currently has a pupil to computer ratio of 1:4 (Sept 2008).

Smart Boards are installed in all Key Stage 1 and 2 classrooms.

Other ICT equipment includes, Roamers, Bee-bots, digital camera and microscopes, DVD and video players.

All children have a unique username and staff are allocated with individual usernames and passwords by the ICT co-ordinator.

Replacement of hardware is planned on a purchase/leasing agreement. This allows equipment to be replaced as necessary. An annual review of needs is made so that a systematic updating of equipment is implemented.

Obsolete equipment is disposed of in accordance with county guidelines. Maintenance agreements and licences are kept in the office.

Teachers have a laptop provided by school. These belong to the school and teachers to whom they have been allocated should not allow them to be used by unauthorised individuals.

Software

The ICT co-ordinator is responsible for ensuring that the updating of anti-virus software with the ICT technician.

Staff are consulted on any new software that is to be purchased and software is only purchased after evaluation to ensure that it fits the purpose for which it is intended and that it is non-discriminatory. Licences are kept in the office. Staff and pupils are not permitted to use software from external sources.

Human

The ICT curriculum will provide the main focus of at least one staff meeting per term. This may include: introduction of software, training for ICT, whole school support in planning for ICT, sharing pupil's work, moderation of pupil's work, development of the ICT portfolio or sharing ideas of good practice.

Staff attend courses through OQSA run at Cricket Road. Opportunities for training are offered, wherever possible, to meet whole school needs as well as those of individual teachers. These needs may be identified as a result of monitoring or performance management reviews. Training is planned for TAs as required.

E-learning Resources

Internet and the Learning Platform

Internet access is planned to enrich and extend learning activities and is part of the statutory curriculum. Pupils are also given access to e-mail facilities and a Learning Platform (January 2009 onwards).

Pupils are taught to be critically aware of the materials they read and are shown how to validate information before they accept its accuracy. Pupils receive guidance when using the Internet and its use is supervised. The E-Learning Code of Conduct poster is on display in all classrooms.

Pupils are taught what is acceptable and what is unacceptable. Pupils are encouraged to report immediately any offensive materials which they may access, to a responsible adult. They are given clear objectives for Internet use. To guard against accidental access to materials which are inappropriate we access the Internet by means of the Oxfordshire Community Network (OCN) which provides an appropriately filtered service. Teachers inform the ICT Co-ordinator immediately should they find offensive material on the Internet. The Co-ordinator will contact the OCN helpdesk to alert them to the offending site. Pupils are also taught about Intellectual Property Rights and Copyright associated with Internet use.

Our school informs parents that their children will have access to E-Learning resources. This letter contains details about responsible use of these resources which we ask the parents to endorse. It also contains details of the filtering service offered by the OCN.

All users agree to abide by the E-learning Code of Conduct or Adult AUP and LA policies regarding the use of the E-Learning resources. Staff will have access to the Internet and the Learning Platform for their own personal and professional development. These documents are distributed as follows: AUP for staff in the induction folder, E-learning Code of Conduct for children in the admissions pack.

The ICT Co-ordinator maintains the school web site and regularly shares useful professional Internet sites with members of staff. The school follows the safety guidelines contained in the Becta E-safety web site (http://www.becta.org.uk/schools/esafety) – any photographs of pupils used on the school web site will not include the name(s) of pupils and any photographs of pupils included will be in appropriate dress. Parental permission is requested before photographs are used.

E-mail

E-mail communication should not be considered private or secure. Teachers' e-mail addresses will remain private; e-mail contact with school is made via the office. Teachers should generally avoid entering into one to one correspondence with parents via e-mail. If parents contact teaching staff directly with a query, teachers will forward the message to the office who will reply on the teacher's behalf. When e-mail contact with staff has been made through the school office members of staff will discuss an appropriate response with their line manager who may wish to be carbon copied into the reply. The school endeavours to respond to e-mail message from parents within seven days. When staff receive a carbon copy on an e-mail it should be considered for information only; they need not respond.

E-mail messages containing pertinent information about a child's education are printed off and added to the pupil's profile. E-mail responses to parental messages are only used when considered appropriate and reflect the school's policy on written correspondence to parents. Any matter concerning child welfare and protection is not to be communicated by e-mail.

Teachers are discouraged from using their personal e-mail addresses for school business to protect their privacy. Members of staff may use their OCN e-mail addresses for appropriate personal use. Parents' e-mail addresses will be sought by letter when families join the school and are primarily used for newsletter dissemination. The school office holds them on record; these are not given out.

Pupils in KS1 and KS2 have individual e-mail addresses; pupils in Foundation Stage have a class e-mail address which is managed by the class teacher. User names have been set up in accordance with county and DCSF advice. Pupils are taught about issues relating to e-safety and cyber bullying and understand that sanctions may be imposed if they use the facilities in an inappropriate manner. Pupils are taught to report immediately any offensive messages or if they feel uncomfortable with any messages that they receive. Teachers monitor pupils' use of e-mail.

Pupils are taught to use their e-mail to enhance their education. Inappropriate messages bounced to the filter master are investigated immediately. Sanctions are generally in line with the school behaviour policy but loss of service will be a sanction for repeat offenders. Inappropriate messages or attachments arriving in school are reported to the ICT Co-ordinator for investigation. If considered necessary parents may be informed.

The following disclaimer is added to all of our outgoing e-mails:

This e-mail and any attachments are intended only for the recipients listed. If it has come to you in error please delete it and let us know. This message and its attachments have been scanned for viruses but we cannot guarantee them to be virus free.

OCN Conferences and Learning Platform Communities (January 2009)
Staff and pupils are encouraged to join appropriate electronic conferences and communities. These are a valuable source of information and should be considered an important part of the lifelong learning process. All conferences and communities are moderated by a designated member of staff who ensures that the users understand the focus of the conference or community and that messages are appropriate and relevant. Moderators check the conferences and communities regularly and archive the messages as necessary.

Home/School Learning
An ICT club is run each term for pupils either in Key Stage 1 or Key Stage 2. Each club is planned around a theme which the children help to decide e.g. development of children's area of school website, school newspaper etc.
The school website provides links for children and parents to hundreds of educational sites linked with curriculum subjects and year group topics. The school website provides information about the school for current and future parents including, curriculum maps, policies, Ofsted reports, school dinner menus and a calendar of events.
From January 2009 the school will engage with the Oxfordshire Learning Platform allowing pupils to access work and resources at home.

Health and Safety
All pupils receive introductory sessions in the network room dealing with Health and Safety issues. These include showing pupils how to adjust the brightness and contrast settings of monitors as well as the correct keyboard and seating position. Pupils also receive instruction on the correct procedure for using a mouse and are regularly reminded not to look directly into the projector beam when using the interactive whiteboard.

Lessons involving the use of ICT should be structured to ensure that there are periodic breaks where pupils' attention is directed away from the monitor to a distant object such as the teacher or interactive whiteboard.

Computers located in classrooms are positioned, wherever possible, away from light reflection and glare.

All equipment is checked annually under the Electricity at Work Regulation 1989. A detailed inventory is kept up to date in the school office and the site manager ensures all equipment is checked. New equipment is added to the inventory on arrival.
Regular Risk Assessment surveys are conducted by the designated H&S representative, faults are logged and appropriate action taken.

Management Information Systems
The school uses electronic Management Information Systems (MIS), e.g. Assessment Manager to collate and analyse information on pupils within the school. Assessment Manager provides effective electronic availability of individual pupil tracking data, both within school and at transfer at the end of Key Stage. The Office Manager is trained on the use of SIMS software and has received training through Capita. The Assessment co-ordinator is responsible for all data collected and stored in Assessment Manager.
Pupil Transfer and Transition – MIS is used to share information regarding pupil data with other schools at the end of each academic year or when pupils leave the school.

Assessment
Assessment of ICT capability will take place within curriculum subjects. Clear learning objectives both in ICT and subject context will support the focus of assessed activities. Each strand of ICT is formally assessed, levelled and annotated over a two year period. The level awarded is numerical with a letter to indicate whether the child is just working at that level or consolidating, for example 3c or 4a. Pupil achievement is recorded in the ICT record. Pupils are assessed on their use of the skills within a curriculum context (ICT capability). Each term the school has an assessment week. In this week the pupils will complete an ICT assessment task linked to an aspect of ICT they have been working on.
Individual pupil's work is kept within subject books or files. Children have their own 'My Work' area on the network which should be a collection of work from all ICT strands and across all subject areas. The ICT coordinator keeps a school portfolio with examples of levelled work.
The ICT Co-ordinator moderates ICT work in order to obtain consistency across our school.
Reporting & Recording
Parents receive an annual written report on their child's progress in ICT. In addition to this, our school provides verbal feedback on their progress during parent interviews.

Monitoring, Evaluation and Review
The Co-ordinator monitors ICT planning and monitors provision through lesson observations, scrutiny of planning and scrutiny of pupil's work each term. Once a year the ICT co-ordinator also talks to selected groups of children about their work in ICT. Written feedback is given to members of staff each term. This ensures the scheme of work is implemented and all strands are planned for. The Governors are kept informed of the Co-ordinator's work through the curriculum committee.
The scheme of work is reviewed and updated on an annual basis to ensure it reflects good practice. The scheme of work provides sufficient detail to ensure all pupils receive a consistent experience in ICT.

Review and Evaluation
This policy was drawn up by the ICT coordinator. The policy will be updated in line with the school ICT development plan.
September 2008

BRIZE NORTON PRIMARY SCHOOL

Pupil's Name _____ Date _____

E-Learning Code of Conduct

Dear Parent/Guardian,

As part of our curriculum we encourage pupils to make use of educational resources available on the Internet. We also provide pupils with access to a Learning Platform (from January 2009). 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. Access to the Learning Platform provides all pupils with an online, personal storage area as well as access to online learning resources which are available anytime, anywhere.

To guard against accidental access to materials which are inappropriate in school all Oxfordshire schools access the Internet and the Learning Platform by means of the Oxfordshire Community Network (OCN) which provides an appropriately filtered service. 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 and the Learning Platform we would like all pupils to discuss the attached E-Learning Code of Conduct with their parents/guardians and then return the signed form to the school office.

We believe that the educational benefits to pupils from access to the Internet and the Learning Platform, 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 and the Learning Platform outside lessons

they must agree to access only those sites that are appropriate for use in school and use the e-learning resources appropriately.

Yours sincerely

M Smith
Headteacher

BRIZE NORTON PRIMARY SCHOOL

E-LEARNING CODE OF CONDUCT

This code of conduct applies at all times, in and out of school hours, whilst using school equipment.

Internet, e-mail and access to a Learning Platform will be provided for you to conduct research, communicate with others and access your personal on-line storage space as well as learning resources but only on the understanding that you agree to follow this code. This code of conduct is not intended to be exhaustive. At all times you should use e-Learning resources in an appropriate and responsible manner.

THE CODE
You should:

- ✓ Only access sites which are appropriate for use in school. *This also applies outside lesson time*

- ✓ Be aware that your actions on the Internet, when using e-mail and in the Learning Platform can be seen and monitored

- ✓ Be aware that information on an Internet web site may be inaccurate or biased. Try to verify the information using other sources, if possible, before using it

- ✓ Be careful of what you say to others and how you say it. *Never give your name, home address, telephone numbers or any personal information about yourself or others to any strangers you write to or communicate with on the Internet. Never arrange to meet strangers who approach you whilst on the computer; anyone can pretend to be someone else. Someone pretending to be a friend may not have your best interests at heart*

- ✓ Treat others as they would expect to be treated, *e.g. show respect and be polite. Remember that something that may seem like a joke to you could upset someone else.*

- ✓ Always tell your teacher or another adult if you ever see, hear or read anything which makes you feel uncomfortable while using the Internet, e-mail or the Learning Platform

- ✓ Respect copyright and trademarks. *You cannot use the words or pictures that you see on an Internet site without giving credit to the person who produced the information originally. You must not copy text or pictures from the Internet and hand it in to your teacher as your own work.*

✓	Check with a teacher before:	* sending e-mail

Check with a teacher before: * sending e-mail
      * downloading files
      * completing questionnaires or subscription forms
      * opening e-mail attachments

You should not:

| X | Send, access, store or display offensive or upsetting messages or pictures |

| X | Use or send bad, threatening or annoying language nor any language which might incite hatred against any ethnic, religious or other minority |

| X | Intentionally waste resources |

Please note:

You should always log out when your session has finished.

User areas on the school network will be closely monitored and staff may review your files and communications to maintain system integrity.

Failure to follow the code will result in loss of access and further disciplinary action may be taken if appropriate. If applicable, external agencies may be involved: certain activities may constitute a criminal offence.

Copyright Release

This school may produce printed publications and/or a school web site which may include examples of pupil's work and/or photographs of pupils. No child's work will ever be used without his/her permission and we take the issue of child safety very seriously which includes the use of images of pupils. Including images of pupils in school publications and on the school website can be highly motivating for the pupils involved, and provides a good opportunity to promote the work of the school. However, schools have a duty of care towards pupils, which means that pupils must remain unidentifiable, reducing the risk of inappropriate contact, if images are used in this way.

We ask that parents consent to the school publishing their children's work and to the taking and using of photographs and images of their children subject to strict confidentiality of personal information. (This can be changed at any time).

Digital Video

Digital video is an exciting medium which can motivate and inspire pupils. Research has shown that using digital video in education can help encourage creativity, motivate and enthuse pupils, and improve communication and team-working skills.

At **Brize Norton Primary School** we intend to use digital video as part of our learning and teaching and for the recording of school productions and events.

We ask that parents consent to their child taking part in the production of digital video, and/or appearing in films.

Whereas the risks of using digital video in education are minimal, schools have a duty of care towards pupils. This means that pupils will remain unidentifiable, reducing the risk of inappropriate contact, if images or examples of their work (including digital video) are used on the school website. All digital video work at **Brize Norton Primary School** is underpinned by our acceptable use and internet safety policies.

BRIZE NORTON PRIMARY SCHOOL

E-LEARNING CODE OF CONDUCT – YOUNG USERS

You should:

- ☺ Always follow the instructions of your teacher.

- ☺ Keep your username and password secret.

- ☺ Always be nice and polite when you send messages to other users.

- ☺ Always tell your teacher if you see, hear or read anything which makes you feel uncomfortable while using the computer.

You should not:

- ☹ Send anyone a message which is not nice.

- ☹ Use bad language in a message.

- ☹ Use any other person's work or e-mail.

- ☹ Tell a stranger any of the following information:
  - ➤ your name
  - ➤ your home address
  - ➤ your telephone numbers
  - ➤ any other personal information about yourself or any of your friends.

When you are finished using a computer you should always close it down properly following your teacher's instructions.

E-LEARNING CODE OF CONDUCT

Pupil: _____ Class _____ Date_____

My parents and I have read the E-Learning Code of Conduct and I agree to follow it.

Pupil Signature_____Date_____

Parent:

As parent or guardian, I have read, discussed and explained the E-Learning Code of Conduct to my son/daughter. I understand that if he/she fails to follow this code, his/her individual access may be withdrawn and I will be informed.

Parent/Guardian Signature _____Date_____

Permission and Copyright Release

I do/do not consent to photographs and digital images of the child named above, appearing in printed publications or on the school website. I understand that the images will be used only for educational purposes and that the identity of my child will be protected. I also acknowledge that the images may also be used in and distributed by other media, such as CD-ROM, as part of the promotional activities of the school.

I do/do not consent to examples of my child's work being published on the school web site or in other media, subject to strict confidentiality of personal information.

Parent/Guardian Signature _____Date_____

Digital Video

I do/do not consent to my child taking part in projects using digital video. I consent to my child taking part in the production of digital videos and appearing in films. I understand that films may be made available on the school website or used in other school promotional activities.

Parent/Guardian Signature _____Date_____

BRIZE NORTON PRIMARY SCHOOL

The Acceptable Use Policy: All adults working in school

All adults working with ICT equipment in Oxfordshire schools must ensure that they have read and agree to abide by the Oxfordshire County Council Acceptable User Policy which can be found on the Intranet.

For further information and to download copies of the relevant documentation see the OCN section of the Education Intranet:

http://portal.oxfordshire.gov.uk/content/public/corporate/AtWork/Policies/HR_ICT_Policy_Booklet.pdf

This downloadable document should be included in the staff handbook.
Here is a summary of some of the main points:
For personal use:

- Do not give anyone access to your login name or password.

- Do not open other people's files without express permission. Do not corrupt, interfere with or destroy any other user's information.

- Do not release personal details including phone numbers, fax numbers or personal e-mail addresses of any colleague or pupil over the Internet.

- Do not reproduce copyright materials without first getting permission from the owner. Many people will make their work freely available for education on request. Acknowledge sources on all resources used.

- Do not attempt to visit sites which might be considered inappropriate.
  All sites visited leave evidence on the computer. Downloading some material is illegal and the police or other authorities may be called to investigate such use.

- Use of school Internet access for business, profit, advertising or political purposes is strictly forbidden.

- Users should log out and close their browser when their session has finished.

Personal E-mail

- Follow school guidelines contained in the ICT policy for the use of e-mail.

- Observe *netiquette* on all occasions. E-mail should not be considered a private medium of communication.

- Do not include offensive or abusive language in your messages or any language which could be considered defamatory, obscene, menacing or illegal. Do not use language that could be calculated to incite hatred against any ethnic, religious or other minority. You should be aware that OCN e-mail is automatically monitored.

- Make sure nothing in the messages could be interpreted as libellous.

- Do not send any message which is likely to cause annoyance, inconvenience or needless anxiety.

- Do not send any unsolicited promotional or advertising material nor any chain letters or pyramid selling schemes.

When using the Internet, Learning Platform or e-mail with children

- Remind children of the rules for using the Internet, the Learning Platform or e-mail.

- Watch for accidental access to inappropriate materials and report the offending site to the ICT Service Desk – ict.servicedesk@oxfordshire.gov.uk or telephone 0845 052 1000.

- Be aware of issues relating to cyber bullying and watch for evidence of any distress caused by the use of ICT and investigate its cause.

- Check before publishing children's work; make sure that you have parental permission.

- Ensure children cannot be identified from photographs and ensure that children do not use any personal photographs on their personal homepage on the Learning Platform.

- Be aware of issues relating to e-safety and cyber bullying and watch for evidence of any distress caused and investigate the reasons behind such distress.

- Report any breaches of the school's Internet policy to the headteacher.