 **Ballynure Primary School**

**ICT Policy**

**(This policy should be read in conjunction with the Internet Safety and Social Media Policy. All policies are available on the school website or at the school office)**

**Introduction**

ICT skills are a major factor in enabling pupils to be confident, creative and independent learners. The use of information and communication technology is an integral part of the Northern Ireland Curriculum and is a key skill for everyday life. At Ballynure Primary School, pupils use technology to find, explore, analyse, exchange and present information responsibly, creatively and critically. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of sources.

**Rationale**

Ballynure Primary School believes that ICT:

• Gives pupils immediate access to a rich source of materials and can enhance the learning process across all areas of the curriculum;

• Takes the laborious routine out of some text and information tasks giving greater scope for pupils’ creativity;

• Can motivate and enthuse pupils, help pupils focus and concentrate and offers potential for effective group working;

• Can present information in new ways which help pupils understand, access and use it more readily;

• Supports different types of learners (audio, visual and auditory);

• Has the flexibility to meet the individual needs and abilities of each pupil.

**Aims**

Through cross-curricular teaching, we aim to develop specific and general ICT skills. Our aim is to enable pupils to:

* Develop practical skills in the use of ICT and the ability to apply these skills to the solving of relevant and worthwhile problems;
* Develop their capability in accessing, finding, selecting and using information from ICT resources;
* Become responsible, competent, confident and creative users of information and communication technology;
* Use ICT for effective and appropriate communication;
* Explore their attitudes towards ICT and its value to them and society in general;
* Develop their knowledge and understanding of e-safety and how rapidly changing technology has implications for data protection and personal security.

The aims of ICT are to enable teaching staff:

* To use ICT as a tool to enhance, extend and enrich learning, teaching and management across the whole curriculum thereby raising standards and expectations across the school;
* To enable pupils to become autonomous, independent, discerning users of ICT, gaining confidence and enjoyment from their ICT activities;
* To develop a whole school approach to cross-curricular ICT, ensuring continuity and progression in all strands of the curriculum;
* To ensure that ICT is used to improve access to learning for pupils with a diverse range of individual needs;
* To maximise the use of ICT, developing links with the local community, including parents, local schools and other agencies.

**Strategies for the use of ICT**

* ICT is not taught as a distinct subject, but as a tool to be used as appropriate throughout the curriculum.
* ICT should be integrated into each area of study to support and enrich pupils’ understanding and learning.
* All pupils are given equal access opportunities through management of ICT resources and ICT is offered as an entitlement opposed to a reward or punishment.

**The Requirements**

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

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| Explore | • 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 | • 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 | • communicate using a range of contemporary methods and tools;  • share, collaborate, exchange and develop ideas digitally. |
| Evaluate | • talk about, review and make improvements to work, reflecting on the process and outcome;  • consider the sources and resources used. |
| Exhibit | • manage and present their stored work;  • showcase their learning across the curriculum. |

**Objectives and Progressions**

**Early years**

In the foundation stage, pupils require a broad, play-based experience of ICT skills. Early years learning environments should feature ICT scenarios based on experience in the real world, such as in role play. Pupils gain confidence, control and language skills through opportunities to participate in activities such as: ‘painting’ on an interactive whiteboard; programming a control toy or role-playing conversations using toy mobile phones or walkie-talkies. Recording devices can support pupils to develop their communication skills.

**At the end of KS1 pupils should:**

* Have an understanding that there are responsibilities when using the internet;
* Have used a computer/iPad to process and present writing, pictures and simple graphs;
* Developed good mouse/stylus control;
* Have discussed computer systems and control technology experienced in everyday life;
* Understand that machines respond to human input;
* Have used technology to take photographs;
* Had opportunities to use the range of hardware and software in school.

**At the end of KS2 pupils should:**

* Have a clear understanding of our e-safety and the process by which they can stay safe whilst online;
* Have used ICT to store, retrieve, process and present information;
* Have developed effective keyboard skills;
* Have used ICT to search for information and to explore and solve problems in the context of other subjects;
* Be able to discuss and evaluate their use of ICT;
* Be able to discuss the use of ICT in the wider world;
* Understand the uses of the World Wide Web, and how this information can be accessed via the internet;
* Be able to send and receive e-mails;
* Have used technology to create short films and animations;
* Understand advantages, disadvantages and safety issues for using modern technology to communicate.

**Resources and Access**

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible PC system by investing in resources that will effectively deliver the Northern Ireland Curriculum and support the use of ICT across the school. Teachers are required to inform the ICT coordinators of any faults as soon as they are noticed.

* Each room has a class iPad (Camera and video recorder) and Interactive Whiteboard.
* Each classroom has a desktop computer.
* The ICT trolley has been updated with newer laptops.
* The assembly hall has an interactive whiteboard.

**Inclusion**

The school takes appropriate account of pupils’ ICT experiences outside of school and provides opportunities to ensure all pupils have access to technology and the internet. For pupils with learning difficulties and/or physical or sensory disability, appropriate use of ICT can often enhance access to the curriculum. In co-operation with the SENCO, we will endeavour to provide, within the resources available, appropriate software and hardware to enable such access.

**Monitoring, Evaluation and Assessment**

Assessing ICT is an integral part of teaching and learning and central to good practice. It should be process orientated, reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of the concepts of ICT. As assessment is part of the learning process it is essential that pupils are closely involved. Assessment can be broken down into;

* Formative assessments are carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.
* Summative assessment is used to record all pupils’ progress and whether the pupils have met, exceeded or not achieved the learning objectives and progressions as outlined in the pupils’ ICT assessment files. Teachers use these results in assessment files to plan future work, provide the basis for assessing the progress of the pupil and to pass information on to the next teacher/parents at the end of the year. ICT evidence is saved on the school network and may be printed and filed within the pupils’ ICT files.

**The role of the co-ordinators**

The ICT coordinators will be responsible for:

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| Mrs Livings | Mrs Patrick |
| * iPads * Interactive whiteboards * Tasks manager in KS2 * Monitoring ICT files in KS2 * ICT Policy * Internet Safety and Acceptable Use Policy * Social Media Policy * Staff training * KS2 Moderation and Assessment | * C2K Manager * Laptops * Tasks manager in FS sand KS1 * Monitoring ICT files in FS and KS1 * Website and PR (press photos) * Staff training * FS and KS1 Moderation and Assessment |

In the long term absence of a coordinator, the other coordinator will assume her responsibility base until her return.

**The Classroom Teacher**

Even though whole school co-ordination and support is essential to the development of ICT capability, it remains the responsibility of each teacher to plan and teach appropriate ICT activities and assist the co-ordinators in the monitoring and recording of pupil progress in ICT.

**School Website**

Our school website promotes and provides up to date information about the school, as well as giving pupils an opportunity to showcase their work and other aspects of school life. In order to minimise risks of any images of pupils on the school website being used inappropriately the following steps are taken:

• Group photos are used where possible, with general labels/captions;

• Pupils’ surnames are not disclosed;

• The website does not include home addresses, telephone numbers, personal e-mails or any other personal information about pupils or staff.

**Digital and Video Images of Pupils**

Parental permission is sought to cover the use of photographs of pupils on the school website, in the local press and for displays within school and written permission must be obtained from parent/carer. Parents are asked at the beginning of each school year if there are any changes to the permission given.

**Remote and Blended Learning**

In the event of school closure, pupils engage in remote learning at home through online materials and paper-based materials made available from school. To maintain supportive relationships with pupils and parents and encourage pupils to achieve and succeed, Ballynure Primary School facilitate a good level of contact between staff, learners and parents by using Seesaw, the Home Learning section on the school website and email.

School website

* The Home Learning section on the school website is regularly updated with suggestions of activities, web links and tips for learning. Class teachers regularly add answers online to work packs sent home to support the marking of work.

Email

* Staff email addresses are available to ensure communication between families and staff. Parents/guardians and staff communicate via email to discuss pupils’ progress, work and provide feedback.

Seesaw

Seesaw is a platform for student engagement that allows communication between home and school**. Pupils** use creative tools to take pictures, draw, record videos and more to capture learning in a portfolio. **Teachers**find or create activities to share with students and can provide feedback to work submitted by pupils.

* Parents/guardians provide written permission for pupils to be added to Seesaw and are provided with a password to gain access to their learning journal.
* Detailed information and user guides are provided to parents with regards to setting up Seesaw, uploading work and communicating with staff.
* In-house training is provided to staff explaining the set-up of the app, key features of the app and where to seek help if necessary.
* Pupils send work to their teacher and receive feedback via comments from staff in relation to work and activities.

Staying safe online

* Parents and pupils are regularly reminded about staying safe online via the school newsletter and by teachers when posting work online. Information is also provided on the Home Learning section of the school website with regards to staying safe online and where to seek support if required. During C-19 lockdown parents were provided with information on staying safe online via the school website and the school newsletter.

Safer School app

The App is designed to provide staff, pupils and their parents/carers with a platform to learn more about Digital Safety. All of the information is differentiated for each role, and will help to educate, empower and protect pupils in the online world. Through this App, the user will also receive relevant and critical updates from the Department and from Safer Schools which will keep the user up to date with emerging trends, risks and threats in the digital world.

* Direction is provided by the school online and information is available with regards to accessing the Safer Schools App and registering.

In order to successfully implement remote learning and blended learning, Ballynure Primary School has asked all parents/guardians to provide a current email address and to conduct baseline questionnaires to gather information regarding access to internet, software and technology in pupils’ homes. Each term teachers remind pupils about staying safe online and following Ballynure Primary School’s internet safety progression.

Ballynure Primary School aims to ensure contact with parents and pupils is positive, teaching promotes the development of emotional health and wellbeing and opportunities are provided for pupils to seek help when they need it.

Teachers hope to avail of support sessions and online learning materials provided by C2k eLearning services (C2k NewsDesk, Collaborate Ultra, G Suite and O365) should they be required for further remote and blended learning.

**Internet Safety**

**Acceptable Use of the Internet and Digital Technologies**

**Introduction**

Ballynure Primary School recognises the need to maintain a strategy for effective use of the internet as a valuable tool for learning. We believe that the internet and other digital technologies are very powerful resources which can enhance and potentially transform teaching and learning when used effectively and appropriately. We recognise the need to protect users, in particular young people, from offensive and dangerous material and acknowledge the need to ensure that all users make responsible use of the internet. This policy applies to all members of the school community (including staff, pupils, volunteers, parents/carers, visitors and community users) who have access to and are users of the school ICT system, both in and out of school. This policy covers incidents of cyber-bullying and e-safety incidents, which may take place outside of school but are linked to membership of the school.

**Code of Safe Practice**

When using the internet, email systems and digital technologies, all users must comply with all relevant legislation on copyright, property theft, libel, fraud, discrimination and obscenity. The Code of Safe Practice for Ballynure Primary School makes explicit to all users (staff and pupils) what is safe and acceptable and what is not.

The scope of the Code covers fixed and mobile internet, school laptops, iPads and computers, online learning and digital video equipment. It should also be noted that the use of devices owned personally by staff and pupils but brought onto school premises (such as mobile phones, cameras and iPads) is subject to the same requirements as technology provided by the school.

The ICT co-ordinators will monitor the effectiveness of the Code of Practice in the light of new developments in technology.

**Code of Safe Practice for Pupils**

Pupils’ access to the internet is through a filtered service provided by C2K, which should ensure educational use made of resources is safe and secure, while protecting users and systems from abuse. Parental permission is sought from parents on an annual basis before pupils access the internet.

In addition, the following key measures have been adopted by Ballynure Primary School to ensure our pupils do not access inappropriate material:

* + School’s Code of Practice for use of the internet and other digital technologies is made explicit to all pupils and is displayed prominently;
  + Our Code of Practice is reviewed each school year and signed by parents/pupils in Key Stage 1 and 2 and parents on behalf of pupils in the Foundation Stage;
  + Pupils using the internet will be working in highly-visible areas of the school under adult supervision;
  + Pupils will, where possible, use sites pre-selected by the teacher and appropriate to their age group.

It should be accepted, however, that however rigorous these measures can be, they can never be 100% effective. Neither the school nor C2K can accept liability under such circumstances.

Handheld devices brought into school are entirely at the students own risk and should not be used during the school day for taking photos or communicating with others. The school accepts **NO RESPONSIBILITY** for the loss or damage of any handheld device brought into school. It is our policy to confiscate handheld devices used inappropriately. The devices will be put into the school office for safe keeping and it will need to be collected and signed for by a parent or other designated adult at reception.

**Code of Safe Practice for Staff**

Staff has agreed to the following Code of Safe Practice:

• Pupils accessing the Internet should be supervised by an adult at all times;

• All pupils are aware of the rules for the safe and effective use of the Internet. These are displayed in classrooms and discussed with pupils;

• All pupils using the internet have written permission from their parents;

• Recommended websites, where possible, are provided and suggested for each year group. Any additional websites used by pupils should be checked beforehand by teachers to ensure there is no unsuitable content and that material is age-appropriate;

• Deliberate/accidental access to inappropriate materials or any other breaches of the school Code of Practice should be reported immediately to the Principal/ICT Co-ordinators;

• In the interests of system security, staff passwords should only be shared with the network managers;

• Staff are aware that the C2K system tracks all internet use and records the sites visited. The system also logs emails and messages sent and received by individual users;

• Staff should be aware of copyright and intellectual property rights and should be careful not to download or use any materials which are in breach of these;

• Photographs of pupils should, where possible, be taken with a school camera/iPad and images should be stored on a centralised area on the school network, accessible only to teaching staff;

• It is strongly advised that staff should not use their home email accounts for school business.

• When remote and blended learning is required all staff should communicate with parents and pupils professionally and through school organised channels.

**Sanctions**

Incidents of technology misuse which arise will be dealt with in accordance with the school’s discipline policy. Minor incidents will be dealt with by the Principal and may result in a temporary or permanent ban on internet use. Incidents involving child protection issues will be dealt with in accordance with school child protection procedures.

**Internet Safety Awareness**

In Ballynure Primary School we believe that, alongside having a written safety policy and Code of Practice, it is essential to educate all users in the safe and effective use of the internet and other forms of digital communication. We see education in appropriate, effective and safe use as an essential element of the school curriculum. This education is as important for staff and parents as it is for pupils.

**Internet Safety Awareness for pupils**

Rules for the acceptable use of the Internet are discussed with all pupils and are prominently displayed in classrooms.

**Internet Safety Awareness for staff**

The ICT Co-ordinators keep abreast of issues relating to Internet Safety and attends regular courses. This training is then disseminated to all teaching staff, classroom assistants and supervisory assistants on a regular basis.

**Internet Safety Awareness for parents**

The Internet Safety Policy and Code of Practice for pupils is sent home for parental signature. Internet safety leaflets for parents and carers also are sent home on a regular basis.

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| **Foundation Stage (Kidsmart.org.uk)** | **Key Stage 1**  **(Thinkuknow.co.uk)** | **Key Stage 2 (internet safety linked to PDMU)**  **(Thinkuknow.co.uk)** |
| Pupils explore ‘Smartie the Penguin’ which is an online E-book story.  Pupils learn that they can go to exciting places online, but they need to follow certain rules to remain safe.  Pupils learn that many websites ask for information that is private and discuss how to responsibly handle such requests.  Pupils learn what to do if something appears on the screen that they are unsure of or makes them unhappy. | Pupils learn that the information they put online leaves a digital footprint or “trail.” This trail can be big or small, helpful or hurtful, depending on how they manage it.  Pupils learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it.  Pupils explore reasons why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords.  Pupils learn that it’s important to talk to a trusted adult at home and in school if something they have encountered online, makes them feel unhappy. | Pupils think critically about the information they share online.  Pupils learn how to create secure passwords in order to protect their private information and accounts online.  Pupils learn what spam is, the forms it takes, and then identify strategies for dealing with it.  Pupils learn that the Internet is a great place to develop rewarding relationships. But they also learn not to reveal private information to a person they know only online.  Pupils explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyber bullying when it arises.  It is reinforced that to pupils that it’s important to talk to a trusted adult at home and in school if something they have encountered online, makes them feel unhappy. |

**Areas discussed in each Key Stage in relation to Internet Safety:**

**Ballynure Primary School**



**ICT Code of Practice Agreement for Foundation Stage Pupils and Parents**

**We often use internet access to help our learning. These rules will keep everyone safe and help us to be fair with others.**

* I will not access other people’s files without permission.
* I will only use the laptops/iPads for school work and homework.
* I will look after the laptops/iPads, ensuring they are safely deposited on the laptop trolley and transported safely.
* I will ask a member of staff before using the internet.
* I will only email people I know, or who my teacher has approved.
* I will not open emails sent by someone I do not know.
* The messages I send will be polite and responsible.
* I will not give out my home address or telephone number, or arrange to meet someone.
* I will report any unpleasant material or messages sent to me to my class teacher and/or the Principal.
* I understand that the school may check my laptop/iPad files and may monitor the internet sites I visit.
* I will not use internet chat-rooms in school.
* When remote and blended learning is required, I will communicate appropriately with my teacher.

****Signed by parent (on behalf of the child): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Ballynure Primary School**



**ICT Code of Practice Agreement for Key Stage 1 and 2 Pupils and Parents**

**We often use internet access to help our learning. These rules will keep everyone safe and help us to be fair with others.**

* I will not access other people’s files without permission.
* I will only use the laptops/iPads for school work and homework.
* I will look after the laptops/iPads, ensuring they are safely deposited on the laptop trolley and transported safely.
* I will ask a member of staff before using the internet.
* I will only email people I know, or who my teacher has approved.
* I will not open emails sent by someone I do not know.
* The messages I send will be polite and responsible.
* I will not give out my home address or telephone number, or arrange to meet someone.
* I will report any unpleasant material or messages sent to me to my class teacher and/or the Principal.
* I understand that the school may check my laptop/iPad files and may monitor the internet sites I visit.
* I will not use internet chat-rooms in school.
* When remote and blended learning is required, I will communicate appropriately with my teacher.

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Signed by child: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by parent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Ballynure Primary School**



**ICT Code of Practice Agreement for Staff**

**The scope of the Code covers fixed and mobile internet, school laptops, iPads and computers, and digital video equipment. It should also be noted that the use of devices owned personally by staff but brought onto school premises (such as mobile phones, cameras and iPads) is subject to the same requirements as technology provided by the school.**

* Pupils accessing the Internet should supervised by an adult at all times.
* All pupils are aware of the rules for the safe and effective use of the Internet. These are displayed in classrooms and discussed with pupils.
* All pupils using the internet have written permission from their parents.
* Recommended websites, where possible, are provided and suggested for each year group. Any additional websites used by pupils should be checked beforehand by teachers to ensure there is no unsuitable content and that material is age-appropriate.
* Deliberate/accidental access to inappropriate materials or any other breaches of the school Code of Practice should be reported immediately to the Principal/ICT Co-ordinator.
* In the interests of system security, staff passwords should only be shared with the network manager.
* Staff are aware that the C2K system tracks all internet use and records the sites visited. The system also logs emails and messages sent and received by individual users.
* Staff should be aware of copyright and intellectual property rights and should be careful not to download or use any materials which are in breach of these.
* Photographs of pupils should, where possible, be taken with a school camera/iPad and images should be stored on a centralised area on the school network, accessible only to teaching staff.
* School systems may not be used for unauthorised commercial transactions.
* When remote and blended learning is required all staff should communicate with parents and pupils professionally and through school organised channels.

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Signed by staff member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Social Media Policy**

Social media sites play an important role in the lives of many people. We recognise that social networking can bring many benefits, but there are also potential risks. The aim of this document is to give clarity to the way in which social media sites are to be used by the Ballynure Primary School community: pupils, staff and parents. All members of the school community should bear in mind that information they share through social media and networks, even if it is on private spaces, is still subject to copyright, data protection and Freedom of Information legislation, the Safeguarding Vulnerable Groups Act 2006, and UK libel and defamation laws.

The purpose of the policy is to:

* Protect the school from legal risks;
* Ensure that the reputation of the school, its staff and governors is protected;
* Safeguard all pupils;
* Ensure that any users are able clearly to distinguish where information provided via social media is legitimately representative of the school.

**Definitions and Scope**

Social networking applications include any interactive communication tool which encourages participation and exchanges. Common examples include Twitter, Facebook, Windows Live Messenger, YouTube, Flickr, Xbox Live, Blogger, and comment streams on public websites such as a newspaper site. Many of the principles of this policy also apply to other types of online presence such as virtual worlds.

**The use of social media sites by pupils whilst at school**

Pupils should not access social networking sites whilst at school. Many of the above social media sites are inappropriate for primary-aged pupils.

**Use of social media sites by employees in a personal capacity**

It is possible that a high proportion of staff will have their own social networking accounts. It is important that they protect their professional reputation, and that of the school, by ensuring that they use their personal sites in an appropriate manner.

Staff will be advised as follows:

* That they familiarise themselves with social network sites’ privacy settings in order to ensure that information is not automatically shared with a wider audience than intended.
* That they do not conduct or portray themselves, or allow friends to portray them, in a manner which may:
  + Bring the school into disrepute;
  + Lead to valid parental complaints;
  + Be deemed as derogatory towards the school and/or its employees;
  + Be deemed as derogatory towards pupils, parents/carers or governors;
  + Bring into question their appropriateness to work with pupils.
* That they do not form online friendships or enter into communication with parents/carers as this could lead to professional relationships being compromised.
* That they do not form online friendships or enter into online communication with pupils as this could lead to professional relationships being compromised, and/or safeguarding allegations being raised.
* That they should not post pictures of or negative comments about school events.
* No reference should be made on social media to pupils, parents/carers or school staff.
* That they do not engage in online discussion on personal matters relating to members of the school community.
* Personal opinions should not be attributed to the school or local authority.
* Security settings on personal social media profiles are regularly checked to minimise risk of loss of personal information.

**Creation of social media accounts by school staff for use in education**

All social media services must be approved by the Principal in advance of any educational work being undertaken. Staff are reminded that professional standards apply regardless of the medium being used.

**Comments posted by parents/carers on social media sites**

Parents/carers will be made aware of their responsibilities regarding their use of social media via this policy (in particular when their child joins the school), the school website and school newsletters.

* Parents/carers are asked not to post images (photos and videos) of pupils other than their own children on social media sites unless they have the permission of the parents of other pupils pictured.
* Parents/carers are asked to raise queries, concerns or complaints directly with the Principal rather than posting them on social media.
* Parents/carers should not post malicious or fictitious comments on social media sites about any member of the school community which may be construed as defamation, or libel. All posts of this nature which are brought to the attention of staff/Principal/Governors will be referred to the Legal Department of the Education Authority.

**Guidance/protection for pupils on using social networking sites**

• No pupil may access social networking sites during the school working day.

• All mobile phones must be switched off and left in pupil’s school bag until the end of the school day.

• No pupil should attempt to join a staff member’s areas on networking sites. If pupils attempt to do this, the member of staff is to inform the Principal. Parents will be informed if this happens.

• Any attempts to breach firewalls will result in a ban from using school ICT equipment.

• All reports of any improper contact or cyber bullying should be reported to the class teacher/child protection teachers/Principal as soon as it happens. The Child Protection Policy may be involved when it is deemed inappropriate, evident, persistent and recurrent bullying.

**Cyber-bullying**

All cases of online bullying will be dealt with in accordance with the school’s Anti-Bullying policy. The school can take action with reference to any incident that takes place outside school hours if it:

* Could have repercussions for the orderly running of the school;
* Poses a threat to a member of the school community;
* Could adversely affect the reputation of the school, or its Principal/employees/governors.

Where appropriate, legal action will be taken by the school’s governors, PSNI, C2K and/or CPSS.

This policy has been written with reference to:

* DE Circular 2011/22 Internet Safety
* DE Circular 2013/25 eSafety Guidance
* DE Circular 2016/26 Effective Educational Uses of Mobile Digital Devices
* DE Circular 2016/27 Online Safety

This policy will be reviewed to reflect the changing online environment and technologies. The policy may also be amended when particular concerns are raised, or an incident has been recorded.

**Points for Parents to Consider:**

It is important to promote Internet Safety in the home and to monitor Internet use.

1. Take an interest in what children are doing. Discuss with the children what they see and why they are using the internet.

2. Monitor online time and be aware of excessive hours spent on the internet.

3. Advise children to take care and to use the internet in a sensible and responsible manner.

4. Discuss the fact that there are websites which are unsuitable.

5. Discuss how children can respond to unsuitable material/requests.

6. Tell children – Never give personal information on the internet.

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

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

9. Be aware that children may be using the internet in places other than in their own home or at school.

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