E-Safety Policy

GOSPEL VALUES

In utilising Learning Technologies, students will have the opportunity to gain knowledge and understanding of its nature and an awareness of the rapid developments in this area. They will develop skills and knowledge that will equip them with the ability to adapt to the changing world around us. This will enable them to care for themselves and others as precious gifts of God’s creation.

RATIONALE

Technology refers to the equipment and processes used to enhance, maintain and modify the environment and resources in order to support human endeavor. It involves the purposeful application of knowledge, skills, equipment, materials, energy and data to create useful products.

Technology education provides students with the knowledge and skills necessary for producing quality products that effectively either solve a problem or meet a need. They do so within a context that enables them to acquire an understanding of technology’s role in the world and of the effects that specific technologies or processes have on society and the environment. Technology education also develops student skills in creating and communicating ideas, and in solving complex and varied problems.

In technology education programs, students should be provided with the challenge of designing and producing products that satisfy the needs of both user and the wider community.

GOALS

At St Vincent de Paul primary school we aim for all;

- students, teachers and the administrators of the school to have equal access to relevant learning technologies, communication technologies and digital resources.
- teachers to be adequately skilled in applying learning technologies to the curriculum
- teachers and students have the confidence and tools they require for directing their creative talents to using and developing digital resources for teaching and learning teachers and administrators have access to professional development in learning technologies
KEY CONCEPTS

Years Prep to 4 – Laying the foundations
Early in this stage students become familiar with the main components of a computer and develop their hand-eye coordination by using a mouse to control the cursor/pointer on the screen. Students enter and manipulate data to create simple information products.

Students progress by using ICT to organise, revise and classify ideas to assist their thinking processes. They access published multimedia resources and are encouraged to think critically about how these resources support their learning.

Later in this stage students use ICT to solve problems, express ideas and present information to different audiences. They apply simple formatting and editing techniques in order to improve the appearance and accuracy of information they create for audiences. They experiment with simple ICT tools and strategies to make visual their thinking processes and begin to consider how these tools can be used for solving new problems. They locate and access information from online sources and they exchange electronic messages with other people. They begin to apply strategies to facilitate easy retrieval of their files.

Years 5 to 8 – Building breadth and depth

Early in this stage students become more proficient in the use of ICT for the purposes of sharing knowledge and acquiring information. They use ICT to visualise their thinking in order to make sense of ideas, concepts and issues from all domains, and to reflect on their learning.

Students progress by devising planned approaches to problem solving. This involves documenting the order of, and time allocation for, individual tasks within extended projects. Students use a wider range of ICT tools, techniques and functions to support their thinking processes, to model systems, to solve problems and to create information products for a variety of purposes. They use the equipment’s operating system and software functions to manage their files.

Later in this stage, students become more proficient in the use of Internet research tools to locate and download information from a range of sources, and they judge the quality of information, based on set criteria. They conform to accepted codes of practice when using ICT, and discuss the consequences of ICT use in a range of environments and contexts in the community. Students create and maintain digital evidence of their learning in all domains, the evidence exemplifying the progress made in applying ICT knowledge and skills.

E-Safety

E-Safety encompasses Internet technologies and electronic communications such as mobile phones as well as collaboration tools and personal publishing. It highlights the need to educate pupils about the benefits and risks of using technology and provides safeguards and awareness for users to enable them to control their online experience.

The e-safety policy will operate in conjunction with other school policies such as those for:

- Student Behaviour
- Bullying
Effective E-Safety

E-Safety depends on effective practice at a number of levels:

- Responsible ICT use by all staff and students.
- Sound implementation of this e-safety policy in both administration and curriculum.

Teaching and Learning

The Internet is an essential element in 21st century life for education, business and social interaction. Use of the internet is a part of the statutory curriculum and a necessary tool for staff and students. The school has a duty to provide students with quality Internet access as part of their learning experience.

- The school Internet access will be designed expressly for pupil use and will include filtering appropriate to the age of students.
- Students will be taught what Internet use is acceptable and what is not and given clear objectives for Internet use.
- Students will be educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation
- The school will ensure that the use of Internet derived materials by staff and students complies with copyright law.
- Students should be taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.

Managing Internet Access

- The school’s ICT systems capacity and security will be reviewed and virus protection will be updated regularly by ICT Administration in conjunction with the ICT co-ordinator.
- Security strategies will be discussed with whole school staff and presented to staff, parents and children.
- Students may only use approved e-mail accounts on the school system.
- Students must immediately tell an adult if they receive inappropriate material via e-mail.
- Students must not reveal personal details of themselves or others in email communication, or arrange to meet anyone without specific permission.
- The school website will not publish personal information or details of any staff member or student. The only contact details available on the school website are the school address, e-mail, telephone and fax number.
- The ICT Administrator will take overall editorial responsibility for the school website and ensure that the content is appropriate.
Publishing pupil images and work

Written permission from parents or carers will be obtained where pupil photographs are published via the school website and school Facebook page when they enrol into the school. Any photographs of children will be carefully selected and will not enable pupils to be clearly identified. Full names of students must not be used anywhere on the school website or school Facebook page, particularly in association with any photographs.

All personal data will be protected under the Data Protection Act 1998.

Social networking and personal publishing

- The school will block/filter social networking sites such as ‘Facebook’, ‘Snapchat’, ‘Instagram’ or ‘My Space’.
- Newsgroups will be blocked unless a specific use is approved.
- Students are not permitted to give out any personal details of any kind which may identify them or their location using a social networking site on the school system.

Managing Filtering

The school will work with the Internet Service Provider to ensure systems to protect pupils are reviewed and improved. If staff or students discover an unsuitable site, it must be reported to the classroom teacher and referred to ICT Administration.

Authorising Internet Access

- All staff must read and sign the Code of Conduct and be familiar with the Social Media Policy before using any school ICT resource.
- The school will keep a record of all staff and students who are granted Internet access. The record will be kept up-to-date, for instance a member of staff may leave or a student’s access be withdrawn.
- In the early years, access to the Internet will be by adult demonstration or directly supervised access to specific, approved on-line materials.

Internet Risks

The school will take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of Internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer. The school cannot accept liability for the material accessed, or any consequences of Internet access. The school will audit ICT provision to establish if the e-safety policy is adequate and that its implementation is effective.

Handling e-safety complaints

- Complaints of Internet misuse will be dealt with by a classroom teacher or a member of the leadership team.
- Any complaint about staff misuse must be referred to the leadership team.
- Complaints of a child protection nature must be dealt with in accordance with school child protection procedures.
Implementing this policy

- E-safety rules will be posted in all classrooms and made visible to the children. The e-safety rules will be discussed at the beginning of each year by classroom teachers.
- Children will be made aware that their internet use can be monitored.
- Children, parents and staff will be asked to sign the St. Vincent de Paul Primary School Acceptable Use Policy and e-safety rules at the beginning of each school year.
- All staff will be given this e-safety policy and its importance explained.
- Staff should be aware that internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential at all times.
- Parents will be made aware of the e-safety policy and have the right to access a copy from the school office if they require reading it.

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