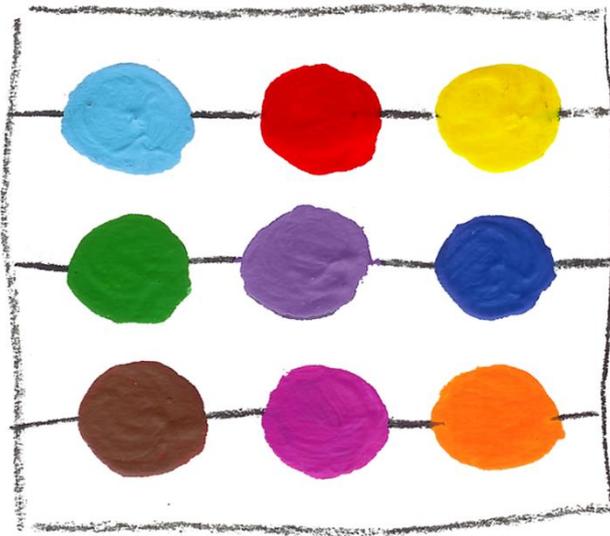# Digital Technologies Policy including Acceptable Use Procedure & Social Media Procedure

Carrigaline Educate Together N.S.

This document is intended to provide details of the main policies of Carrigaline Educate Together National School (CETNS) relating to Information & Communication Technologies (ICT). It is intended to help the school community, including staff, parents, guardians and other relevant parties to understand the environment and approach of the school. This document is regularly reviewed. All feedback is encouraged and welcome.

Version	Description	Authors
January-October 2014	Amalgamation of current policies relating to ICT & devising of one comprehensive document	ICT Committee & Policy Committee on behalf of the Board of Management
November 2016	Revision of current policy and minor amendments made	ICT Committee & Policy Committee on behalf of the Board of Management
February 2019	Revision of current policy and minor amendments made	ICT Committee & Policy Committee on behalf of the Board of Management
November 2020	Revision of current policy and minor amendments made	ICT Committee & Policy Committee on behalf of the Board of Management

School Contact Details

Principal: Mel Thornton

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Kilnagleary, Carrigaline, Co. Cork.

Digital Technologies Policy

Introduction

This policy was originally drafted as a collaborative exercise between Board of Management, staff and parents. Members of the ICT Committee formulated this policy in collaboration with the rest of the committee. It was presented to the Board of Management for ratification. This policy is reviewed on a regular basis. The Board of Management, staff and parents are responsible for the implementation of the policy.

Rationale

It is necessary to have a Digital Technologies Policy:

- As the ability to use digital technologies effectively is a vital life skill in modern society, as well as being an important educational resource
- To further promote and ensure the successful development of a positive digital technologies environment, in which use of digital technologies is valued and promoted
- To ensure laptops, iPads and other digital technologies related equipment are appropriately and consistently used in Carrigaline Educate Together N.S. (CETNS)
- To ensure best practice in teaching & learning in the classroom
- To ensure and further develop an ethical and responsible approach to the use of digital technologies
- To ensure the school has a structured approach to ICT as outlined by the National Council for Curriculum and Assessment (NCCA)
- To support the effective implementation of the Digital Learning Framework outlined at https://www.education.ie/en/Schools-Colleges/Information/Information-Communications-Technology-ICT-in-Schools/digital-learning-framework-primary.pdf
- To outline a minimum level of ICT skills for parents, teachers and the Board of Management

Relationship to the characteristic spirit of the school

All efforts are made to ensure that ICT supports and promotes the ethos of Carrigaline Educate Together N.S.

Educate Together aims to meet a growing need in Irish society for schools that recognise the developing diversity of Irish life and the modern need for democratic management structures. In particular, Educate Together guarantees children and parents of all faiths and none equal respect in the operation and governing of education.

The schools operated by the member associations of Educate Together are fully recognised by the Irish Department of Education and Science and work under the same regulations and funding structures as other national schools. However, they have a distinct ethos or governing spirit. This has been defined in the following terms:

•*Equality-based* i.e. all children having equal rights of access to the school, and children of all social, cultural and religious backgrounds being equally respected
•*Co-educational* and committed to encouraging all children to explore their full range of abilities and opportunities,
•*Child centred* in their approach to education
•*Democratically run* with active participation by parents in the daily life of the school, whilst positively affirming the professional role of the teachers (*Source: Educate Together Charter*)

Whilst the concepts of child-centeredness and co-educationalism are now widely accepted in Irish primary education, what distinguishes the Educate Together schools is their hard work in developing a culturally inclusive and democratic ethos. This has pioneered unique approaches to inclusion of minority opinions and faiths in the Irish context.

The schools have developed education programmes which open the eyes of children to the naturally positive contribution that social, religious and cultural diversity and difference of viewpoint and opinion make to society.

The other characteristic feature of these schools is that they are democratically organised and governed. This maximises the potential for building a genuine partnership between the professional, objective role of the teacher and the necessarily personal involvement of the parent in contributing to their children's education.

Information taken from the Educate Together website www.educatetogether.ie

Carrigaline Educate Together N.S. makes the distinction between denominational education and moral/religious education. The ethical curriculum followed by the school is called the Learn Together Curriculum. It is comprised of four strands: *Morality & Spirituality*, *Equality & Justice*, *Belief systems*, *Ethics & the environment*.

Vision
Carrigaline Educate Together N.S. (CETNS) endeavours to create and foster a positive attitude to Digital Technologies within the school community. CETNS aspires to ensure ICT is an integral part of all school areas, curricular and non-curricular, and makes all efforts to ensure it is used successfully and safely at all levels.

Aims
The aim of this policy is:

- To ensure best practice when using ICT for the entire school community, including safe usage, maintenance and ergonomics
- To ensure that ICT is incorporated into all subjects of the curriculum, in order to foster the development of thinking and learning skills such as managing enquiry, assessing information, solving problems and expressing ideas
- To outline practices and procedures in relation to teaching laptops, iPads and desktops (along with similar technologies)
- To outline the appropriate use of school-specific online applications e.g. Aladdin, Seesaw etc.
- To outline practices and procedures in relation to the school website
- To ensure the Acceptable Use Procedure is up-to-date, relevant and used
- To ensure the Digital Learning Framework is incorporated into the teaching and learning within the school

Format of the policy-specific areas

This policy is laid out as follows:

- Why does our school require digital technologies

- What digital technologies are used for

- Roles and responsibilities

- Provision of digital technologies teaching infrastructure

- Teaching & learning in digital technologies

- Child protection

- Additional information

- Other related plans & policies

Why does our school require digital technologies?

Our school requires ICT to:
- Provide the best possible education for all our pupils
- Make the learners' experience more engaging and foster deep learning
- Help learners assume control over the learning situation, e.g. by individualising the pace with which new material is introduced, or by providing immediate feedback on how well they are learning
- Support collaborative learning, which provides opportunities for deep learning by having learners "teach" to each other new concepts that they have learned, and interact with other students and teachers in different countries
- Enable learners to grasp concepts more quickly and fully, to connect theory and application more adeptly, and to engage in learning more readily
- Enhance teaching approaches, enabling the co-construction of knowledge while facilitating the widespread creation of innovative ways to build and share knowledge
- Facilitate new ways of learning and create possibilities beyond the limits of our current imagination.
- Develop key skills to help young people become engaged thinkers, active learners' problem solvers, skilled communicators and knowledge constructors.

(as per Digital Learning Planning Guidelines.
See https://www.pdsttechnologyineducation.ie/en/Planning/Digital-Learning-Planning-
Guidelines.pdf)

- Prepare children for life in a technologically advanced world
- Provide a powerful and up-to-date teaching resource for all our teachers
- Allow for more effective administration within the classroom and the school as a whole
- Help provide more effective communication with staff and parents
- To facilitate online meetings and continuous professional development
- To facilitate and support distance teaching and learning in the event of a prolonged closure e.g. for Covid-19

What digital technologies are used for

- School Administration
  - Pupil-related administration including report cards, standardised tests results, attendance records, permission records etc. using Aladdin
  - Staff email addresses using @carrigalineeducatetogether.ie / @cetns.org
  - Communication with parents using Aladdin, Seesaw, Zoom, Class Dojo and email

- Teaching and learning
  - Teacher planning, cuntaisí míosúla & administration (stored securely on Google Drive)
  - Classroom management reward systems e.g. Class Dojo
  - Supporting the teaching and learning across all curricular subjects e.g. PowerPoint presentations, YouTube clips, interactive games, word processing, researching, creating digital books and comics, project work, digital story-telling, recording of composition etc.
  - Subject-specific programmes e.g. irishhomework.ie in Gaeilge, DabbleDoo in Music
  - Publisher-related resources e.g. www.cjfallon.ie www.folens.ie www.edcolearning.ie
  - Pre-recorded lesson content e.g. using Seesaw
  - Presentation of pupil learning
  - Assigning, completing and correcting homework
  - Support distance teaching and learning in the event of prolonged classroom/school closure e.g. closure due to Covid-19, or in the event of prolonged absence of a child who has been notified by the HSE to restrict their movements for minimum 10 days due to Covid 19 exposure

- Children with Special Educational Needs (SEN)
  - Assistive technology if advised by psychologist
  - Sound field systems
  - Eclipse scholar
  - iPads

- Assessment
  - E-Portfolios using Seesaw
  - Diagnostic assessments

Roles & responsibilities

- Digital technologies are **everyone's** responsibility
- The school, in particular the Board of Management, has overall responsibility for the all digital technologies equipment e.g. desktops, teaching laptops, iPads, projectors, interactive whiteboards, printer/photocopiers etc.
- The NCTE provide a filtered router to ensure safe internet access. However, all users are responsible for verifying that all content used is appropriate
- The ICT Committee is responsible for supporting and promoting best practice in the use of digital technologies equipment (*see examples above*)
- The teachers who have use of the digital technologies equipment (*see examples above*) are responsible for its daily safe-keeping and appropriate use

- Several members of the middle management team oversee the effective running of ICT in the school, including but not exclusively the school website and other forms of social media, purchasing including issuing tenders and awarding contracts, liaising with technology suppliers, troubleshooting, maintaining and updating a log of ICT equipmentorganising ICT meetings and liaising with Principal and Board of Management on ICT-related matters
- A member of the ICT committee has overall responsibility for ensuring iPads are updated and have appropriate content downloaded
- A member of the ICT committee has responsibility for the encryption of all teaching and administration laptops
- Parent ICT Committee members have a consultative support role
- In the event of a digital technologies issue arising, staff are asked to send an email to Owen Hennessy indicating the ICT issue they are having
- Teachers are not permitted to use personal devices such as mobile phones, personal laptops and tablets to take photographs, videos or sound recordings. Each class/teacher has been provided with a school iPad

Provision of ICT infrastructure

Equipment list
- A full list of hardware and software can be found on Google Drive (shared with ICT Committee, Principal, Chairperson & Treasurer of the Board of Management)

Allocation of equipment
- The secretary has a desktop, a laptop, a mobile phone and oversees the access to and effective use of an intercom system
- The principal has a laptop and mobile phone
- Members of the Board of Management have laptops
- Each mainstream and special unit classroom is equipped with an interactive whiteboard system including a teaching laptop. Mainstream classrooms are also equipped with visualisers and a sound field system
- Teaching laptops usually remain with the particular teacher into the next school year provided that the teacher remains teaching in the school. In the event of a teacher's absence in the short-term, all efforts should be made by that teacher to ensure that the laptop is available for use in the school as soon as possible, at most within a 24-hour time period. In the event of a medium- to long-term absence, the substitute teacher takes responsibility for its daily safe-keeping and appropriate use.
- 3 laptops are available for use by a substitute teachers. These laptops are stored in the secretary's office. These are cleaned before and after use by the substitute teacher.
- All classes have a class iPad.
- 1st-6th classes have laptops to the rear of the room. The number and allocation varies from year-to-year based on need and practical use
- Ten iPads were bought for remote learning during the COVID-19 lockdown. These iPads have now been redistributed to households of families who need technology access
- An iPad trolley contains a class set of iPads, one for each student to use in the classrooms. A rota is drawn up at the start of the year
- The photocopiers are networked to all the computers in the school.

Network
- All technology has access to the school's network
- The laptops and teaching iPads have access to a permanent wireless network
- Student iPads have access to a student network with controlled Internet access and no access to YouTube

Licencing and Operating Systems
- All ICT have current operating licences and security softward
- iPads are synced to one school account overseen by the ICT committee.

Teaching & Learning of ICT in School

Children will acquire a certain level of competency at using computers. Skills to be learned are outlined below:

Junior and Senior Infants:
- Be able to turn on and off (shut down) the iPad
- Become familiar with basic computer terms
- Through curriculum integration improve reading/writing/maths/art/problem solving skills through games etc.
- Become familiar with and use iPads, including swiping, opening applications & engaging in activities

First and Second Classes:

- Be able to turn on and off (shut down) the iPad
- Understand the use of basic function keys – caps, space, delete, fada etc
- Format text e.g. Change to bold, underline etc.
- Change fonts and font size
- Print and save their work
- Use drop-down menus and select function
- Integrate with reading words such as enter/click/double-click/delete/return
- Curriculum integration e.g. reading, writing, maths, visual arts etc.
- Use iPads with increasing proficiency, including swiping, opening applications & engaging in activities

Third to Sixth Classes:
- Keyboard skills
- File management
- Editing
- Word processing
- Spreadsheets
- Printing
- Use internet for information gathering
- Running software
- Use ICT for researching, engaging with and presenting projects
- Collaborate on curriculum activities within the school and with other schools
- Use iPads with increasing proficiency, in particular developing the use of iPads for engaging in creative tasks

Child protection
- The school has an active Acceptable Use Procedure (AUP) which all parents are provided with on commencement of first attendance in school. They are required to return this form having accepted/declined to the use of the internet by their child in school. Refer to *Appendix 2* for a copy of the AUP.

- Permission is also sought via Aladdin for use of the photograph of a child within a public forum e.g. school website, newspapers.
- Content of all ICT equipment - All content of ICT equipment should adhere to Child Protection and Acceptable Use Procedure Guidelines. All content should be age-appropriate
- Access to the teaching laptops - A teacher should decide on all content being viewed by the children through the teaching laptop. Children should only have access to the content of the teaching laptop through use of the interactive whiteboard
- Children may use the school iPad under teacher/Special Needs Assistant (SNA) supervision. However, no apps can be downloaded by the students. All apps should be downloaded/checked by a member of the ICT Committee
- Data Protection - In an effort to ensure maximum data protection, personal information about children should not be stored securely on the ICT system via Aladdin or Seesaw as they are encrypted. An exception relates to classroom photos which may include the children. However, these photos should contain no information which would allow a third party to identify the children e.g. the pictures should not be saved using a child's name. All photos that may be taken for specific use in the classroom should be deleted on completion of the project for which they are required and prior to the iPads being passed on to another party e.g. after 2 week iPad timetable slot, after publishing a book on Book Creator. All class iPads are factory reset at the end of the academic year.

Additional Information
ICT Co-ordination
- As the role of ICT coordinator grew too large, the tasks within e.g. website, procurement etc. have been shared out between members of the middle management team
- An ICT Committee made up of teachers, parents and members of the Board of Management support the effective implementation of the ICT policy. The teachers on this committee meet at regular intervals throughout the school year. When required, support in relation to ICT is sought directly from members of the staff, parent body, Board of Management or outside agency e.g. PDST
- Any ICT faults which cannot be rectified by hardware user are to be reported to the ICT committee by email.
- ESET Endpoint Security Anti-Virus is installed on all computers and computers are set to update automatically
- ESET Encryption Software is installed on all teaching laptops.

Google Drive
- Google Drive is used internally within the school to share and store information and resources regarding school administration, planning, teaching and learning
- Individual files to be made available to the whole staff are shared in a folder called 'CETNS – Common Drive'

Aladdin Schools
- All staff have an account on Aladdin Schools www.aladdin.ie
- Principal, deputy principal, SEN co-ordinator and the secretary have administrative rights on Aladdin
- All required administration is stored on this
- All contact details and information on individual children is stored on Aladdin
- Classroom teachers complete the roll book on Aladdin each day
- Report cards and standardised test results are stored on Aladdin
- Support teachers have access to their relevant children's records including the specific class levels they are assigned to. They also input the results of any relevant diagnostic tests carried out
- Permissions, absences and payments are recorded by parents on Aladdin Connect
- Teachers communicate with parents via Aladdin Connect e.g. to report minor incidents, to arrange meetings
- The principal, deputy principal, SEN co-ordinator and secretary use Aladdin for various school administration tasks

Seesaw
- Seesaw Class is used for each individual class to share their work within their class group
- It is GDPR compliant and recommended by the PDST
- Homework is assigned, carried out and communicated
- Teachers and parents may contact one another for brief messages
- Teachers may share whole class/small group activities to the class group
- Teachers may share individual children's work/activities to that child's individual account
- This platform is the primary application used in the case of distance learning being required e.g. prolonged school closure
- Prior to accessing Seesaw, permission is sought via Aladdin every year at the beginning of the school year using the standardised template

School Website & social media sites
- The school hosts a website www.carrigalineeducatetogether.ie
- Website – The website provides timely and current information to the school community (e.g. policies and booklists) It also communicates the school's qualities, vision and mission to new students and prospective parents. In addition, it allows parents to apply to enrol their children to the school.
- Social media policy – The school has a Social Media Procedure (*see Appendix 2)*
- Facebook – The school does not have its own Facebook page. There is a Parent Association page. This is managed by representatives from the Parent Association and must always adhere to the school's Social Media Procedure
- Instagram – The school Instagram account is managed by a member of the middle management team

Online Meeting Websites
- Zoom is used by the school to facilitate face-to-face meetings
- All meetings require a password
- In the event of successive meetings taking place by the one host, the waiting room facility must be used to ensure security and privacy of all individuals and information
- Large staff meetings can be conducted via Zoom if people are unable to meet in person
- The school has the ability to host webinars for up to 500 people to facilitate communication to the school community
- The Board of Management use Google Meets for their meetings if they are unable to meet in person
- WebEx is used to conduct interviews for potential employees of the school

Internet Safety
- All parents are asked to complete an Acceptable Use Procedure acknowledging that their child may access the internet in the school (with the exception of whole-class use)
- Teachers are to remain vigilant when any child is accessing the internet
- No child should be provided with unsupervised access to the internet
- The school endeavours to bring in a guest speaker bi-annually to speak to children, teachers and/or parents on the subject of internet safety.

Best practice in relation to Teaching Laptops & iPads guidelines
Purpose of teaching laptop & iPad
- Teaching laptops are primarily to accompany the in-class interactive projector systems and to support teacher planning
- iPads are primarily for use to support children's learning and should only be used with teachers/SNAs, while classroom iPads also facilitate teacher planning
- Teaching laptops and iPads should be used to organise and prepare for whole-school and in-class planning. They may also be used to gather and share resources for use in the classroom
- Pertaining to data protection, confidential information should not be stored on the teaching laptop
- Printing from the teaching laptops and iPads is permitted. When printing using the school printer, users should be mindful of the volume of printing. There is restricted access to colour printing/photocopying. Specified codes are assigned to all teachers to log all school printing

Physical storage and use of teaching laptops & iPads
- When not in use, teaching laptops and iPads should be stored in their protective bag/casing with their accompanying power cable
- Teaching laptops and iPads should be stored in a locked drawer at the end of each school day, unless the teacher needs to bring it home for the purpose of planning and preparing their class work. For this purpose, all teaching laptops are encrypted
- Persons who are assigned teaching laptops and/or iPads are responsible for ensuring its protection, including the securing of same overnight and during school holidays
- If transporting a teaching laptop and/or iPad, it should be stored in the boot of the vehicle, out of sight of any third party
- To reduce the risk of damage to laptops they should be operated from a stable surface and should only be moved about when absolutely necessary

- Insofar as is possible, teaching laptops should be switched off when being moved to reduce the risk of damage to the hard disk. Similarly, iPads should be locked using the button on the side
- Teaching laptops and iPads should be shut down completely when a user is finished. All users should ensure that correct procedures are followed when shutting down and that the teaching laptop/iPad is fully switched off

Upkeep of teaching laptops & iPads
- It is the responsibility of the ICT committee to ensure anti-virus software is up-to-date. This is set to update automatically and teachers should ensure that the Microsoft Security Essentials symbol is always green, not orange. Updates will require the computer to be connected to the internet
- Users should not interfere with device management or security system software, including, but not limited to, antivirus
- To download teaching-related programs, the teacher should access to an account with elevated rights. Certain system changes need administrative rights. If a teacher wishes to make such a change, they will be prompted to fill in the CETPower user password

Passwords and protection
- All teaching laptops are encrypted and have three password-protected accounts
- Teachers should access the teaching laptop through the 'Teacher' account only
- Teachers may access the CETPower privileges when prompted from the teacher account for the purposes of updating software. Teachers should not log in under this account
- Only staff members designated by the Principal or ICT Committee should have access through the CETAdmin account

Incidental/Personal Use
- The teaching laptops and iPads should not be used for personal use.
- The downloading of personal programs is strictly prohibited on teaching laptops
- No personal or sensitive information relating to the teacher or other third parties should be stored on these laptops
- Teaching laptops and iPads should not be used by third parties e.g. family members, friends

Communication
- Teachers are asked to check their school email account and Aladdin account each school day and within the week prior to the start of the school year
- If urgent messages are required outside of these times, a text message will be sent to direct the staff to check their email/Aladdin

Special Educational Needs
- The school recognises the potential of ICT to enhance the learning opportunities for pupils with special needs
- Teaching laptops are provided to the SET team
- Children with specific writing, reading and numeracy needs are using ICT to provide alternative and complementary educational experiences. Laptops, specialised keyboards and other relevant assistive technologies are provided where appropriate.
- Soundfield systems are in every classroom and should be used for as much of the day as possible

Exceptional Students
- ICT is used in all classrooms to challenge and extend the educational opportunities for pupils with above average attainment

Donations
- Due to the additional upkeep and maintenance of this second-hand equipment, the school no longer accepts donations of second-hand computer hardware
- Donations may be made in the form of specified financial donation for ICT equipment e.g. corporate sponsorship of internet switches, Parent Association fundraising for iPads

Health and Safety Aspects
- All new digital technologies purchased will comply with European regulations regarding radiation
- Dedicated power points are installed for all computers, and fused plugs used
- Appropriate seating is made available. Laptop trolleys are also provided
- Laptop wires and wires pertaining to ICT equipment should always be stored and used safely to avoid creating a trip-hazard
- A trolley for all of the iPads is provided

Communications Costs
- Eircom ISDN line is supplied to the school at present and internet is supplied by Digiweb through the PDST Technology in Education

Other Related Plans & Policies

Plans:	*Policies:*	*Practices & Procedures:*
• English – Béarla	• Administration of Medicines	• Arrival & Dismissal of Pupils
• Irish – Gaeilge	• Admissions & Participation including enrolment in the Special Class	• Best Practice in Child Protection
• Maths – Mata	• Anti-bullying	• Children with Special Educational Needs – Child Protection
• History – Stair	• Assessment	
• Geography– Tíreolaíocht	• Closed Circuit Television CCTV	
• Science - Eolaíocht	• Code of Behaviour	• General Conduct
• Visual Arts– Ealaín	• Critical Incident Management	• Guest Speakers/Visitors
• Drama– Drámaíocht	• Dignity at Work	• Internet Safety
• Music – Ceol	• Garda Vetting	• One-to-one teaching
• P.E. – Corpoideachas	• Health Eating	• Mobile Phones
• S.P.H.E. – O.S.P.S.	• Homework	• Recruitment and Selection of Staff
• Ethical Education – Croí na Scoile	• Droichead	• Supervision Procedures
	• Non-staff Access Procedures	• Toileting / Intimate Care
	• Parental Involvement	
	• Record Keeping & Data Protection	
	• Relationship & Sexuality Education (R.S.E.)	
	• Safety, Health & Welfare including Safety Statement	

	• Safeguarding Staff – Safeguarding Children • Special Education Needs • Substance Use Policy	

Success Criteria

The school wide implementation of this policy will result in:

- Best practice when using digital technologies for the entire school community, including safe usage, maintenance and ergonomics
- Digital technologies being incorporated into all subjects on the curriculum, in order to foster the development of thinking and learning skills such as managing enquiry, assessing information, solving problems and expressing ideas
- Use of the policy to support all members of the school community in practices and procedures in relation to teaching laptops, iPads and desktops (along with similar technologies)
- Use of the policy to support practices and procedures in relation to the school website
- Ensuring the Acceptable Use Policy is up-to-date, relevant and used

Roles and Responsibility

The following people have particular responsibilities for aspects of this policy:

- Parents
- PDST Technology in Education
- Teaching staff
- Principal
- SNAs
- Pupils
- Secretary
- ICT Committee
- Board of Management

Implementation Date

This policy is ongoing and all amendments/updates will be implemented with immediate effect

Timetable for Review

The operation of this policy will be reviewed every two years from school year 2020/2021 on and will be reviewed next in 2022/2023.

Ratification & Communication

The policy was circulated to the members of the Board of Management prior to the meeting in February 2019. It was formally ratified on February 28th 2019.
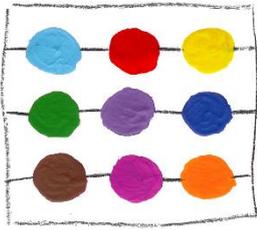
It was reviewed on November 30th 2020.

Notification that the policy is available for viewing on the website will be communicated to the parents in the next School Communication. A copy of the policy will be available for staff on Google Drive.

Signed: _____   **Date:** _____

CHAIRPERSON of the BOM

References

- www.ippn.ie
- Digital Learning Framework Planning Resources
  https://www.dlplanning.ie/
- Digital Learning Framework for Primary Schools
  https://www.education.ie/en/Schools-Colleges/Information/Information-Communications-Technology-ICT-in-Schools/digital-learning-framework-primary.pdf

C A R R I G A L I N E
E D U C A T E
T O G E T H E R
N a t i o n a l
S c h o o l

Roll No. 20310D

Address: Kilnagleary
Carrigaline,
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Tel: 021 4375616
Email: info@carrigalineeducatetogether.ie
Website: www.carrigalineeducatetogether.ie

Appendix 1

Acceptable Use Procedure

The aim of this Acceptable Use Policy is to ensure that students will benefit from learning opportunities offered by the school's internet resources in a safe and effective manner. Internet use and access is considered a school resource and privilege. Therefore, if the school AUP is not adhered to this privilege will be withdrawn and appropriate sanctions – as outlined in the AUP – will be imposed.

It is envisaged that school and parent representatives will revise the AUP biennially with the Digital Technologies Policy. Before signing, the AUP should be read carefully to ensure that the conditions of use are accepted and understood.

This version of the AUP was created in November 2020 by two members of the Policy Committee on behalf of the Board of Management of Carrigaline Educate Together N.S.

School's Strategy

The school employs a number of strategies in order to maximise learning opportunities and reduce risks associated with the internet. These strategies are as follows:

General

- Internet sessions will always be supervised by a teacher
- Filtering software and/or equivalent systems will be used in order to minimise the risk of exposure to inappropriate material
- The school will regularly monitor students' internet usage
- Students and teachers will be provided with training in the area of internet safety
- Uploading and downloading of non-approved software will not be permitted
- Virus protection software will be used and updated on a regular basis
- The use of personal memory sticks, CD-ROMs, or other digital storage media in school, requires a teacher's permission
- Students will treat others with respect at all times and will not undertake any actions that may bring the school into disrepute

World Wide Web

- Students will not intentionally visit internet sites that contain obscene, illegal, hateful or otherwise objectionable materials
- Students will report accidental accessing of inappropriate materials in accordance with school procedures
- Students will use the internet for educational purposes only
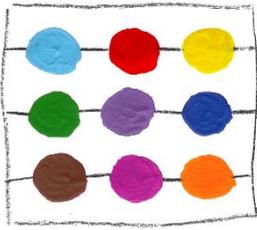
C A R R I G A L I N E
E D U C A T E
T O G E T H E R
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Address: Kilnagleary
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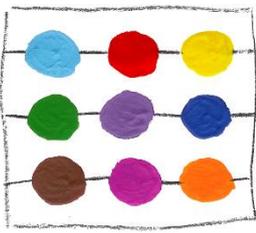**Website:** www.carrigalineeducatetogether.ie

- Students will not copy information into assignments and fail to acknowledge the source (plagiarism and copyright infringement)
- Students will never disclose or publicise personal information
- Downloading by students of materials or images not relevant to their studies is in direct breach of the school's acceptable use policy
- Students will be aware that any usage, including distributing or receiving information, school-related or personal, may be monitored for unusual activity, security and/or network management reasons.
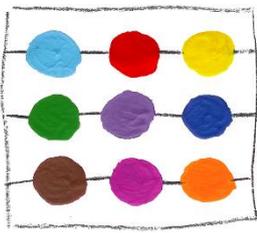
Email

- Students will use approved class email accounts under supervision by or permission from a teacher
- Students will not send or receive any material that is illegal, obscene, defamatory or 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 or pictures
- Students will never arrange a face-to-face meeting with someone they only know through emails or the internet
- Students will note that sending and receiving email attachments is subject to permission from their teacher

Communications

A wide range of rapidly developing communications technologies has the potential to enhance learning. The following table shows how the school currently considers the benefit and risks/disadvantages of using these technologies for education:

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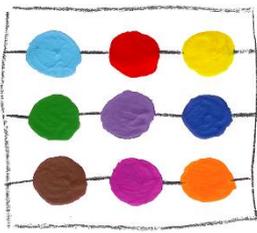| *Communication Technologies*	Allowed	Allowed at certain times	Allowed with staff permission	Not allowed
Mobile phones may be brought to school	✓			
Use of mobile phones in lessons				✓
Use of mobile phones in social time				✓
Taking photos on mobile phones or other camera devices			✓	
Use of hand held devices eg PDAs, PSPs			✓	
Use of personal email addresses in school, or on school network			✓	
Use of school email for personal emails				✓
Use of chat rooms / facilities				✓
Use of instant messaging				✓
Use of social networking sites				✓
Use of blogs			✓	

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Inappropriate Activities

The following table should help identify "inappropriate activities" in your school. You should add ticks to the relevant columns and then include the appropriate statements in the AUP policy.

User Actions		Acceptable	Acceptable at certain times	Acceptable for nominated users	Unacceptable	Unacceptable and illegal
Users shall not visit Internet sites, make, post, download, upload, data transfer, communicate or pass on, material, remarks, proposals or comments that contain or relate to:	child sexual abuse images					✔
	promotion or conduct of illegal acts, eg under the child protection, obscenity, computer misuse and fraud legislation					✔
	racist material					✔
	pornography				✔	
	promotion of any kind of discrimination				✔	
	promotion of racial or religious hatred				✔	
	threatening behaviour, including promotion of physical violence or mental harm				✔	
	any other information which may be offensive to colleagues or breaches the integrity of the ethos of the school or brings the school into disrepute				✔	
Using school systems to run a private business					✔	
Use systems, applications, websites or other mechanisms that bypass the filtering or other safeguards employed by SWGfL and / or the school					✔	

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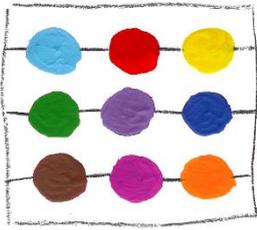**S** c h o o l

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Uploading, downloading or transmitting commercial software or any copyrighted materials belonging to third parties, without the necessary licensing permissions				✓	
Revealing or publicising confidential or proprietary information (eg financial / personal information, databases, computer / network access codes and passwords)				✓	
Creating or propagating computer viruses or other harmful files				✓	
Carrying out sustained or instantaneous high-volume network traffic (downloading / uploading files) that causes network congestion and hinders others in their use of the internet				✓	
On-line gaming				✓	
On-line gambling				✓	
On-line shopping / commerce				✓	
File sharing			✓		

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School Website

- Students will be given the opportunity to publish projects, artwork or school work on the World Wide Web in accordance with clear policies and approval processes regarding the content that can be loaded to the school's website

- The website will be regularly checked to ensure that there is no content that compromises the safety of students or staff

- The school website does not use facilities such as comments and user-generated content will be checked frequently to ensure that they do not contain personal details

- The publication of student work will be co-ordinated by a teacher

- The school will endeavour to use digital photographs, audio or video clips focusing on group activities. Content focusing on individual students will only be published on the school website with parental permission

- Personal student information including home address and contact details will be omitted from school web pages

- The school website will avoid publishing the first name and last name of individuals in a photograph

- The school will ensure that the image files are appropriately named and will not use students' names in image file names or ALT tags if published on the web

- Students will continue to own the copyright on any work published

Personal Devices

Students using their own technology in school should follow the rules set out in this agreement. They will only use personal hand held / external devices (mobile phones / USB devices etc) in school if they have permission.

Legislation

The school would suggest that teachers, students and parents should familiarise themselves with:

- Data Protection Act 2018
- Data Protection (Amendment) Act 2003
- Child Trafficking and Pornography Act 1998
- Interception Act 1993
- Video Recordings Act 1989
- The Data Protection Act 1988

Support Structures

The school will inform students and parents of key support structures and organisations that deal with illegal material or harmful use of the internet.
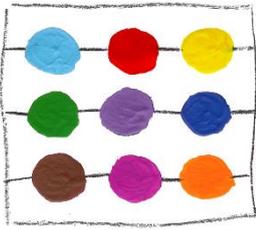
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Sanctions

Misuse of the Internet may result in disciplinary action, including written warnings, withdrawal of access privileges and, in extreme cases, suspension or expulsion. The school also reserves the right to report any illegal activities to the appropriate authorities.

Letter to Parents/Guardians

(to be sent on Aladdin)

Re: Internet Permission

Dear Parent/Guardian,

As part of the school's education programme we offer pupils supervised access to the internet. This allows students access to a large array of online educational resources that we believe can greatly enhance the learning experience.

However, access to and use of the internet requires responsibility on the part of the user and the school. These responsibilities are outlined in the school's Acceptable Use Procedure (*insert link here*). It is important that this enclosed document is read carefully, and the permission section is filled out promptly.

Although the school takes active steps to promote safe use of the internet, it recognises the possibility that students may accidentally or deliberately access inappropriate or objectionable material.

The school respects each family's right to decide whether or not to allow their children access to the Internet as defined by the school's Acceptable Use Policy. We encourage you to discuss any concerns you may have with your child's class teacher.

Having read the terms of our school's Acceptable Use Policy, you may like to take a moment to consider how the Internet is used in your own home, and see if there is any way you could make it safer for your own family.

Yours sincerely,

Board of Management
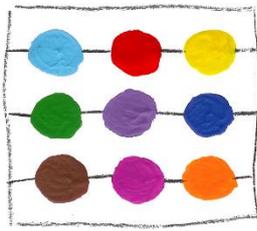
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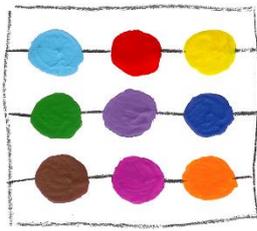**N** a t i o n a l
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Permission Form Template

(available on Aladdin for parents)

As the parent/legal guardian of the named student, I have read the Acceptable Use Procedure and grant permission for my child or the child in my care to access the internet. I understand that Internet access is intended for educational purposes. I also understand that every reasonable precaution has been taken by the school to provide for online safety but the school cannot be held responsible if students access unsuitable websites. I agree to ensure that I have discussed the content of the AUP with my child (insofar as is age-appropriate) and they also agree to use the internet in a responsible way and obey all the rules explained to them by the school.

In relation to the school website, I accept that, if the school considers it appropriate, my child's schoolwork may be chosen for inclusion on the website. I understand and accept the terms of the Acceptable Use Procedure relating to publishing students' work on the school website.

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AUP checklist

For an AUP to be robust it needs to be reviewed and updated regularly taking into consideration implementation issues that may arise. The following is a checklist that may be used when developing or revising an AUP.

☐ Have AUP implementation issues arisen since the AUP was designed/revised?

☐ Have these issues been discussed with parents, students and teachers and incorporated into an updated AUP?

☐ Given that an AUP is in place, can the school confidently address the following scenarios?

    ☐ A student is found using a chat room to arrange a face-to-face meeting with a friend

    ☐ The school uses filtering software but a student accidentally accesses a pornographic website while in your care

    ☐ A student publishes defamatory information on a personal website about a peer

☐ Has the AUP had a positive impact on curriculum delivery?

☐ Has internal or external expertise assisted the formulation or reformulation of the AUP?

☐ Has the AUP as a code of Internet use transferred to home use?

☐ Does an open dialogue exist between students and teachers relating to Internet misuse and safety issues?

☐ Are teachers' and students' internet safety training needs being met?

Further details, if necessary:
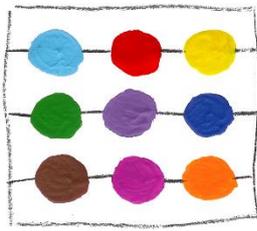
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Appendix 2

Social Media Procedure

Rationale

Carrigaline Educate Together National School (CETNS) recognises that teachers, students and parents engage with social media applications. These applications include, but are not limited to, Facebook, Snapchat, WhatsApp, Instagram, Twitter, Tik Tok, blogs, See Saw and other online tools through which people connect and share information.

All members of the CETNS community are expected to uphold the values of the school in all social media interactions. Staff, students and parents will not act in such a way that the image of CETNS is brought into disrepute nor in a way that harms members of the school community.

Therefore, it is expected that CETNS staff, students and parents use social media in a respectful and responsible manner. Social media should not be used to insult, present offensive or inappropriate content or to misrepresent CETNS or any member of the school community.

Aims

The Social Media Policy aims:
- to set standards of behaviour for social media that are consistent with the values and ethos of CETNS.
- to protect the safety and wellbeing of students, staff and the school community.
- to encourage safe and responsible use of social media.

Definitions

Social media refers to the means of interactions among people in which they create, share, and exchange information and ideas in virtual communities and networks.

Social Media: refers to all social networking sites. These sites include, but are not limited to: Facebook, Snapchat, Twitter, WhatsApp, Tik Tok, Instagram, SMS, YouTube and includes emails and mobile devices.

Rights and Responsibilities

Staff, students, parents and guardians are expected to show respect to all members of the school community.

Staff will: Plan for the inclusion of cyber safety awareness within the curriculum with guidance from relevant education authorities.
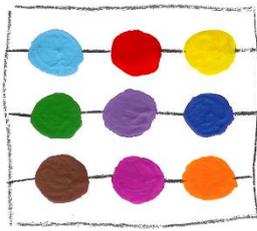
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Parents and guardians will: Be responsible for being aware of and informed about their children's online activity and be proactive in the supervision and guidance of their children taking into account this policy and in particular the school's core values.

STUDENT GUIDELINES

When using social media, students are expected to ensure that they:

- Read and agree to the terms and conditions of various social media sites as many of them have age restrictions for their use e.g. Facebook, Instagram and Tik Tok are all restricted to those 13 years of age and above.
- Are aware of what they are posting online and that social media sites and applications are public forums.
- Will not access social networking sites during the school working day.
- Respect the rights and confidentiality of others.
- Do not impersonate or falsely represent another member of the school community.
- Do not bully, intimidate abuse, harass or threaten other members of the school community.
- Do not make defamatory comments towards other members of the school community.
- Do not use offensive or threatening language or resort to personal abuse towards each other or members of the school community.
- Do not harm the reputation of CETNS or those within its community.
- Do not upload video, audio or photographs of any member of the CETNS community (student, parents or staff).

PARENT/GUARDIAN GUIDELINES

Classroom blogs and other social media tools open up communication between students, parents and teachers. This kind of communication and collaboration can have a large impact on learning at CETNS. The school encourages parents to participate in such activities when appropriate but requests that parents act responsibly and respectfully at all times, understanding that their conduct not only reflects on the school community, but will be a model for our students as well.

Parents/guardians should:

- Be aware that many social media sites have age restrictions. Parents need to monitor their children's online social media activity, and read the terms and conditions of various social media sites and applications their children are interested in using. Parents need to be aware that many of them have age restrictions for their use e.g. Facebook, Instagram and Tik Tok are all restricted to those 13 years of age and above.
- Be aware that they are in breach of terms and conditions if they set up a personal account for their children to use if they knowingly understand that age restrictions apply.
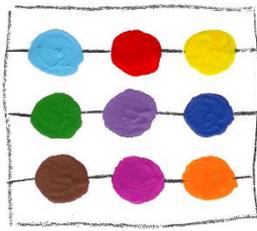
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- Before uploading photos, audio or video, parents need to seek appropriate permission from any individual involved.
- Online postings and conversations are not private. Do not share confidential information, internal school discussions or specific information about students, staff or other parents.
- Parents should not participate in spreading false or unsubstantiated rumours or false information in regards to the CETNS community and its members.
- Parents assisting with classroom activities should not make use of social media sites while involved in such activities.

STAFF AND TEACHER GUIDELINES

- Staff should not accept students as 'friends' on their own social network sites or interact with students on social networking sites.
- Staff and student online interaction must occur only in an educational context.
- Staff must not discuss students or colleagues or publicly criticise school policies or personnel on social networking sites.
- Staff are personally responsible for content they publish online.
- The lines between public and private, personal and professional are blurred in the online world. If staff identify themselves online as affiliated with CETNS then they need to be aware that they are by definition representing the entire school community. Staff should ensure that content associated with them is consistent with their work at the school and the school's values and ethos.
- Staff should not participate in spreading false or unsubstantiated rumours or false information in regards to the CETNS community and its members.
- When contributing online, staff should not post confidential student information.
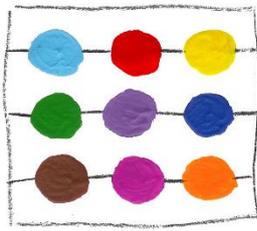
Success Criteria

Our Social Media Policy will be seen to be working well when:

- There is an increased awareness among the children, staff and parents about appropriate use of social media.
- Positive feedback from members of the school community (pupils, teachers, SNAs, parents is received

Roles and Responsibility

The Board of Management, Principal, staff, parents and guardians have both a role and a responsibility in successfully implementing this policy.

The policy will be monitored and evaluated on an ongoing basis by the policy committee.

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