

# PORTFIELD SCHOOL & SATELLITE CENTRES

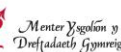


## POLICY DOCUMENT FOR DIGITAL COMPETENCE & ICT



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## Reviewing the Policy

This policy will be reviewed biennially in consultation with staff, parents and governors.

This policy was adopted by:

Headteacher .....

Date .....

Chair of Governors .....

Date .....

## UNCRC United Nations Convention on the Rights of the Child

- Portfield School places the values and principles of the UNCRC at the heart all policies and practices
- Portfield School is a Rights Respecting School

## Mission Statement

Working together      Learning together      Achieving together

At Portfield School we strive to

- Create a happy, safe, supportive and stimulating learning environment
- Value everyone
- Develop everyone's personal, social, emotional health and wellbeing
- Promote relevant academic and vocational skills
- Meet individual needs through an imaginative and flexible approach
- Enable all learners to achieve their full potential

## Definition

Information and communications technology and Digital Competence have the potential to improve the quality of teaching and learning across the curriculum. Society is changing and there is an increasing need for a greater level of technological competence amongst the population as a whole. The development of Digital Competence skills in the classroom will help to produce a population that is capable and comfortable with the changing technology, is able to access lifelong learning opportunities through the use of ICT and can use their skills for work, pleasure, leisure and learning.

## Statement of Intent

This statement of intent for Digital Competence in Portfield School was developed in consultation with and endorsed by the staff and the Governing Body.

We believe that digital media can be used as a powerful tool in all areas of learning and experience and that it should be used to assist teaching and learning across the curriculum wherever appropriate. The school aims to ensure that all pupils regardless of age, gender and ability are given the opportunity to develop Digital Competence and progress according to their individual needs.

The school was originally awarded the Becta mark in February 2009 and renewed in May 2012. The Naace mark was awarded in 2013 and renewed in 2016.

## Aims

- To encourage and facilitate development of Digital Competence for all pupils.
- To encourage the use of ICT across the curriculum.
- To ensure that all pupils have access to ICT and opportunities to participate in using and developing their Digital Competence skills.
- To encourage pupils and staff to be confident and competent in the use and application of digital media and to make them aware of the implications of ICT in society as a whole.

- To provide continuity and progression in all strands of the Digital Competence and IT curriculum.
- To make links and use guidance from The Literacy and Numeracy Framework (LNF).
- To ensure all pupils develop and use their Digital Competence skills and share access to appropriate technologies and applications to participate individually or as a member of the group.

The use of ICT is of particular relevance to pupils with profound and multiple learning difficulties. The range of equipment can: -

- Promote an understanding of cause and effect through the use of switch operated toys and simple computer programmes.
- Allow choice and decision making by the utilisation of a variety of switches, sound generators and/or other equipment.
- Provide sensory stimulation via programmes that allow pupils to generate visual and aural patterns using a variety of peripherals.
- Facilitate creativity by enabling pupils to produce computer generated music, art work and written work.
- Enable environmental control e.g. selecting TV, radio, music, opening and closing doors etc.

### Teaching and Learning

#### **Organisation of Digital Competence and IT within the curriculum**

- Use of digital media has an important part to play in the learning process and teaching strategies employed throughout the school.
- The active participation in using and applying Digital Competence and IT skills is a major focus in enhancing learning and communication. Use of HWB and HWB+ enables pupils to actively and creatively engage in their learning individually and collaboratively.
- Termly and weekly work plans produced by class teachers detail Digital Competence and IT activities for the pupils in the class.
- Activities are designed to be progressive and will take into account individual needs.
- Links with The Literacy and Numeracy Framework will be made in the teaching of Digital Competence and IT.

**Pupils will be given the opportunity to become familiar with a variety of software and hardware resources to meet the requirements of the curriculum to cover the following areas: -**

*Find and analyse information*

*Create and communicate information*

*D Citizenship*

*Interacting and collaborating*  
*Plan, research, create and evaluate*  
*Computational thinking*

Through the active use of digital media pupils will be encouraged to understand its impact on society. They will learn how it can affect the quality of life for the better or indeed for the worse and be encouraged to form a balanced view on its use.

### **Recording and Assessment**

Assessment will follow the whole school assessment policy. Each pupil has an assessment file. Individual pupil achievement will be recorded through SOLAR for schools, tracking pupil progress in ICT as a subject through P levels. ICT key skill tracking sheets are held in individual pupil assessment files.

Formative assessment will be carried out by the class teacher and will help to establish clear attainable targets. Summative assessment will be carried out by the class teacher through the setting of termly targets in ICT based on the schemes of work and also key skills framework. This will provide overall evidence of the achievement of pupils, what they know, understand, can do and have experienced.

This will be reviewed to reflect the introduction of the new Digital Competence Framework (DCF) in September 2016 and IT curriculum in 2020.

### **Differentiation**

In order to provide for children of different abilities within each class we endeavour to differentiate tasks in a suitable way. Differentiation is catered for in one of three ways:-

1. Differentiation by task
2. Differentiation by outcome
3. Differentiation by assistance offered

### **Resources**

#### **Hardware and software**

- A range of computers, laptops and iPads in each class.
- 2 Eye gaze systems
- 2 Integrex floor projector system
- Each class has iPads and access to a trolley of iPads allocated on a rota basis.
- Switch / remote controlled toys as appropriate.
- A variety of switches / peripherals as appropriate in each classroom.
- Easi speak microphones and Easi scope digital microscopes are held centrally.

- A variety of software is available in the classrooms selected to cater for individual needs and offer progression. An extensive software library is held centrally in the IT technicians' room. A catalogue of software is held with the technician.
- Access to a wide variety of educational websites on subscription to enhance learning and teaching.
- Each class has either a data projector / short throw projector and whiteboard /plasma screen
- All machines will run compatible software to facilitate the progression of ICT capability throughout the school.
- Internet access and wifi are in all classrooms.
- Digital Cameras and Digital Video Cameras are held centrally.
- Soundbeam equipment.
- White / dark room equipment and a range of other sensory equipment.
- Laptops/PCs are available in PPA rooms and as additional computers when needed. There is also a Mac laptop for use by pupils.
- A Fax machine, photocopier and phone are available for use with supervision.
- Wii and several ipods.
- Interactive sensory rooms in upper and lower school.

### **Financial**

- Resources for IT are allocated from the school budget for resources.

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### **Staff**

#### **Roles and responsibilities**

Teachers will be responsible for the day-to-day management of IT within their own classrooms and will devise appropriate means to ensure that pupils have access to IT appropriate their needs.

The school has a Digital Competency Leader who is responsible for: -

- Development of the use of DCF across the school.
- Co-ordinating training needs, resources and support for planning, teaching and learning.
- Digital Competency Assistant's work schedule.

The school has a IT coordinator. The role is to: -

- take the lead in policy development and production of the schemes of work, ensuring continuity and progression across the school;
- support colleagues in teaching the subject content, development of planning, implementation of the scheme of work and in assessment and record keeping activities;

- monitor teaching and learning to continue to support improvement in pupil progress and report back to the headteacher, staff and governors;
- have responsibility for the purchase and organisation of central resources for ICT;
- keep up to date with current initiatives and curriculum development;
- disseminate this information to the staff and keep them informed of possible visits and training;
- collaborate with colleagues in other schools.

The school has a Digital Competency Assistant whose role includes: -

- Management of Ipads across all sites.
- Aspects of training for staff.
- Supporting pupils in class to become digitally competent.
- Development of digital competency resources.

The school also has one full time IT technician whose role includes:

- Management of all systems and servers in school and backups.
- Technical support for all staff and pupils.
- Technical support for school events e.g. Christmas show.
- Development of range of resources and their management.
- Management of the Help Desk.
- Maintenance and repairs to technical resources.

All staff will sign an agreement on the safe use of ICT.

### **Staff Development**

- In house training to be provided for staff as appropriate.
- Staff also attend courses run by Pembrokeshire County Council and other training providers as detailed in the INSET guides.

### **Implementation of the policy, monitoring and evaluation**

- All staff will take responsibility to ensure that the policy is implemented within their own classrooms.
- The evaluation of the effectiveness of the policy will be undertaken by the Digital Competency Team and the Headteacher.
- Are the aims being achieved?
- Is there evidence to show breadth and balance in the curriculum?
- Is monitoring and planning effective?
- Is there evidence around school that demonstrates pupil achievement and enjoyment?
- Are resources effectively allocated?

- Is there evidence that teaching and learning is effective? (SOLAR/National Curriculum results).

### **Curricular Responsibilities**

As curricular responsibilities are used across the curriculum to support teaching and learning. Opportunities will be provided, where appropriate, for pupils to develop other literacy, numeracy and Digital Competence through IT activities.

### **Literacy Framework (LNF)**

There are three strands Oracy, Reading, Writing. Pupils should be given opportunities, where appropriate, in their study of Digital Competence and IT to develop and apply the three strands.

E.g. through software such as The Grid, Writing with Symbols and Clicker

### **Numeracy Framework (LNF)**

There are four strands of numeracy - developing numerical reasoning, using number skills, using measuring skills and using data skills. Pupils should be given opportunities, where appropriate, in their study of Digital Competence and IT to develop and apply skills in the four strands.

e.g. using calculators, data handling software such as 2 Simple Infant Toolbox and using Bee Bots.

### **Developing Thinking**

Pupils should be given opportunities, where appropriate, in their study of Digital Competence and IT to develop and apply their skills of asking appropriate questions, making predictions and coming to informed decisions.

E.g. using adventure games and simulations.

### **Learning across the curriculum**

#### **Curriculum Cymreig**

Pupils will be given opportunities, where appropriate, in their study of Digital Competence and IT to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales e.g. use a variety of printed and computerised resources and make use of them for different purposes, such as those found in the blue Welsh resource files held by the Welsh co-ordinator.

#### **Personal and Social Education**



Digital Competence and IT contributes to the learner's personal and social education by providing opportunities to work in contexts that allow learners to make decisions, collaborate, plan and create and express themselves.

### Careers and the world of work (11-19 years only)

Digital Competence and IT contributes to the learner's awareness of careers and the world of work by providing opportunities for them to engage purposefully with the technologies that are increasingly part of the workplace.

Links with LNF in IT schemes of work and ICT as a key skill in schemes of work for other subjects. Links with LNF and DLF have been made and will be considered when planning termly/weekly.

### Including all learners

#### Responsibilities of schools

Under the United Nations Convention on the Rights of the Child and the Welsh Assembly Government's overarching strategy document *Rights to Action*, all children and young people must be provided with an education that develops their personality and talents to the full. The Education Act 2002 further strengthens schools' duty to safeguard and promote the welfare of all children and young people. The **equal opportunities legislation** which covers all protected characteristics including age, disability, gender, race, religion and belief and sexual orientation further places a duty on schools in Wales towards present and prospective learners to eliminate discrimination and harassment, to promote positive attitudes and equal opportunities and encourage participation in all areas of school life.

The curriculum is planned to develop the knowledge and understanding, skills, values and attitudes that will enable learners to participate in our multi-ethnic society in Wales.

It aims to develop approaches that support the ethnic and cultural identities of all learners and reflect a range of perspectives, to engage learners and prepare them for life as global citizens. In addition, developing in every learner a sense of personal and cultural identity that is receptive and respectful towards others.

For learners whose first language is neither English nor Welsh, specific action will be taken to help them learn both English and Welsh through the curriculum. Material will be provided that is appropriate to their ability, previous education and experience, and which extends their language development. The use of learners' home languages for learning will also be encouraged.

### **Implementing, Monitoring and Evaluating the Policy**

All staff will take responsibility to ensure the policy is implemented within their classroom/lessons.

The effectiveness of the policy will be reviewed biennially by the co-ordinator.

- Is current practice still reflected?
- Are the aims being achieved?
- Is there evidence to show breadth and balance in the curriculum?
- Is monitoring and planning effective?
- Is there evidence around school that demonstrates pupil achievement and enjoyment?
- Are resources effectively allocated?
- Is there evidence that teaching and learning is effective?

### **Equal Opportunities**

All pupils will have access to a broad, balanced and relevant curriculum regardless of their race, culture, background, gender, other protected characteristics or disability. All areas for equal opportunity will be taken into consideration when planning lessons, activities and access to the ICT Curriculum. Provision should be made to enable the use of switches, IT, Communication aids etc. and the deployment and support given by staff.

### **Use of the Internet and e-mail**

**See Appendix 1 - Portfield School use of Internet Policy**

**See Appendix 2 - Portfield School Staff (and Volunteer) Acceptable Use Policy Agreement 2016**

### **Health and Safety**

It is the responsibility of all staff and where possible pupils to be aware of possible health and safety issues in relation to digital media.

Pupils should be taught how to use digital media comfortably, safely and responsibly, and to consider the advantages of its use and the hazards and risks in their activities, *e.g. the importance of not disclosing personal details to strangers*. They should be able to follow instructions to minimise risk to themselves and others.

Where possible pupils will be encouraged to develop positive attitudes to the safety of themselves, other tools and equipment and an ethos is created where respect for our environment is developed.

Staff will monitor the following areas regularly.

### **Location of equipment**

- Equipment does not block, light or exits or impede children.
- Equipment is stable and secure on a flat, non slip surface.
- Equipment is sufficiently close to mains and internet sockets.
- Equipment has been checked for electrical safety.
- Cabling has no obvious problems (i.e. no frayed or badly kinked cables, no 'daisy chained' mains extension leads).
- Cables are tidied and will not trip pupils, or be easily pulled out. Use cable ties and clips, or elastic bands to keep cables out of harms way.
- Equipment is not positioned beside sources of liquid.

### **Seating and Ergonomics**

- Monitor is at the correct height and distance.
- Keyboard, mouse and other control devices are at the correct height and distance, using stands and rests if required.
- Keyboards and switches are secured in the correct position with Velcro where necessary.
- Monitor is tilted towards pupil and does not reflect glare.
- Pupil is seated in a stable secure position with special seating and /or supports where necessary.
- Appropriate switches / technology are utilized to enhance learning for all pupils.

### **Use**

- Power is switched off before peripherals are connected and disconnected (unless the equipment manual specifically states that this is not necessary).
- Pupils are monitored to ensure they take frequent breaks from the screen and access devices in order to prevent eye strain or physical pain.
- Pupils with visual impairment do not sit very close up to the screen for long periods.
- Pupils are encouraged to actively use digital media to complete a variety of tasks.

### **Safety and Security**

Laptops owned by Portfield School and which hold confidential, sensitive, personal or commercially valuable information will have their data storage fully-encrypted.

All portable devices that are used both in and out of school are encrypted with third party software to ensure data security.

Any item that is unable to be encrypted e.g. ipads have all pupil or staff specific information downloaded off the device before it is taken off site. Photos and videos of pupils must have consent for website; any without consent must be

removed before the device is taken off site. Exception will be if the device is used during the school day for a specific activity with pupils to take photographic or video and which is then brought immediately back to school.

This policy was prepared in consultation with other staff by Mrs Sue Painter, Mrs Caroline Ball and Ms Lisa Jones.

Revised April 2016

### **Appendices**

1. Use of Internet policy
2. Portfield School Staff (and Volunteer) Acceptable Use Policy Agreement 2016
3. Useful websites
4. Acceptable use document for use of Hwb/Hwb+ for Teachers/Staff
5. EWC - Guide to using social media responsibly
6. EWC - Code of Professional Conduct and Practice for Registrants with the Education Workforce Council
7. Portfield School Facebook Agreed Use 2016

## Appendix 1

### Portfield School Use of Internet policy

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#### How will pupils be taught to access Internet content?

- Pupils will be taught a variety of ways to access the internet to enhance their learning and to develop their awareness of safe use.
- Pupils will be taught ways to validate information before accepting that it is necessarily accurate; this might include comparing the results of different search engines, or identifying sites that are opinion rather than fact based. Websites can be used for shared reading during the literacy hour and discussion may arise at this point.
- Pupils will be taught to acknowledge the source of information, when using Internet material for their own use;
- Pupils will be made aware that the writer of an e-mail or the author of a web page might not be the person claimed;
- Pupils will be encouraged to tell a teacher immediately if they encounter any material that makes them feel uncomfortable.

#### How will e-mail be managed?

- Pupils need to use e-mail as part of the National Curriculum
- E-mail must only be used in school for educational purposes;
- Pupils may send e-mail as part of planned lessons and have class e-mail accounts within the security of the school education portal.
- Pupils are not allowed to use the e mail through social chat room sites or unsecure web based mail such as hotmail or yahoo.

#### How will publishing on the web be managed?

- The head teacher will delegate editorial responsibility to the ICT co-ordinator and ICT technicians to ensure that the content of the public website is accurate and the quality of presentation is maintained.
- The School zone provides a secure area for the children to showcase work and school activities.
- Pupils will be made aware that the quality of their work published on the web needs to reflect the diversity of the audience and that what is published stays public.
- The new HWB platform provides opportunities for children to develop their own skills of saving and storing in a more secure environment. Content will be screened automatically by designated editorial staff.
- Pupil's full names will not be used anywhere on the website. Names must not be used with photographs.

- Older pupils will also have opportunities to develop their own 'My Site' area;
- Parental permission for their child to appear on the school website will always be sought when the pupil first starts at the school and the opportunity given to request that their child's photo does not appear.
- Websites, social media, cloud based storage e.g. Behaviour Watch, HWB and Solar etc will be used for assessment and recording of evidence and to access learning resources.
- Use of HWB+ - All pupils will use HWB+ to create and store work through private password protected access. Work will be monitored and amended by staff.
- Pupils will create items for the school website/social media site which will be monitored and uploaded by designated staff.

## Appendix 2

### Portfield School Staff (and Volunteer) Acceptable Use Policy Agreement 2016

#### School Policy

- New technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school. The internet and other digital information and communication technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. They also bring opportunities for staff to be more creative and productive in their work. All users should have an entitlement to safe internet access at all times.
- This policy is designed to ensure that all staff are aware of their professional responsibilities when using any form of ICT (and DATA). All staff are expected to sign this policy and adhere at all times to its contents. Any concerns or clarification should be discussed with The Child Protection Officer or DC Lead.

#### This Acceptable Use Policy is intended to ensure:

- That staff and volunteers will be responsible users and stay safe while using the internet and other communication technologies for educational, personal and recreational use.
- That school ICT systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
- That staff are protected from potential risk in their use of ICT in their everyday work.
- The school will try to ensure that staff and volunteers will have good access to ICT to enhance their work and be a positive role model for the students in the use of digital technologies to enhance learning opportunities for *students / pupils* learning and will, in return, expect staff and volunteers to agree to be responsible users.

#### Acceptable Use Policy Agreement

- I understand that I must use school ICT systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the ICT systems and other users. I recognise the value of the use of ICT for enhancing learning and will ensure that students / pupils receive opportunities to gain from the use of ICT. I will, where possible, educate the young people in my care in the safe use of ICT and embed e-Safety in my work with young people.

#### For my professional and personal safety:

- I understand that the school will monitor my use of the ICT systems, email and other digital communications and may delete inappropriate material.
- I understand that the rules set out in this agreement also apply to use of school ICT systems (eg laptops, email, Virtual Learning Environment (VLE), mobile devices etc) out of school, and to the transfer of personal data (digital or paper based) out of school.

- I understand that the school ICT systems are primarily intended for educational use and will not be used for private purposes.
- I will not disclose my username or password to anyone else, nor will I try to use any other person's username and password. I understand that I should not write down or store a password where it is possible that someone may steal it.
- I will immediately report any illegal, inappropriate or harmful material or incident I become aware of to the designated Child Protection Officer.
- I will inform a member of SLT or the IT Technician if I accidentally access unsuitable material.
- I understand that tablet devices and laptops supplied for individual staff use are property of the school and will be encrypted and I will immediately report any concerns or problems to the IT Technician and SLT.

#### **I will be professional in my communications and actions when using ICT systems:**

- I will not access, copy, remove or otherwise alter any other user's files, without their express permission.
- I will communicate with others in a professional manner, I will not use aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will ensure that when I take and / or publish images of others I will do so with their permission and in accordance with the school's policy on the use of digital / video images. I will not use my personal equipment to record these images (mobile phones/cameras/tablet devices etc). Where these images are published (eg on the school website / VLE / social media) it will not be possible to identify by name, or other personal information, those who are featured.
- I will only communicate with students / pupils and parents / carers using official school systems. Any such communication will be professional in tone and manner.
- I will only use work email for professional correspondence and refer to pupils by initials only, not by name.
- I will not engage in any on-line activity that may compromise my professional responsibilities or the reputation of the school eg when using Social Media etc.○\*

\* Please read in conjunction with the EWC – Guide to using social media responsibly and the EWC – Code of Professional Conduct.

#### **The school and the local authority have the responsibility to provide safe and secure access to technologies and ensure the smooth running of the school:**

- Keep username and password safe. You are responsible for anything that happens under your account. Report immediately if you suspect that your username or password has been compromised to SLT and the IT technician. I understand that I should not write down or store a password where it is possible that someone may steal it or disclose it to anyone else.
- When I use school mobile devices (tablets / laptops / mobile phones / USB devices etc) in school, I will follow the rules set out in this agreement. I will NOT use personal digital devices in school.
- I will not open any hyperlinks in emails or any attachments to emails, unless the source is known and trusted, or if I have any concerns about the validity of the email (due to the risk of the attachment containing viruses or other harmful programmes).
- I will ensure that my data is regularly backed up, in accordance with relevant school policies.
- I will not try to upload, download or access any materials which are illegal (child sexual abuse images, criminally racist material, adult pornography covered by the Obscene Publications Act) or inappropriate or may cause harm or distress to others.



- I will not try to use any programme or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials.
- I will not try (unless I have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- I will Respect copyright of all materials and will avoid plagiarism (copying of someone else's work) when using IT to produce school work.
- I will not install or attempt to install programmes of any type on a machine or device or store programmes on a computer, nor will I try to alter computer settings.
- I will not disable or cause any damage to school equipment, or the equipment belonging to others. I understand that IT includes a wide range of devices, including tablets, mobile phones, digital cameras, email, social networking. Because of the risk of virus infection, conflict with school equipment and unverified content, personal ICT devices-phones, iPods, iPads etc **MUST NOT** be used for school business or plugged in to school computers, devices and networks. Memory sticks used with school equipment **MUST** only be those provided by IT technicians. Personal devices (including mobile phones) **MUST NOT** be charged using school equipment.
- I will only transport, hold, disclose or share personal information about myself or others, as outlined in the School / LA Personal Data Policy. Where digital personal data is transferred outside the secure local network, it must be encrypted. **Any photos of pupils who do not have consent to share must be removed from all devices before leaving the premises.**
- I understand that the data protection policy requires that any staff or student / pupil data to which I have access, will be kept private and confidential, except when it is deemed necessary that I am required by law or by school policy to disclose such information to an appropriate authority.
- I understand that QR codes can be read by any QR reader and content must not contain any pupil name or sensitive information.
- QR codes that may go off site can only be used for pupils who have consent.
- I will immediately report any damage or faults or loss involving equipment or software, however this may have happened.
- I will immediately report any damage or faults or loss involving equipment or software, however this may have happened.
- I understand that I am responsible for equipment allocated to me (mobile devices, laptop etc) and if this equipment is lost or broken through misuse or negligence I will be required to replace it like for like.
- I will ensure all equipment is situated away from any water, direct sunlight and out of sight when transported off site.
- I will ensure all plugs, leads, chargers and equipment is available for annual check and is tested for electrical safety in accordance with County Council guidelines. Any defects with cables/chargers to be reported immediately to the IT Technician.
- All new staff will receive information on the school's acceptable use policy as part of their induction.

**User Signature**

I agree to follow this code of conduct and to support the safe and secure use of ICT throughout the school.

Signed ..... Date.....

Print Name..... Position in school .....

## Appendix 3

Some useful websites - (extensive list on Portfield School website)

[www.abilty.net.co.uk](http://www.abilty.net.co.uk)

[www.ace-centre.org.uk](http://www.ace-centre.org.uk)

[www.advisory-unit.org.uk](http://www.advisory-unit.org.uk)

[www.bbc.co.uk/schools](http://www.bbc.co.uk/schools)

[www.becta.org.uk](http://www.becta.org.uk)

[www.communicationmatters.org.uk](http://www.communicationmatters.org.uk)

[www.cricksoft.com](http://www.cricksoft.com)

[www.clickergrids.com](http://www.clickergrids.com)

[www.disabilitynet.co.uk](http://www.disabilitynet.co.uk)

[www.donjohnston.com](http://www.donjohnston.com)

[www.enchantedlearning.com](http://www.enchantedlearning.com)

[www.inclusive.co.uk](http://www.inclusive.co.uk)

[www.keytools.com](http://www.keytools.com)

[www.liberator.co.uk](http://www.liberator.co.uk)

[www.meldrethmanor.com](http://www.meldrethmanor.com)

[www.nasen.org.uk](http://www.nasen.org.uk)

[www.ngfl.co.uk](http://www.ngfl.co.uk)

[www.qedltd.com](http://www.qedltd.com)

[www.r-e-m.co.uk](http://www.r-e-m.co.uk)

[www.semerc.com](http://www.semerc.com)

[www.sherston.com](http://www.sherston.com)

[www.signedstories.com](http://www.signedstories.com)

[www.toby-churchill.com](http://www.toby-churchill.com)

[www.viguide.com](http://www.viguide.com)

[www.widgit.com](http://www.widgit.com)

[www.winslowpress.co.uk](http://www.winslowpress.co.uk)

## Appendix 4



### **Acceptable use document for use of Hwb/Hwb+ for Teachers/Staff**

Remember, anything you do on Hwb+ should have an educational purpose. You should not regard any of your activity as private or confidential.

- Be a positive role model for your students/learners in how you use digital technologies including Hwb and Hwb+.
- Keep your username and password safe. You are responsible for anything that happens under your account. Report to your Hwb+ administrator if you suspect that your username and password have been compromised.
- If you share external links within Hwb or Hwb+ then you deem that the content of the external website is age appropriate and has an educational purpose. E.g. Youtube.
- You may not access, distribute or place on Hwb or Hwb+ material that is in breach of the statutory rights of copyright owners.
- Protect the school community by reporting anything you see that may cause upset or harm to yourself, other teachers or learners in the school. You are expected to demonstrate a professional approach and respect for pupils and their families and for colleagues and the school whilst online.
- Creation or transmission of any offensive, obscene or indecent images, data or other material is prohibited. Content relating to or supporting illegal activities may be reported to the authorities.
- Personal use of your mailbox and cloud storage is to be avoided. Emails may be monitored.
- ***Always keep another local copy of your essential work that you store on the cloud.***

**Unacceptable use within Hwb or Hwb+ (as highlighted but not limited to that above) might result in actions taken in line with the school's Disciplinary Policy.**

I **do/do not** (delete as appropriate) agree to the Terms of Use as outlined above.

Name..... Date.....

Signature.....



# **Education Workforce Council**

## **Guide to using social media responsibly**

**February 2016**

## 1.0 Introduction

Social media are a range of web-based applications that allow people to create and exchange content. The popularity of social media has grown rapidly in recent years with widespread use of sites such as Facebook, Twitter, Instagram, YouTube and LinkedIn, as well as dating websites, blogs, emails, texting and instant messaging.

When used responsibly and appropriately, social media can offer you several benefits as an education practitioner, such as:

- building and maintaining professional relationships;
- giving you access to support networks, providing a means of discussing professional issues and sharing good practice;
- providing access to professional learning opportunities and / or educational resources.

However, there are also a number of dangers and pitfalls you need to be aware of when using social media. This guide aims to help you by highlighting how those dangers and pitfalls could affect you, and potentially your ability to continue practising.

All Education Workforce Council (EWC) registered practitioners are subject to the Code of Professional Conduct and Practice which sets out the key principles of good conduct and practice for registrants. This guidance should be read in conjunction with the Code which can be downloaded from our website.

## 2.0 Dangers and pitfalls of using social media

### 2.1 Common issues facing professionals

The way you use social media in your private life is a matter for your own personal judgment. However, you should still exercise caution in the content you upload to any social media site and consider whether it could compromise public confidence in the education workforce.

Using social media can blur the boundary between your private and professional life and these days all professions are subject to far greater public scrutiny making practitioners vulnerable to unintended misuse. It is inevitable that people (learners, parents, public, prospective employers) will be curious about individual practitioners and may try to find out information about you.

It is therefore important you are cautious about which social media you use, and how and with whom you communicate.

Bear in mind:

- the standards expected of you do not change because you are communicating through social media;
- email, texting, blogging and other social media communication encourages casual dialogue. Innocent comments or posts can be misconstrued or manipulated. The 'feel' can

be different;

- you can be vulnerable to unintended misuses;
- acknowledging, liking or sharing someone else's post can imply you endorse or support their point of view;
- you can be mentioned / identifiable in inappropriate posts, sometimes without your knowledge or consent;
- your conduct online does not have to relate to learners in order for it to have a bearing on your fitness to practise;
- postings online are subject to the same laws of copyright and defamation as written / verbal communication;
- unwise behaviour online can result in criminal or civil action.

## **2.2 Privacy and confidentiality**

Bear in mind the personal material you might intend only to share with friends or family could be accessible to a much wider audience, and that once uploaded to the web, it may not be possible to delete it or control how widely it is shared.

Some social media sites have privacy settings which allow users to control and put restrictions on who has access to their personal information, but the default settings on some sites may allow content to be shared beyond an individual's preferred, closed network of friends or family. It is therefore important you familiarise yourself with the privacy provisions of any social media site you use, and bear in mind the limitations of keeping information private online.

If you are unsure whether or not communication you post online could compromise your professionalism or reputation, think carefully about the appropriateness of posting it.

In particular, you should be aware that:

- your personal information can easily be accessed by others. Social media sites cannot guarantee privacy regardless of what settings are in place;
- once information is published online, your control of it is lost. It can be difficult to remove as other users may share or comment on it;
- information uploaded anonymously can, in many cases, be traced back to its point of origin;
- information about your location may be embedded within photographs and other content, and available for others to see;
- although individual pieces of information may not breach confidentiality on their own, the sum of published information online can be enough to identify a learner or parent and consequently have potential for reputational damage to you, and possibly your employer.

### **3.0 Examples of cases investigated by the EWC**

The examples below are some of the cases referred to the EWC for investigation relating to social media. These are illustrations of where practitioners have breached the Code of Professional Conduct and Practice:

- a teacher engaged in a sexual relationship with a learner which began with communication via mobile telephone and text messages with sexual content;
- a teacher sent a string of sexually explicit messages via Facebook and Skype to a learner;
- a teacher's computer was found with hundreds of downloaded indecent images on it;
- a teacher with a number of learners as 'friends' on Facebook posted inappropriate comments about drinking and parties;
- a teacher subject to an EWC hearing received disproportionate press coverage when inappropriate photographs and video clips previously posted online were accessed by the press;
- a teacher used an eBay account to illegally sell counterfeit goods;
- a teacher re-tweeted insulting comments about the victim of a serious criminal offence;
- a teacher posed online as a pupil and made a false report to a charity helpline about a senior member of staff.

### **4.0 Guidance to help practitioners minimise risk when using social media. You should:**

#### **4.1 Follow the guidance**

- adhere to employer or agency policies, procedures and guidelines using official channels of communication;
- adhere to the EWC Code of Professional Conduct and Practice;
- use trade union and other guidance;
- understand any social media application before using it, and be clear about its advantages / disadvantages.

#### **4.2 Act responsibly**

- conduct yourself online in a way which does not call into question your position as a professional;
- consider your online persona and how others perceive you. Be careful when writing profiles or establishing email addresses;
- never create a false identity;
- consider who or what you associate with online, and always maintain professional boundaries with learners;
- never exchange private phone numbers, personal e-mail addresses or photographs of a personal nature with learners;
- never accept or initiate Facebook friend requests, or other such invites, with current or former learners. Discretion should be used when dealing with friend requests from parents;
- ensure your privacy settings are appropriate, and be aware that not all information can be



protected on the web - there is no privacy mechanism that is 100% guaranteed;

- ensure your settings prohibit others from tagging you in any photograph or update without your permission;
- be aware of photographs published online which include you, and where they may be posted;
- do not discuss learners, parents, or colleagues online, or criticise your employer;
- protect yourself by always logging out of any social media site you are using at the end of a session.

### **4.3 Not be complacent**

- be aware that others may try and view your online social media profiles, or even just Google your name. For example, potential employers, learners, parents, press officers;
- appreciate that learners will be curious about you, and may search the internet for your personal information;
- manage your privacy settings, especially in relation to photos. If you do not, assume the information you post will remain in the public domain, and be capable of being accessed, changed, shared and manipulated;
- audit and re-evaluate information about your online self regularly, and ask others to remove any undesirable content about you;
- use strong passwords and change them regularly. Never share passwords;
- protect your mobile telephone, laptop, tablet. Know where they are and who has access to them;
- bring any social media concerns to the attention of your employer or agent as soon as you become aware.

### **4.4 Summary**

Before posting anything online, ask yourself:

- might what I'm posting reflect poorly on me, my employer or profession?
- is my intention to make the post driven by personal or professional reasons?
- am I confident that the posting, if accessed by others (colleagues, public, parents etc) would be considered reasonable and appropriate for a professional?

### **5.0 How we can help you further**

- The EWC offer presentations which focus on fitness to practise and the use of social media. If you or your employer would like to arrange one in your school or college please contact ([information@ewc.wales](mailto:information@ewc.wales));
- The EWC's Code of Professional Conduct and Practice for Registrants with the Education Workforce Council, and Information about the EWC's fitness to practise work can be found on its website [www.ewc.wales/site/index.php/en/fitness-to-practise](http://www.ewc.wales/site/index.php/en/fitness-to-practise)
- Any queries should be referred to the Fitness to Practise Team at [fitnesstopractise@ewc.wales](mailto:fitnesstopractise@ewc.wales).



## **Code of Professional Conduct and Practice for Registrants with the Education Workforce Council**

## Background

The Education Workforce Council for Wales is the statutory, self regulating professional body for members of the Education Workforce in Wales. It seeks to raise the status of workers in education and training by maintaining and promoting the highest standards of professional practice and conduct in the interests of registrants, learners and the general public.

## Purpose, scope and status of the Code

The Code sets out the key principles of good conduct and practice for registrants in Wales. It is intended to guide judgements and decisions and inform parents, guardians, learners; and the general public of the standards they can expect from registrants.

The Code is not a definitive or exhaustive guide. However failure to comply with the Code may call a person's registration into question. The Council has legal powers to investigate and hear cases of alleged unacceptable professional conduct, serious professional incompetence and criminal offences involving registrants.

**KEY PRINCIPLES** – professionalism and maintaining trust in the education workforce

Registrants:

- base their relationship with learners on mutual trust and respect;
- have regard to the safety and well-being of learners in their care;
- work in a collaborative manner with colleagues and other professionals, and develop and maintain good relationships with parents, guardians and carers
- act with honesty and integrity;
- are sensitive to the need, where appropriate, for confidentiality;
- take responsibility for maintaining the quality of their professional practice;
- uphold public trust and confidence in the education workforce.

## PROFESSIONAL CONDUCT

### ***Registrants base their relationship with learners on mutual trust and respect***

Registrants:

- follow policies, procedures and guidelines\* on matters such as communication with learners, physical contact, behaviour management, inclusion, access and equality of opportunity;
- conduct their relationships with learners professionally and appropriately both in and out of the workplace;
- ensure that any communication with learners is appropriate, including communication via electronic media, such as e-mail, texting and social networking websites;
- are committed to providing equal opportunities for all learners, regardless of their age, gender, sexual orientation, disability, additional learning needs, race, religion or belief.

### ***Registrants have regard to the safety and well-being of learners in their care***

Registrants:

- comply with all policies, procedures and guidelines that safeguard and promote the welfare of learners\*;
- take all reasonable steps to ensure the safety and wellbeing of learners under their supervision;
- report any incident which may be perceived to breach the established boundaries between registrants and learners;
- contribute to the creation of a fair and inclusive environment by addressing discrimination, stereotyping and bullying;
- identify and address issues at all times that might impact on learners' welfare.

***Registrants work in a collaborative manner with colleagues and other professionals, and develop and maintain good relationships with parents, guardians and carers***

Registrants:

- behave professionally and with respect towards colleagues and professionals;
- support and collaborate with colleagues and other professionals in matters concerning the education of learners;
- follow policies, procedures and guidelines\* on communication with parents, guardians and carers, including those relating to sensitive areas such as attendance and exclusion;
- develop and maintain good relationships between home and learning institution, respecting the role of the parent, guardian or carer in a learner's education.

***Registrants act with honesty and integrity***

Registrants:

- comply with policies, procedures and guidelines\* in respect of the use of workplace property, facilities, finance and ICT;
- handle finances and funds correctly, and use workplace property and facilities appropriately;
- conduct assessment and examination related tasks with integrity;
- take care to ensure the accuracy of information prior to signing documents\*;
- represent themselves, their experience, professional position and qualifications honestly.

## ***Registrants are sensitive to the need, where appropriate, for Confidentiality***

Registrants:

- ensure communications with parents, guardians, colleagues and other professionals comply with policies, procedures and guidelines\*;
- keep learners' personal/educational records secure;
- only disclose confidential information where it is appropriate to do so;
- comply with policies, procedures and guidelines\* regarding the disclosure of learners' information.

## **PROFESSIONAL PRACTICE**

### ***Registrants take responsibility for maintaining the quality of their practice***

Registrants:

- adhere to the relevant standards for their role;
- maintain high standards of practice in relation to learning, classroom and workshop management, planning, monitoring, assessment and reporting;
- keep their professional knowledge and skills up- to-date throughout their career;
- maintain an up-to-date knowledge of relevant guidelines and educational developments in their particular role, and learning in general;
- reflect upon and evaluate their practice as part of their continuing professional development;
- are open to, and respond positively and constructively to feedback regarding their practice;
- seek support, advice and guidance where necessary.

\* policies, procedures and guidelines include those issued nationally, by a school, college, local authority or diocesan authority

## COMPLIANCE WITH THE LAW

### ***Registrants uphold public trust and confidence in the education Profession***

Registrants:

- adhere to lawful standards of behaviour, in a manner in keeping with their position as a member of the education profession;
- do not engage or incite others to participate in any criminal activity;
- are mindful of their position as role models to learners, acknowledging that criminal behaviour may damage trust and confidence in them personally and the education profession as a whole;
- inform their current employer or agent and the Council of any recordable criminal offence.

Note: Where a registrant receives a conviction or formal caution for a recordable criminal offence, this offence may be referred to the Education Workforce Council for Wales by the police. The Council will consider such offences as to their seriousness and relevance to a registrant's registration.

### **Publication and review**

The Code of Professional Conduct and Practice for Registrants with the Education Workforce Council is available without charge and is published on the Council's website, [www.ewc.wales](http://www.ewc.wales)

The Code will be kept under review and updated as and when considered appropriate by the Council.

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## Appendix 7



### Portfield School Facebook Agreed Use 2016

#### Portfield School Facebook page

- Will be an open page – anyone can view it but no comments will be made on it by school
- Will be an information board for parents and friends of Portfield School – the kinds of information posted will be Calendar dates, events, celebrations of achievements, information about things the pupils have done, links to useful information.....
- Will be managed by a designated staff group within school
- Will not post any pupils surnames
- Will only post pupil photos/video clips where we have parental consent
- Will only post photos/video clips with staff in with consent
- We will listen to any feedback about the page and respond in person, via telephone call or notes in home school books
- Classes will take turns to generate items to post
- All posts will be monitored for appropriate content by Senior Leadership Team and Safeguarding Officer
- Posts will only be put up by a designated staff member following agreed procedure

#### Responsibility when posting on Facebook

- It is the responsibility of all staff to be mindful that the School Facebook page is a **public view** of Portfield School, pupils and staff
- It is the responsibility of **EVERY** staff member submitting items to post to check them for appropriate content, to check there are no surnames on view and that all photo/video material has consent for pupils and staff **BEFORE** sending it to the designated staff member to post
- It is the responsibility of all staff when designated to post to check **EVERY** item before posting and ensure no names are posted and that photos are checked for consent – especially in the backgrounds
- To ensure content reflects the school values – do the ‘Granny Check