
Maunfawr Primary School
Yn Agor Rhagoriaeth
Unlocking Excellence

e-Policies

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Document updated September 2023

Policy on Internet Usage

The council's policy with regarding to access to the Caerphilly County Learning Network is that Internet facilities, both public and in-house, are made available for the use of staff and students where such use will further the strategic aims and objectives of the County Borough. Access to CCLN Internet facilities will be controlled, and use by any individual may be monitored. Any use of the facilities that does not conform to these published guidelines may be considered an offence under the Councils / School's Disciplinary Procedures.

1. Roles and Responsibilities

The following duty applies specifically to Internet use: -

Users must be familiar with and agree to Staff and Pupil Internet Acceptable Use Policy Agreement.

2. Access Procedures

Access to Internet facilities will be authorised only via established procedures, which require the user to agree to confirm with the Guidelines, and should be endorsed by the Head teacher.

Access will be provided via the corporate Internet gateway using a Caerphilly County Borough Council standard browser. Users must neither amend the browser configuration, nor make independent arrangements for Internet access.

Some Internet content will be automatically blocked through the use of Internet security features. The fact that some inappropriate content will not be blocked is not authorisation for participants to view that content. If the user finds that they gain access to material of an inappropriate nature it is their responsibility to ensure that this is reported to the appropriate member of staff, i.e. the system administrator\ICT Co-coordinator who should then report this to the Authority's Education IT department.

The primary purpose for the user is to support teaching and learning by providing access to the Internet. Under no circumstances is it acceptable for the user to access the Internet for personal interest purposes.

Internet users must conform to all applicable Personnel Policies and IT Guidelines as well as more specific Internet Usage Guidelines.

3. Unacceptable Use

Certain types of use are not only unacceptable, but may also be illegal. Any user discovered to have intentionally undertaken such use will be liable to disciplinary action.

Examples of unacceptable use include: -

Handling unacceptable material.

It is unacceptable to create, access, copy, store, transmit, or publish material:

- Which is obscene, vulgar, racist, defamatory, or fraudulent;
- Which causes harassment to other;
- Which is likely to irritate or waste the time of others;
- Which is not relevant to the functions of the education institution;
- Which is prejudicial to the Authority's best interests;
- Where such action would breach copyright.

It is unacceptable to undertake any activity that is:

- Intended to access or intercept information in an unauthorised manner (hacking);
- Intended to corrupt any information being held or transmitted on the Internet;
- Intended to detect weakness in the security infrastructure (e.g. testing firewalls, cracking password);
- Intended to disrupt the normal functioning of Internet or related services (e.g. by overloading transactions, introducing viruses).

4. Downloading of Software

The following rules apply to the downloading of software from the Internet onto one of the school's computers:

- The need and desirability of any proposed download must be properly assessed;
- The computers system administrator must approve any downloading in advance;
- Downloading should only be performed by a technically competent person;
- The computer should have virus protection measures in place;
- The user must accept the risk that downloading may lead to the need for a call for technical support, for which there may be a charge.

5. Internet E-Mail/Mailgear

E-Mail Address (User ID): e-mail messages must be sent and received using only the standard e-mail address format. Individual user ID's will be assigned when the user is given access to the e-mail facility. The sending of anonymous messages is not allowed.

Message Content: all e-mail messages must conform with the guidelines set out in this policy, and in particular must contain no unacceptable material. Messages should be polite and should not contain swear words. Proper attention should be paid to layout, spelling, language, etc, to ensure clarity of the message.

Security and Confidentiality: although the great majority of messages will be delivered successfully to the intended recipients, Internet e-mail must be considered inherently insecure and non-confidential. The following possibilities are likely to occur but should be considered:

- The message may get "lost" in the system;
- The message may be delivered to an unintended recipient;
- The message may be seen by, or even corrupted by, unauthorised users (e.g. hackers).

It would be a sensible precaution for users to ask the recipient of a message to reply with a positive acknowledgement. Additional features are available to enhance the security of e-mail.

6. Control and Monitoring

In order to reduce the risks of users accidentally or deliberately transmitting unacceptable material, the Council will implement the following measures to be applied to groups of users as appropriate:

- Certain Web sites and pages will be made inaccessible;
- Certain words and images will be filtered out if transmitted;
- User activity will be logged and monitoring duties will treat the content of messages as confidential unless unacceptable material or activity is detected, in which case the incident will be reported to the Education IT Department.

7. Legal Issues

Internet facilities enable the user to handle a very wide range of information. Including personal data, linking to large numbers of computers and other individuals across the world. In this relatively uncontrolled environment, it is particularly important that users are aware and conform to legal requirements. Laws applying to Internet use include: -

- The Computer Misuse Act;
- The Copyright Act;
- The Data Protection Act;

Courts and tribunals treat communication by e-mail exactly as if it were a letter from the Authority or an internal memorandum and legal proceedings can be taken against the Council or an individual in relation to e-mail communications in the same way as action could be taken in relation to letters and memos.

8. Penalties for Improper Use

If it becomes apparent, through monitoring or other means, that an individual has used Internet facilities in a manner that conflicts with these guidelines, then the Authority would invoke their disciplinary procedures. According to the seriousness of the offence, this would result in action that could ultimately lead to dismissal. For certain offences, the individual may also be liable to criminal prosecution under the Computer Misuse Act or the Data Protection Act. You need to be aware that Employment Tribunals have recently upheld dismissals of staff for misuse of Internet access for personal purposes.

e-Safety Guidance

Introduction
With the growing use of internet communications and social media, we feel it is important to educate the children at our school in how to use technology safely, communicating in an effective manner that causes them no distress, as well as others. It is also our responsibility to communicate with parents in the most up-to-date and efficient methods, using this to promote the school while respecting their wishes i.e. use of children in photographs.

Writing and reviewing the e-safety guidance

The e-Safety Policy relates to other guidance including those for ICT and Internet Acceptable Use, bullying and for child protection.

The e-Manager is Cara Jones

Our e-Safety Guidance has been written by the school, building on WAG guidance. It has been agreed by senior management and is to be approved by governors.

Teaching and learning

Why the Internet and digital communications are important
The Internet is an essential element in 21st century life for education, business and social interaction. The school has a duty to provide students with high-quality Internet access as part of their learning experience.

Internet use is a part of the statutory curriculum and a necessary learning tool for staff and pupils.

Internet use will enhance and extend learning
The school Internet access will be designed expressly for pupil use and will include filtering appropriate to the age of pupils.

Clear boundaries will be set for the appropriate use of the Internet and digital communications and discussed with staff and pupils.

Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation.

Pupils will be taught how to evaluate Internet content

Schools should ensure that the use of Internet derived materials by staff and by pupils complies with copyright law.

Pupils should be taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.

Managing Internet Access

Information system security
School ICT system security will be reviewed regularly.
Virus protection will be installed and updated regularly.
Security strategies will be discussed with the Local Authority.

E-mail
Children will have access to Hwb email accounts.

Staff email accounts will be through Hwb also.

Published content and the school website
Staff or student personal contact information will not generally be published with pupils referred to by first name and initial only. The contact details given online should be the school office.
The headteacher or nominee will take overall editorial responsibility and ensure that published content is accurate and appropriate.

Publishing students' images and work
On a child's entry to the school, all parents/carers will be asked to give permission to use their child's work/photos in the following ways:

- on the school web site
- on the schools Social Media accounts i.e. twitter pages
- on the school's Learning Platform
- in the school prospectus and other printed publications that the school may produce for promotional purposes
- recorded/transmitted on a video or webcam
- in display material that may be used in the school's communal areas
- in display material that may be used in external areas, i.e. exhibition promoting the school
- general media appearances, e.g. local/national media/press releases sent to the press highlighting an activity (sent using traditional methods or electronically)

This consent form is considered valid for the entire period that the child attends this school unless there is a change in the child's circumstances where consent could be an issue, e.g. divorce of parents, custody issues, etc.

Social networking and personal publishing

The school will have controlled access to social networking sites, and consider how to educate students in their safe use, including:
Students will be advised never to give out personal details of any kind which may identify them, their friends or their location.
Students should not place personal photos on any social network space without considering how the photo could be used now or in the future.
Students should be advised on security and encouraged to set passwords, to deny access to unknown individuals and to block unwanted communications. Students should only invite known friends and deny access to others.

Managing filtering
The school will work in partnership with Caerphilly CBC to ensure that systems to protect pupils are reviewed and improved. Caerphilly CBC will provide filtered Internet content to the school.

If staff or students discover an unsuitable site, it must be reported to the e-Manager.

Managing emerging technologies
Emerging technologies will be examined for educational benefit and school suitability. The senior management team should note that technologies such as mobile phones with wireless Internet access can bypass school filtering systems and present a new route to undesirable material and communications. The use of mobile phones by students is to be discouraged, and at the present time the normal policy is for children's mobile phones to be kept in the school office.

Protecting personal data
Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998.

Policy Decisions
Authorising Internet access
All staff must read and sign the Internet Acceptable Use Guidance before using any school ICT resource.
The school will maintain a current record of all staff and pupils who are granted access to school ICT systems.
Students must agree to comply with the Internet Acceptable Use Guidance by a parent/carer reading through with the child and signing and signing themselves (Key Stage 2 only) before using devices and the Internet in school.

Assessing risks
The school will take all reasonable precautions to prevent access to inappropriate material. However, due to the international scale and linked nature of Internet content, it is not possible to guarantee that unsuitable material will never appear on a

computer connected to the school network. Neither the school nor Caerphilly CBC can accept liability for any material accessed, or any consequences of Internet access.
The school should audit ICT use to establish if the e-safety policy is adequate and that the implementation of the e-safety policy is appropriate and effective.
Sites such as YouTube do have an educational purpose and therefore have been made available under teachers' direct username and password; they remain blocked for teacher and student login.

Handling e-safety complaints
Complaints of Internet misuse will be dealt with by the e-Manager.
Any complaint about staff misuse must be referred to the headteacher.
Complaints of a child protection nature must be dealt with in accordance with school child protection procedures. Students and parents will be informed of the complaints procedure.

Communicating e-Safety

Introducing the e-safety guidance to pupils
e-Safety rules will be agreed with the Digital Leaders and displayed in the corridor on the Digital Leaders display.
Students will be informed that network and Internet use will be monitored.

Teaching e-Safety
e-Safety schemes of work are available from years 1 to 6 and should be taught during the Autumn term alongside anti-bullying work and revisited throughout the year as necessary.

Staff and the e-Safety guidance
All staff will be given the School e-Safety Guidance and its importance explained.
Staff must be informed that network and Internet traffic can be monitored and traced to the individual user.

The only communication staff should have directly with children through the use of phone or computer is through blogs and other activities organised by the school.

Enlisting parents' and carers' support
Parents' and carers' attention will be drawn to the School e-Safety Guidance in newsletters, the school brochure and on the school website.
Monthly E-Safety bulletins will be used to draw attention to any specific or current needs, signposting parents/ carers to supporting documents or resources where relevant.
The school will maintain a list of e-safety resources for parents/carers.

Harmful Sexual Behaviour

Statement of intent

Our school has a zero-tolerance approach to any harmful sexual behaviour involving children and acknowledge that it could be occurring at Waunfawr Primary school and in our school community. The school is proactive in its approach to assessing prevalence, responding to incidents and challenging and changing behaviour. This policy applies to all governors, staff and learners.
Schools and colleges have a statutory duty to safeguarding the children in their setting.
We work together to foster an environment that creates healthy relationships for children and young people.

Our whole-school approach encourages healthy relationships and works to prevent harmful sexual behaviour. We provide high quality education within the curriculum to reduce the likelihood of the situations occurring.

We recognise that HSB is harmful to both the child/children affected by the behaviours and the child/children who displayed the behaviour and provide ongoing support for all involved.

Our approach is to treat everything as safeguarding incident in the first instance - we distinguish between behaviours that are exploratory and part of healthy age and ability appropriate development and those that may be harmful.

As a school we provide regular opportunities for school staff to understand what harmful sexual behaviours might look like and what they should do in the event of a report.

Related policies
This policy should be read in conjunction with:

- **Child protection and safeguarding policy**
- **Whistleblowing**
- **Behaviour policy**
- **Anti-bullying policy**
- **Online safety**
- **Acceptable Use Agreements**

Definitions

As stated in the Sexual Offences Act 2003, the term Harmful Sexual Behaviour (HSB) covers a wide range of behaviours, often these may be considered problematic, abusive, or violent and may also be developmentally inappropriate. HSB can occur online, offline or in a blend of both environments. The term HSB is widely acknowledged in child protection and should be treated in this context.

Whilst peer on peer harassment has become a widely recognised term, this is already moving towards child on child in recognition that age and development is a factor in making decisions about behaviour. A significant age difference between the children involved in an incident may lead to a decision about the behaviour being harmful or not. For example, this could be an older child's behaviour towards a pre-pubescent child, or a younger child's behaviour towards an older child with learning difficulties. It is important that Designated Safeguarding Leads (DSL) know what is and is not HSB. DSLs should be involved in planning the curriculum for HSB, planning preventative actions and ensuring a whole-schools culture that condones HSB, alongside all other forms of abuse and harassment. This template policy provides a basis for an effective approach to managing sexual violence and harassment.

What is sexual harassment?

Keeping Children Safe in Education Guidance 2022 and the Sexual Violence and sexual harassment between children in schools and colleges state:

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
- consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of U18s is a criminal offence.

- sharing of unwanted explicit content
- upskirting (this is a criminal offence)
- sexualised online bullying
- unwanted sexual comments and messages, including, on social media
- sexual exploitation; coercion and threats.

It is important that schools and colleges consider sexual harassment in broad terms. Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Responsibilities

Leaders and DSLs

Our leaders and DSLs have ultimate responsibility in dealing with all incidents of harmful sexual behaviour, including online. It is the expectation that all incidents of harmful sexual behaviour/sexual violence and harassment are reported in line with school safeguarding and child protection procedures.

We ensure that our designated safeguarding lead/s (DSL) and their deputies are confident in school safeguarding processes and when it is necessary to escalate. Our DSLs know what local and national specialist support is available to support all children involved in harmful sexual behaviour and are confident as to how to access this support when required.

Designated safeguarding lead/s and their deputies have an in-depth working knowledge of key documentation, particularly KCSIE 2022 and Sexual Violence and Sexual Harassment between Children in Schools and Colleges (DfE 2021). We ensure that they receive appropriate specialist training, commensurate with their role and that ongoing training is provided for all school staff.

It is the role of school leaders and designated safeguarding leads to ensure that all staff and Governors receive training specific to harmful sexual behaviour, and that it is included as part of induction.

Staff

It is the responsibility of all staff to have read and understood this policy and associated policies. All staff must report any incidents or suspected incidents of harmful sexual behaviour to DSLs in line with school policy and ensure they are informed of the outcome. All staff will challenge any harmful sexual language or inappropriate behaviour. Staff have a duty to ensure that the school environment is one which is safe and which supports learners to understand safe and healthy relationships and appropriate behaviour through delivery of our curriculum.

Governors

We ensure that our trust board/governing body have a good understanding of what harmful sexual behaviour is, when it can pose a risk to children and how to keep

children safe. Our trustees/governors receive regular training and updates, both in terms of what sexualised behaviour is, but also how to effectively support establishments and their stakeholders whilst holding provision to account.
As part of the headteacher's report, our trust board/governing body has the opportunity to monitor and evaluate the approach to harmful sexual behaviour to ensure it is adequate and effective. This includes evaluation of the curriculum, pupil voice activity and evaluation of parent/carer engagement. Trustees/Governors ensure that risks relating to these issues are identified, that a number of reporting routes are available, and that risks are effectively mitigated.

Learners

All learners have the right to learn in a safe, healthy and respectful school environment. Our learners benefit from a broad and balanced curriculum and are taught about healthy relationships and know how and when to report and that a range of different reporting routes is available to them. Our learners are encouraged to report any harmful sexual behaviour, even if they are not directly involved. All learners will be believed if they make a disclosure and will be treated sensitively - whilst we cannot guarantee confidentiality, their thoughts and wishes will be taken into account when supporting them.

Parents/carers

We work hard to engage parents and carers by:

- regular in school sessions
- sharing newsletters
- sharing information online e.g., website, social media
- providing curriculum information
- FEO support and events

Our parents and carers are made aware of how and when to report any concerns to the school, that all incidents will be handled with care and sensitivity, and that it may sometimes be necessary to involve other agencies.

Vulnerable groups

We recognise that, nationally, vulnerable learners are three times more likely to be at risk from Harmful Sexual Behaviour. These include:

- A child with additional needs and disabilities.
- A child living with domestic abuse.
- A child who is at risk of/suffering significant harm.
- A child who is at risk of/or has been exploited or at risk of exploited (CRE, CSE),
- A care experienced child.
- A child who goes missing or is missing education.

- Children who identify as, or are perceived as, LGBTQI+ and/or any of the other protected characteristics

Children displaying HSB have often experienced their own abuse and trauma. We ensure that any vulnerable learner is offered appropriate support, both within and outside school, sometimes via specialist agencies.

Reporting

Our systems are well promoted, easily understood and easily accessible for children and young people to confidently report abuse, knowing their concerns will be treated seriously. All reports will be dealt with swiftly and sensitively and outcomes shared where appropriate. We also respond to anonymous reports, or reports made by third parties. This can be done via:

- online reporting tool on the school website,
- calling NSPCC on 0808 800 5000 or emailing help@nspcc.org.uk

Responding to an incident or disclosure

In this policy we recognise the importance of distinguishing between healthy, problematic and sexually harmful behaviour (HSB).

Our response is always based on sound safeguarding principles and follows school safeguarding processes. It is calm, considered and appropriate and puts the learner at the centre of all decisions made.

Please refer to our safeguarding policy to familiarise yourself with our approach.

The school will always adopt a multi-agency approach and seek external support and guidance, in line with school policy, if deemed necessary. This may include: NSPCC, CAMHS, Police etc.

Risk assessment

The school may deem it necessary to complete a harmful sexual behaviour risk assessment as part of the response to any reported incidents. The purpose of the risk assessment is to protect and support **all those involved** by identifying potential risk, both in and out of school (e.g., including public transport, after school clubs etc.) and by clearly describing the strategies put in place to mitigate such risk.

The risk assessment will be completed following a meeting with all professionals working with the learner, as well as parents or carers. Where appropriate, the learners involved will also be asked to contribute.

The risk assessment will be shared will all staff who work with the learner, as well as parents and carers. It will be dynamic and will respond to any changes in behaviour and will be regularly evaluated to assess impact.

Education

Our school's educational approach seeks to develop knowledge and understanding of healthy, problematic and sexually harmful behaviours, and empowers young people to make healthy, informed decisions. Our school's approach is delivered predominantly through PSHE and RSE and additional opportunities are provided through:

- Cross curricular programmes (e.g., using the ProjectEVOLVE resources)
- Computing
- Assemblies
- External agency support, such as the NSPCC etc.

Our approach is given the time it deserves and is authentic i.e., based on current issues nationally, locally and within our setting. It is shaped and evaluated by learners and other members of the school community to ensure that it is dynamic, evolving and based on need. We do this by:

- *Surveys*
- *Focus groups*
- *Parental engagement*
- *Staff consultation*
- *Staff training*

The following resources are used:

- ProjectEVOLVE - https://projectevolve.co.uk
- Jigsaw PHSE scheme
- Common Sense Media ICT scheme

Social Media Guidance

At Waunfawr Primary School we publish information about our school and communicate with parents / carers in many ways:

- Parents' evenings.
- Informal meetings.
- Newsletters.
- Email and text messages.
- Our own website (www.waunfawrprimaryschool.co.uk).
- Social media (Facebook group page and Twitter (@waunfawrps)).

We welcome anyone who is interested in the life of our school to follow us and connect with us on the various social media sites that we use. At the moment this includes Twitter and our website. Our pages on these sites allow us to communicate information about day-to-day life in school quickly; the kind of detail that wouldn't normally be enough for a newsletter or a meeting.

Use of sites

It's important for everybody's safety that we are clear about how we use these sites and what is acceptable behaviour from the people who choose to follow us. We use our social media sites to publish information that is of general interest. We do not believe it is an appropriate place to discuss personal matters that are specific to individual members of our community, whether that is children, parents or staff.

Whilst the school prefers to use traditional methods of communication, there may be questions that can be answered quickly through the use of social media i.e. Twitter or ClassDojo. With this said, please remember that responses will be within working hours. Complaints should be raised via the normal complaints procedure and not messaged to class teachers.

Pupils will be educated in e-Safety and suitable platforms will be used to assist this.

Privacy

- We will not publish photographs of children without the written consent of parents / carers.
- We will not identify by full name any of the children featured in photographs, at most First Names with an initial of the surname and/or class names.

- We will not allow personally identifying information to be published on our social media accounts.

Respect

- We will not tolerate any form of bullying on our social media accounts.
- We will not allow posts or comments that refer to specific, individual matters between the school and members of its community.
- No member of staff will respond directly to children, parents may need to explain this to children so that they are not offended.
- We will not tolerate any comments or posts that are defamatory, rude or abusive towards any member of our school community, whether that is children, parents, staff or governors.

Our rules

- Where allowed by the site, we welcome comments on the information we post. However, we reserve the right to delete comments and ban further comments from anyone who breaks the terms of our policy.
- Comments or concerns that relate to specific pupils should be addressed to the school directly.
- We will ban and report anyone who breaks the terms of service of the relevant social media platform. For example, Twitter's Terms of Service do not permit people under the age of 13 to open an account.

Monitoring of public social media

- As part of active social media engagement, the school may pro-actively monitor the Internet for public postings about the school.
- the school should effectively respond to social media comments made by others according to a defined policy or process.
- when parents/carers express concerns about the school on social media we will urge them to make direct contact with the school, in private, to resolve the matter. Where this cannot be resolved, parents/carers should be informed of the school complaints procedure.

Waunfawr Primary School
Pupil Acceptable Use Policy Agreement
(Key Stage 2)



This is how we stay safe when we use computers:

I will ask a teacher or suitable adult if I want to use the computers or iPads.

I will only use activities that a teacher or suitable adult has told or allowed me to use.

I will take care of the computer and other equipment

I will ask for help from a teacher or suitable adult if I am not sure what to do or if I think I have done something wrong.

I will tell a teacher or suitable adult if I see something that upsets me on the screen.

I know that if I break the rules I might not be allowed to use a computer.

Signed (pupil): ……

Signed (parent): ……

Date: ……

Waunfawr Primary School
Pupil Acceptable Use Policy Agreement
(Key Stage 2)



This is how we stay safe when we use computers:

I will ask a teacher or suitable adult if I want to use the computers or iPads.

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I will ask for help from a teacher or suitable adult if I am not sure what to do or if I think I have done something wrong.

I will tell a teacher or suitable adult if I see something that upsets me on the screen.

I know that if I break the rules I might not be allowed to use a computer.

Signed (pupil): ……

Signed (parent): ……

Date: ……



Waunfawr Primary School
Pupil Acceptable Use Policy Agreement
(Foundation Phase)

This is how we stay safe when we use computers:



I will ask a teacher if I want to use the computers or iPads.

I will take care of the computer and other equipment





I will ask for help from a teacher if I am not sure what to do or if I think I have done something wrong.

I will tell a teacher if I see something that upsets me on the screen.





I know that if I break the rules I might not be allowed to use a computer.

Signed (parent): ……

Date: ……

Waunfawr Primary School
Pupil Acceptable Use Policy Agreement
(Foundation Phase)

This is how we stay safe when we use computers:



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I will ask for help from a teacher if I am not sure what to do or if I think I have done something wrong.

I will tell a teacher if I see something that upsets me on the screen.





I know that if I break the rules I might not be allowed to use a computer.

Signed (parent): ……

Date: ……



Misuse of the Internet

All pupils will have a signed copy of the Internet Acceptable Use Policy of the School and therefore agree to use school and personal devices accordingly.

Any person(s) deemed to not be using the Internet or devices appropriately require recording in the Misuse of Internet table below with the required details completed and the e-Manager informed.

Name of Person	Location of Misuse	Detail of Activity	Action(s) taken	Date and Initial

Waunfawr Primary School
Internet Acceptable Use Guidance Agreement



To be able to use the devices and Internet in school, all staff must read and agree to follow the Internet Acceptable Use Policy adopted by the school.
Please sign below to show that you have read, understand and agree to follow the policy for acceptable use of the internet.

Name	Sign and Date	Name	Sign and Date	Name	Sign and Date
Mrs Armishaw		Mrs Sullivan			
Ms Williams		Mrs Trigger			
Miss Evans		Mrs Pearson			
Miss C Jones		Mrs Walkley			
Miss Tomkinson		Mrs Davis			
Miss Shepherd		Miss Fowler			
Miss Vincent					
Ms Conway		Mrs Rhodes			
Mrs Smith		Mr Hughes			
Mrs Llewellyn		Mrs Pryce-Jones			

APPENDIX