



TRINITY FIELDS SCHOOL and RESOURCE CENTRE

INTERNET ACCESS POLICY

Trinity Fields is a Rights Respecting School, a Healthy School, Investors in Families School, an ECO School, a MOVE school and an Inclusion Quality Mark (IQM) Flagship School.

School context

Trinity Fields is a **Rights Respecting School**; we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work. We are a school where pupils are at the heart of everything we do. We successfully achieved UNICEF's "Rights Respecting School Award" in **January 2017** and we have a well-established record of developing pupil engagement at all levels.

Refer to pupil friendly "**Pupil Participation**" policy and our whole school "**Pupil Participation**" policy for further details.

We are a **Healthy School**; we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives by enabling them and staff to take control over aspects of the school environment that influence their health and wellbeing. We achieved the Welsh Network of Healthy School Schemes National Quality Award in **March 2018, with re-accreditation in December 2020**.

Refer to "**Health and Well-being for Pupils**" policy and our whole school "**Health and Well-being**" policy for further details.

We are an **Investors in Families School**. We are committed to developing active and effective relationships with parents/carers and families and recognise the value of close partnership working to improve outcomes for our pupils. We were the first Special School in Wales to achieve the Investors in Families Quality Mark, and regularly share our excellent practices with other settings.

We demonstrate our commitment to the Rights to Action agenda and value and support the important role that families play in the education of their child. We strive to promote social inclusion and a sense of wellbeing for families through positive participation in their child's education.

During the re-accreditation process (2019), the school's work was judged to be of a very high quality. Family and Community Engagement are fully embedded and it was evident that the school works hard on its journey towards excellence. The assessor was very pleased to award the school the **Diamond Standard**.

Trinity Fields School has held the **IQM Centre of Excellence** status for the past 4 years and attained Flagship School status for the first time in **April 2018**. We have demonstrated through a national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and develop classroom-based research.

Refer to "**Inclusion**" policy and to **IQM assessment reports** for further details.

In **summer 2022** we gained our **Platinum ECO Schools Award**; the Eco-Schools programme is designed to be pupil-led and looks at the impact of our actions on the environment.

Our sustained journey towards attaining the Platinum Award showcases pupils' ideas and helps to inspire others to make the right environmental choices.

More recently (2019), the school started its journey towards becoming a **MOVE school**; successfully accredited at Silver level in **December 2021**. The MOVE Programme is an activity-based practice that enables children and young people with physical disabilities to sit, stand, walk, and transition as independently as possible.

Our overarching philosophy is summarised in the following statement:

“We believe that everyone at Trinity Fields is entitled to have access to the very best learning experiences. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.

This policy should be read in conjunction with our pupil friendly and adult version of our **“Shared Values and Aims”**.

Rationale

This policy outlines our purpose in providing e-mail facilities and access to the Internet and explains how Trinity Fields School is seeking to avoid the potential problems that unrestricted Internet access could give rise to. Providing access to the Internet in school will raise educational standards and support the professional work of staff. Teachers and pupils will have access to web sites worldwide.

There will be opportunities for discussion with experts in many fields and to communicate and exchange information with students and others worldwide. In addition, staff will have the opportunity to access educational materials and good curriculum practice, to communicate with the advisory and support services, professional associations and colleagues; exchange curriculum and administration data with the LEA and DfEE; receive up-to-date information and participate in government initiatives such as NGfL and the Virtual Teacher centre. In the longer term the internet may also be used to enhance the school's management information and administration systems.

Aims

- To ensure Internet access enhances the pupils' learning experience.
- To ensure Internet access is used appropriately.
- To ensure Internet access is safe for pupils, staff and students on placement.

Objectives

The Internet is a relatively new communications medium and is freely available to any person wishing to send e-mail or publish a web site. In common with other media such as magazines, books and video, some material available on the Internet is unsuitable for pupils. Pupils in school are unlikely to see inappropriate content in books due to selection by publisher and teacher and the school will take every practical measure to ensure that children do not encounter upsetting, offensive or otherwise inappropriate material on the internet. The following key measures have been adopted to help ensure that our pupils are not exposed to unsuitable material:

- Our Internet access is provided by Caerphilly using I-GEAR, which provides a service, designed for pupils including a filtering system intended to prevent access to material inappropriate for children and students.

- Children using the Internet will normally be working in the classroom, during lesson time and will be supervised by an adult at all times.
- Staff will check that the sites pre-selected for pupil use are appropriate to the age and maturity of pupils;
- Staff will be particularly vigilant when pupils are undertaking their own search and will check that the children are following the agreed search plan;
- Pupils will be taught to use e-mail and the internet responsibly in order to reduce the risk to themselves and others;
- Our Rules for Responsible Internet Use will be posted near computer systems.
- The ICT co-ordinator will monitor the effectiveness of internet access strategies;
- The ICT co-ordinator will ensure that occasional checks are made on files to monitor compliance with the school's Internet Access Policy;
- Methods to quantify and minimise the risk of pupils being exposed to inappropriate material will be reviewed in consultation with colleagues from other schools and advice from the LA, our Internet Service Provider and the DfEE.

Arrangements for Monitoring Internet Usage

- The Deputy Head is responsible for maintaining an overview of Internet usage. The ICT Coordinator is responsible for monitoring the coverage and achievement levels within the established framework. Strategies for this include discussion with teachers and observation of ICT lessons in school.
- Additionally, the Deputy Headteacher monitors the Termly IEPs and thus the content of aims and objectives for Internet usage, particularly with the older and more able pupils.
- The Deputy also spends time in each class observing Internet Usage and the quality of teaching and learning on a termly basis.
- Every year the coordinator will review the content covered in the previous scheme of work and look at success in forward plans in light of the Programme of Study. Planning for the next year will take consideration of the pupil achievements within the context of the aforementioned.

Role of the Headteacher

- To ensure this policy is implemented effectively.
- To discuss future developments for Internet usage with the class teacher and ICT Co-ordinator.
- To help motivate staff to create a rich and stimulating learning environment.
- To support and encourage other professionals to develop their skills and teaching of all aspects Internet usage.
- To ensure budget provision for current resources and materials.
- To ensure budget provision for staff training.

If there is an incident in which a pupil is exposed to offensive or upsetting material the school will wish to respond to the situation quickly and on a number of levels. Responsibility for handling incidents involving children will be taken by the ICT Co-ordinator and the Child Protection Officer in consultation with the Head Teacher and the pupil's class teacher. All the teaching staff will be made aware of the incident in 'Pupil Awareness' at a Staff Meeting if appropriate.

- If one or more pupils discover (view) inappropriate material our first priority will be to give them appropriate support. The pupil's parents/carers will be informed and given an explanation of the course of action the school has taken. The school aims to work with parents/carers and pupils to resolve any issue;
- If staff or pupils discover unsuitable sites the ICT co-ordinator will be informed. The ICT co-ordinator will report the URL (address) and content to the Internet Service Provider and the LA;

if it is thought that the material is illegal, after consultation with the ISP and LA, the site will be referred to the police.

Pupils are expected to play their part in reducing the risk of viewing inappropriate material by obeying the Rules of Responsible Internet Use, which have been designed to help protect them from exposure to Internet sites carrying offensive material. If pupils abuse the privileges of access to the Internet or use of e-mail facilities by failing to follow the rules they have been taught or failing to follow the agreed search plan when given the privilege of undertaking their own Internet search, then sanctions consistent with our School Behaviour Policy will be applied. This may involve informing the parents/carers. Teachers may also consider whether access to the Internet may be denied for a period.

Role of the lead for ICT

1. Administration

- To ensure appropriate and safe access and to complete an annual audit of resources and make this information available to staff
- To liaise with the LA advisor for ICT.
- To read current articles and share those which are highly relevant with staff

2. Professional Learning

- To provide training for colleagues a) formally, feeding back from courses attended and b) informally as staff require help on various issues
- To attend relevant courses and suggest some for other staff as their professional development needs are known

3. Curriculum

Pupils will learn how to use a web browser. Older pupils will be taught to use suitable web search engines. Staff and pupils will begin to use the Internet to find and evaluate information. Access to the Internet will become a planned part of the curriculum that will enrich and extend learning activities and will be integrated into the class schemes of work.

As in other areas of their work, we recognise that pupils learn most effectively when they are given clear objectives for Internet use.

Different ways of accessing information from the Internet will be used depending upon the nature of the material being accessed and the age of the pupils:

- Access to the Internet may be by teacher (or sometimes other-adult) demonstration;
- Pupils may access teacher-prepared materials, rather than the open Internet;
- Pupils may be given a suitable web page or a single web site to access.
- Pupils may be provided with lists of relevant and suitable web sites which they may access;
- Older, more experienced, pupils may be allowed to undertake their own Internet search having agreed a search plan with their teacher; pupils will be expected to observe the Rules of Responsible Internet Use and will be informed that checks can and will be made on files held on the system and the sites they access.
- Member of staff will supervise pupils accessing the Internet at all times. They will only be allowed to use the Internet once they have been taught the Rules of Responsible Internet Use and the reasons for these rules. Teachers will endeavour to ensure that these rules remain uppermost. We believe that, in order to use information from the Internet effectively, it is important for pupils to develop, as far as possible an understanding of the nature of the Internet and the information available on it. In particular, they should know that, unlike the school library

for example, most of the information on the Internet is intended for an adult audience, much of the information on the Internet is not properly audited/edited and most of it is copyright.

- Pupils will be taught to expect a wider range of content, both in level and in audience, than is found in the school library or on TV;
- Teachers will ensure that pupils are aware of the need to validate information whenever possible before accepting it as true, and understand that this is even more important when considering information from the internet (as a non-moderated medium);
- When copying materials from the Web, pupils will be taught to observe copyright;
- Pupils will be made aware that the writer of e-mail or the author of a web page may not be the person claimed. Those supervising should be aware of this potential danger as they monitor the children using the Internet.
- Pupils will learn how to use an e-mail application and be taught e-mail conventions. Staff and pupils will begin to use e-mail to communicate with others, to request information and to share information.
- It is important that communications with persons and organisations are properly managed to ensure appropriate educational use and that the good name of the school is maintained. Therefore:
- Pupils will only be allowed to use e-mail once they have been taught the Rules of Responsible Internet Use and the reasons for these rules.
- Teachers will endeavour to ensure that these rules remain uppermost in the children's minds as they monitor children using e-mail;
- Pupils may send e-mail as part of planned lessons but will not be given individual e-mail accounts at present;
- In-coming e-mail to pupils will not be regarded as private;
- Children will have the e-mail messages they compose checked by a member of staff before sending them;
- The forwarding of chain letters will not be permitted;
- Pupils will not be permitted to use e-mail at school to arrange to meet someone outside school hours.

Role of the teacher

- To teach in accordance with Trinity Fields School Policy Statements and Schemes of Work
- To present all activities in an enthusiastic and accessible way
- To make enjoyable by using a variety of approaches
- To have high expectations of each pupil
- To use symbols to assist with activities
- To ensure progression when planning for each child on an individual basis
- To teach Internet usage in isolation (dependent on individual pupil need) and through other subjects

Strategies for teaching

- The Internet is a tool for curriculum delivery. However specific skills will be directly taught as appropriate.
- Skills will need to be practised repeatedly, sometimes over several years before our children really master them. Teachers will endeavour to find different ways of practising the same skill to maintain interest and motivation.
- The children will have many opportunities to apply their developing skills in all subject areas across the curriculum
- As a tool for learning the Internet will be used throughout the day by a significant majority of the pupils but particularly our older pupils.

- Our pupils will be given an opportunity to work as a class, in small groups, in pairs and individually with an adult
- Efforts will be made for each child to develop confidence at working independently, at their own level

Strategies for Learning

- Effective learning will be dependent upon the pupils`:
- Understanding the language used
- Responding to the language context
- Being active partners in reciprocal communication that may include link signing, use of communication aids, a range of ICT equipment, etc
- Making good use of opportunities to repeat, practise, modify and consolidate acquired skills
- Making good use of opportunities to work in a range of motivating, meaningful contexts, individually or in groups
- Meaningfully interacting with resources or materials appropriate to their level of development

Allocation of Resources

1. Staff Resources

Staff are encouraged to attend courses. Our Training Manager keeps attendance.

Staffs are our most valuable resource. The number of support staff in each class base is calculated on the total number of children, combined with the complexity of each child's learning needs.

2. Teaching Resources

- Each class is equipped with suitable materials to match the range of children's ability. When pupils change class a review of the suitability of materials may be necessary and the ICT Co-ordinator informed if further items need to be purchased. The Co-ordinator keeps a record of each and reviews their suitability for the children.
- Each class has at least one computer with intranet and internet access.

Assessment, Recording and Reporting

The procedure for assessment, recording, and reporting will be in line with school practice for the whole curriculum. Procedures will take account of statutory requirements and examples of good practice.

Assessment will be both formative and summative. Formative assessment will help to establish clear attainable targets and summative assessment will provide overall evidence of the achievement of pupils, what they know, understand, can do and have experienced. Procedures should be constructive and helpful to pupils, teachers, parents and other professionals.

Additional Learning Needs Provision

This policy document stresses the need for pupils to be able to show what they have achieved, by whatever means appropriate. To ensure the safe handling of tools, materials and equipment, the adaptation of workspaces and equipment may need to be considered, while provision required supporting language related work should also be emphasised.

A range of opportunities commensurate with pupils` needs and abilities should be on offer to all pupils rather than their disability becoming the basis for limitation or restriction of experience. All pupils are individuals and as such can be seen as having special needs, gifts or talents that all have to be met in order that they realise their full potential.

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 this curriculum area in various environments and types of equipment and eliminate foreseeable safety problems. It is fundamental to this subject that pupils will also develop positive attitudes to the safety of themselves, others, tools and equipment and an ethos is created where respect for our environment is developed. Any specific issues relating to health and safety that need immediate attention should be brought to the notice of the Headteacher/Health and Safety Officer. To reduce risks pupils only have access to non-toxic pens, pencils and paints at school. All ICT equipment has an annual safety check.

Criteria for evaluating the success of the policy

This policy will be amended and agreed by all teachers and Governors after discussion. It will then be reviewed annually by the co-ordinator after discussion with teachers. When reviewing the policy the following questions will be asked:

- Does the rationale reflect current practice in school?
- Is the school successful in meeting the aims in this document?
- Is there evidence to show pupils are experiencing breadth and balance across the whole curriculum?
- Can the subject co-ordinator demonstrate that the arrangements for planning and monitoring have been effective?
- Is there evidence that the strategies for teaching and learning are effective?
- Does the allocation of resources allow for effective implementation of the curriculum?
- Do the assessment, recording, reporting, arrangements clearly identify pupil achievement and fulfil legal requirements?
- Are the health and safety arrangements implemented in a consistent way
- Is there evidence around school that demonstrates pupil achievement and enjoyment?

Community Links

The Internet is a major tool for establishing and continuing links with the community. It is a means by which our pupils e.g. through e-mail can communicate with others not only locally but also abroad.

The Internet is a significant means of highlighting Trinity Fields and establishing its reputation both nationally and internationally.

Parent/Carer Links

We will keep parents in touch with future ICT developments by letter and newsletter. Internet use in pupils' homes is rapidly increasing and some parents may be grateful for any advice/guidance that school can offer – especially with regard to safe access for children. The ICT co-ordinator is willing to offer advice and suggest alternative sources of advice on the understanding that neither he/she, the school nor the LA can be held responsible for the consequences of such advice. Further:

- School guidelines on issues such as safe Internet use will be made available to parents together with printed information and Internet sites providing information for parents about safe access for children.
- In the future it is possible that suitable educational and leisure activities that make responsible use of the Internet will be developed with parents.
- Links to suitable sites will be made on the schools website.

As noted above, it is not possible to be certain of the originator of an e-mail message, and for this reason the school is unable to accept an e-mail as parental authorisation of a pupil absence.

Trinity Fields website

Our school web site is intended to

- Provide accurate, up-to-date information about our school;
- Enable pupils to publish work to a high standard, for a very wide audience including pupils, parents, staff, governors, members of the local community and others;
- Celebrate good work;
- Provide pupils with the opportunity to publish their work on the internet;
- Promote the school.

In the future it may be used to publish resources for projects or homework.

All classes may provide work for publication on the school web site. Class teachers will be responsible for ensuring that the content of the pupils' work is accurate and the quality of presentation is maintained. All material must be the author's own work, crediting other work included and stating clearly that author's identity and/or status. There is 'Website Protocol' guidance for updating the website that is issued to each teacher and is on the O drive in the Website folder.

The point of contact on the web site will be the school address, telephone number and e-mail address. We do not publish pupils' full names or photographs that identify individuals on our web pages. Parental permission is requested for pupils' photographs to be able to be put onto the website. An up to date list of pupils not allowed on the website is maintained on the O drive in the Website folder. Home information or individual e-mail identities will not be published.

Staff will be identified by their title and surname unless they request otherwise. Permission will be sought from other individuals before they are referred to by name on any pages we publish on our web site.

Policy Review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

Signed		Executive Headteacher
Signed		Chair of Governors
This policy will be reviewed in line with the school's policy review cycle.		



TRINITY FIELDS SCHOOL and RESOURCE CENTRE STREAMING MEDIA ACCESS POLICY

This policy has been developed by the Local Authority (LA) and Trinity Fields School and Resource Centre and is recommended to governing bodies for adoption. Support in managing issues in relation to the subject matter of this policy can only be offered to schools where the LA recommended policies and procedures have been adopted and in line with any Service Level Agreement with Education Services that may be in force at the time.

Document Outline

'Streaming' is the method for which media content, most commonly video and audio, is delivered to an end-user. The media is stored on one computer or server and, via the Internet, played back on another. Streaming media is not downloaded and stored on the receiving computer as a whole file, but is typically viewed on demand via a web page. YouTube is a popular example of a streaming media website.

Caerphilly County Borough Council (CCBC) recognises that teaching can be enriched by the use of streaming media in the classroom. However, there are many identified risks associated with this type of content.

This document is intended to highlight these risks and provide guidance on safe and responsible use of streaming media within the school. The document is not exhaustive and should be followed inline with other relevant policies put in place by the school's Governing Body.

The Council and Governing Body reserve the right to amend this policy at its discretion. In case of amendments, staff will be informed appropriately. This policy applies to all School Based employees and agents.

Context

There is a wide range of streaming media available via the internet and teachers are aware of the benefits of incorporating these resources into their teaching. However, due to the dynamic nature of the Internet, there are risks associated with this type of media where content is uploaded by the general population and is largely unregulated. This presents issues with the validity of the content, potential copyright and other legal issues, as well as its appropriateness for the intended audience.

Due to these risks, CCBC will allow access for teaching staff only and prevent students from accessing these types of sites.

Guidelines

As a member of staff using streaming media in the classroom you will be expected to adhere to the following guidelines.

Acceptable Use

The primary purpose for using streaming media is to enhance teaching and learning within the school. Streaming Media must only be used for legitimate teaching purposes, personal use is prohibited, even at break times and after school. Pupils should under no circumstances be allowed to use streaming media sites and it is important therefore to always log off as a teacher before pupils use a computer in school.

Media content should be viewed from start to finish and a full assessment made of its suitability for the intended audience. The content should be considered in the same way that you would consider any other resources used in your classroom.

Content must be assessed away from the view and earshot of students, preferably in a staff room or similar. Many classroom PCs are connected to interactive whiteboards and projectors, and may be configured for whole class display. This must be considered when reviewing content.

Where a resource is deemed appropriate for use, it is recommended that it is downloaded and saved for future use. This will prevent any issues with online content being removed or changed. Separate tools are required to download streaming media to a PC, and examples are available on the Intranet.

Identified resources **MUST** appear on your weekly planner, with a full URL address. It may then be checked by departmental managers to assess its appropriateness for the lesson. Only this clip should then be viewed in the lesson.

If it is not possible to download the resource then the video should be viewed prior to each use, to ensure it remains suitable for the intended purpose.

Unacceptable Use

It is deemed inappropriate to view, create, access, download or publish material that is:

- Pornographic or Adult
- Racist, offensive, or derogatory
- Obscene
- Bullying
- Violent
- Fraudulent
- Likely to cause harassment to others
- Confidential
- Prejudicial to the school's or Council's best interests
- Not relevant to the business of the school or Council
- Likely to irritate or waste time of others
- Likely to breach copyright

It is accepted that the teaching of certain subjects may present the need to use resources that could fall into one or more of the above categories. In such situations it is expected that the subject matter is presented in context; in a sensitive; balanced manner; and is appropriate for the age of the intended audience. It is also expected that any home / school contracts regarding religion, sex education, parental wishes etc are considered when selecting media content.

Legal Risks

If you view, create, access, download or publish material that is pornographic, libellous, defamatory, offensive, racist or obscene, you, the school and Caerphilly County Borough Council can be held liable.

If you unlawfully view, create, access, download or publish confidential or personal information, you, the school and Caerphilly County Borough Council can be held liable.

If you unlawfully or without permission view, create, access, download or publish material that is copyrighted, you, the school and Caerphilly County Borough Council can be held liable for copyright infringement.

Questions

If you have any questions or comments about this Internet Policy, please contact The Governing Body, Headteacher or IT Helpdesk. If you do not have any questions it is presumed that you understand and are aware of the rules and guidelines in this Internet Policy and will adhere to them.

I agree to the above policy for use of streaming media sites in schools:

Name: _____

Signature: _____

Date: _____

Policy Review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

Signed		Executive Headteacher
Signed		Chair of Governors
This policy will be reviewed in line with the school's policy review cycle.		