



Moe (South Street) Primary School

'Be SAFE Be RESPECTFUL Be a LEARNER'



Digital Technologies Policy

(Internet, Social Media and Digital Devices)

PURPOSE

To ensure that all students and members of our school community understand:

- our commitment to providing students with the opportunity to benefit from digital technologies to support and enhance learning and development at school
- expected student behaviour when using digital technologies including the internet, social media, and digital devices (including computers, laptops, tablets)
- the school's commitment to promoting safe, responsible and discerning use of digital technologies, and educating students on appropriate responses to any dangers or threats to wellbeing that they may encounter when using the internet and digital technologies
- our school's policies and procedures for responding to inappropriate student behaviour on digital technologies and the internet

SCOPE

This policy applies to all students at South Street Primary School. Staff use of technology is governed by the Department's *Acceptable Use Policy*.

DEFINITIONS

For the purpose of this policy, "digital technologies" are defined as being any networks, systems, software or hardware including electronic devices and applications which allow a user to access, receive, view, record, store, communicate, copy or send any information such as text, images, audio, or video.

POLICY

Vision for digital technology at our school

South Street Primary understands that digital technologies including the internet, apps, computers and tablets provide students with rich opportunities to support learning and development in a range of ways. Through increased access to digital technologies, students can benefit from enhanced learning that is interactive, collaborative, personalised and engaging. Digital technologies enable our students to interact with and create high quality content, resources and tools. It also enables personalised learning tailored to students' particular needs and interests and transforms assessment, reporting and feedback, driving new forms of collaboration and communication.

South Street Primary believes that the use of digital technologies at school allows the development of valuable skills and knowledge and prepares students to thrive in our globalised and inter-connected world. Our school's vision is to empower students to use digital technologies to reach their personal best and fully equip them to contribute positively to society as happy, healthy young adults.

Digital technology, if not used appropriately, may present risks to users' safety or wellbeing. At South Street Primary, we are committed to educating all students to be safe, responsible and discerning in the use of digital technologies, equipping them with skills and knowledge to navigate the digital age.

At South Street Primary, we:

- use online sites and digital tools that support students' learning, and focus our use of digital technologies on being learning-centred
- restrict the use of digital technologies in the classroom to specific uses with targeted educational or developmental aims
- supervise and support students using digital technologies in the classroom
- effectively and responsively address any issues or incidents that have the potential to impact on the wellbeing of our students
- have programs in place to educate our students to be promoting safe, responsible and discerning use of digital technologies.
- educate our students about digital issues such as online privacy, intellectual property and copyright, and the importance of maintaining their own privacy online
- actively educate and remind students of our *Student Engagement* policy that outlines our School's values and expected student behaviour, including online behaviours
- have an Acceptable Use Agreement outlining the expectations of students when using digital technology at school
- use clear protocols and procedures to protect students working in online spaces, which includes reviewing the safety and appropriateness of online tools and communities, removing offensive content at earliest opportunity
- educate our students on appropriate responses to any dangers or threats to wellbeing that they may encounter when using the internet and other digital technologies
- provide a filtered internet service to block access to inappropriate content
- refer suspected illegal online acts to the relevant law enforcement authority for investigation
- support parents and carers to understand safe and responsible use of digital technologies and the strategies that can be implemented at home through regular updates in our newsletter and annual information sheets.

Distribution of school owned devices to students and student use of digital technologies at school will only be permitted where students and their parents/carers have completed a signed Acceptable Use Agreement. (See Appendix) The agreement will be signed each year and discussed with students as part of the Cyber Safety Unit of work.

It is the responsibility of all students to protect their own password and not divulge it to another person. If a student or staff member knows or suspects an account has been used by another person, the account holder must notify [Digital Technologies teacher, class teacher, and the administration] as appropriate, immediately.

All messages created, sent or retrieved on the school's network are the property of the school. The school reserves the right to access and monitor all messages and files on the computer system, as necessary and appropriate. Communications including text and images may be required to be disclosed to law enforcement and other third parties without the consent of the sender.

Student behavioural expectations

When using digital technologies, students are expected to behave in a way that is consistent with South Street Primary *Statement of Values, Student Wellbeing and Engagement* policy, and *Bullying Prevention* policy.

When a student acts in breach of the behaviour standards of our school community (including cyberbullying, using digital technologies to harass, threaten or intimidate, or viewing/posting/sharing of inappropriate or unlawful content), South Street Primary will institute a staged response, consistent with our policies and the Department's *Student Engagement and Inclusion Guidelines*.

Breaches of this policy by students can result in a number of consequences which will depend on the severity of the breach and the context of the situation. This includes:

- removal of network access privileges
- removal of email privileges

- removal of internet access privileges
- removal of printing privileges
- other consequences as outlined in the school's *Student Wellbeing and Engagement* and *Bullying Prevention* policies.

REVIEW CYCLE

This policy was last updated and ratified at School Council on the 16th of June 2020



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Acceptable Use Agreement



APPENDIX A: ACCEPTABLE USE AGREEMENT

Dear Parents,

At South Street Primary School, we support the right of all members of the school community to access safe and inclusive learning environments, including digital and online spaces. This form outlines the School's roles and responsibilities in supporting safe digital learning, as well as the expected behaviours we have of our students when using digital or online spaces.

At our School we:

- Have a **Student Engagement Policy** that outlines our School's values and expected student behaviours. This Policy includes online behaviours;
- Have programs in place to educate our students to be safe and responsible users of digital technologies, including Cyber Safety which is a focused unit of work at each grade level in the Specialist Digitech Curriculum.
- Educate our students about digital issues such as online privacy, intellectual property and copyright;
- Supervise and support students using digital technologies in the classroom;
- Use clear protocols and procedures to protect students working in online spaces. This includes reviewing the safety and appropriateness of online tools and communities, removing offensive content at earliest opportunity, and other measures;
 - See: [Duty of Care and Supervision](#)
(www.education.vic.gov.au/about/programs/bullystoppers/Pages/prindutycare.aspx)
- Provide a filtered internet service to block inappropriate content. We acknowledge, however, that full protection from inappropriate content cannot be guaranteed
- Use online sites and digital tools that support students' learning, e.g. Wushka, Study Ladder
- Address issues or incidents that have the potential to impact on the wellbeing of our students;
- Refer suspected illegal online acts to the relevant Law Enforcement authority for investigation;
- Support parents and carers to understand safe and responsible use of digital technologies and the strategies that can be implemented at home. The following resources provide current information from both the Department of Education & Training and The Children's eSafety Commission:
 - [Bullystoppers Parent Interactive Learning Modules](#)
(www.education.vic.gov.au/about/programs/bullystoppers/Pages/parentmodules.aspx)
 - [iParent | Office of the Children's eSafety Commissioner](#)
(<https://www.esafety.gov.au/education-resources/iparent>)



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Acceptable Use Agreement



Safe, responsible and behaviour

When I use digital technologies, I **communicate respectfully** by:

- always thinking and checking that what I write or post is polite and respectful
- being kind to my friends and classmates and thinking about how the things I do or say online might make them feel (*ask students to reflect on how they would feel.*)
- not sending mean or bullying messages or forwarding them to other people.
- creating and presenting my own work, and if I copy something from online, letting my audience know by sharing the website link to acknowledge the creator.

When I use digital technologies, I **protect personal information** by being aware that my full name, photo, birthday, address and phone number is personal information and is not to be shared online.

This means I:

- protect my friends' information in the same way
- protect my passwords and don't share them with anyone except my parent/teacher
- only ever join spaces with my parents or teacher's guidance and permission
- never answer questions online that ask for my personal information
- know not to post identifiable information about myself.

When I use digital technologies, I **respect myself and others** by thinking about what I share online.

This means I:

- stop to think about what I post or share online
- use spaces or sites that are appropriate, and if I am not sure I ask a trusted adult for help
- protect my friends' full names, birthdays, school names, addresses and phone numbers because this is their personal information
- speak to a trusted adult if I see something that makes me feel upset or if I need help
- speak to a trusted adult if someone is unkind to me or if I know someone else is upset or scared
- don't deliberately search for something rude or violent
- turn off or close the screen if I see something I don't like and tell a trusted adult
- am careful with the equipment I use.

At school we/I have:

- discussed ways to be a safe, responsible and ethical user of digital technologies.
- presented my ideas around the ways that I can be a smart, safe, responsible and ethical user of digital technologies.
- I will use this knowledge at school and everywhere I use digital technologies.



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My ideas on safe and responsible behaviour

When I use digital technologies, I **communicate respectfully**. This means I:

(write or draw...)

When I use digital technologies, I **protect personal information**. This means I:

(write or draw...)

When I use digital technologies, I **respect myself and others**. This means I:

(write or draw...)



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Student Agreement/Licence

(principal or teacher)

acknowledges the commitment of

(student)

being a polite, safe, responsible and ethical user of digital technologies.

As a student I continue to learn to use digital technologies safely and responsibly.
I will ask a trusted adult for help whenever I am unsure or feel unsafe.

Student's signature

Teacher/Principal's signature

Date
