DRAPERS' PYRGO PRIORY SCHOOL
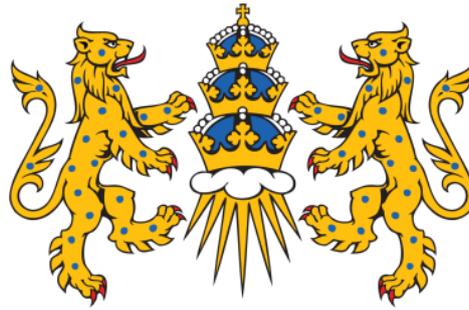

Computing and ICT Policy

Written: March 2017

Review: March 2018

Co-ordinator: Mr S Laurencin

Computing & ICT Technician: Mrs J Murphy

Introduction

The use of information and communication technology is an integral part of the national curriculum and is a key skill for everyday life. Computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At Pyrgo Priory Primary School we recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to use it effectively. The purpose of this policy is to state how the school intends to make this provision.

Aims

The school's aims are to:
- Provide a relevant, challenging and enjoyable curriculum for ICT and computing for all pupils.
- Meet the requirements of the national curriculum programmes of study for ICT and computing.
- Use ICT and computing as a tool to enhance learning throughout the curriculum.
- To respond to new developments in technology.
- To equip pupils with the confidence and capability to use ICT and computing throughout their later life.
- To enhance learning in other areas of the curriculum using ICT and computing.
- To develop the understanding of how to use ICT and computing safely and responsibly.

The national curriculum for computing aims to ensure that all pupils:
- Can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Are responsible, competent, confident and creative users of information and communication technology.

Rationale

The school believes that ICT and computing:
- Gives pupils immediate access to a rich source of materials.
- Can present information in new ways which help pupils understand access and use it more readily.
- Can motivate and enthuse pupils.
- Can help pupils focus and concentrate.
- Offers potential for effective group working.
- Has the flexibility to meet the individual needs and abilities of each pupil.

Objectives

Early years
It is important in the foundation stage to give children a broad, play-based experience of ICT in a range of contexts, including outdoor play. ICT is not just about computers. Early years learning environments should feature ICT scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities to 'paint' on the whiteboard or drive a remote-controlled toy. Outdoor exploration is an important aspect, supported by ICT toys such as metal detectors, controllable traffic lights and walkie-talkie sets. Recording devices can support children to develop their communication skills. This is particularly useful with children who have English as an additional language.

By the end of key stage 1 pupils should be taught to:
- understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions
- write and test simple programs
- use logical reasoning to predict and computing the behaviour of simple programs

- organise, store, manipulate and retrieve data in a range of digital formats
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.
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By the end of key stage 2 pupils should be taught to:
- design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs
- use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
- describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Resources and access

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible pc system by investing in resources that will effectively deliver the strands of the national curriculum and support the use of ICT and computing across the school. Teachers are required to inform the ICT and computing coordinator of any faults as soon as they are noticed. Resources if not classroom based are located in the Innovations Studio. A service level agreement with Entrust is currently in place to help support the coordinator to fulfil this role both in hardware & audio visual. ICT and computing network infrastructure and equipment has been sited so that:
- Every classroom from nursery to yr6 has a PC connected to the school network and an interactive whiteboard with sound, DVD and in some cases video facilities.
- There is an ICT innovations Studio with 30 iMac's running Boot Camp.
- There is 1 laptop trolley in school containing 18 netbooks with internet access available to use in all classrooms.
- The school is fortunate to have 154 iPads which are stored in either a lockable cupboard/trolley within the Innovations Studio or lockable classroom cupboards.
- Each class from yr1 – yr6 has an allocated slot for teaching of specific ICT and computing skills
- The Innovations Studio and netbooks are available for use throughout the school day as part of ICT and computing lessons and for cross curricular use.
- Pupils may use ICT and computing independently, in pairs, alongside a TA or in a group with a teacher.
- The school has an ICT and computing technician who is in school daily.
- A link governor has been invited to take a particular interest in ICT and computing in the school.

Teaching approach

Teachers are expected to employ a range of strategies and to use their professional judgement to decide on the most appropriate. These will include:

Use of interactive whiteboards.
Using RM Tutor to demonstrate to a group or the whole class.
Leading a group or class discussion about the benefits and limitations of ICT. Individual or paired work.
Collaborative writing and design work in groups.   Activities using ICT are planned in order to allow different levels of achievement by pupils or to incorporate possibilities for extension work.

Access and Entitlement

All children should have equal access to ICT in order to develop their personal ICT capability. When children work in pairs, we endeavour to ensure that their hands-on experience is equitable. We check CD ROMs, software and documentation to ensure that gender and ethnicity are reflected in our range of programs. Where appropriate, external specialists are used to provide in-service training on specialist programs. ICT will enhance learning by giving access to new experiences. It provides motivation and promotes perseverance and develops self-esteem. It can improve presentation of work and enable pupils to take a greater responsibility for their own learning. As children become familiar with ICT they will be able to explore abstract ideas and use a higher level of skills. The use of electronic devices such as the computer, tape recorder will assist those children with special educational needs, both in a supporting and an extending role.

Pyrgo Priory Primary School does its best to ensure equitable access to its community users, there is however an expectation that the hardware, software and internet will be used responsibly.

Planning

As the school develops its resources and expertise to deliver the ICT and computing curriculum, modules will be planned in line with the national curriculum and will allow for clear progression. Modules will be designed to enable pupils to achieve stated objectives. Pupil progress towards these objectives will be recorded by teachers as part of their class recording system. Staff will follow medium term plans with objectives set out in the national curriculum and use the same format for their weekly planning sheet. A minority of children will have particular teaching and learning requirements which go beyond the provision for that age range and if not addressed, could create barriers to learning. This could include more able children, those with SEND or those who have EAL. Teachers must take account of these requirements and plan, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During any teaching activities teachers should bear in mind that special arrangements could be made available to support individual pupils. This is in line with the school inclusion policy. These children should be identified and discussed at pupil progress meetings to ensure appropriate provisions or interventions are put into place.

Assessment

Teachers regularly assess capability through observations and looking at completed work. Learning intentions to be assessed are taken from the national curriculum and Symphony Assessment Grids to assess key ICT and computing skills each term. Assessing ICT and computing work is an integral part of teaching and learning and central to good practice. It should be process orientated - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of the concepts of ICT and computing. As assessment is part of the learning process it is essential that pupils are closely involved. Assessment can be broken down into;

- Formative assessments are carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.

- Summative assessment should review pupils' capability and provide a best fit level. Use of independent open ended tasks, provide opportunities for pupils to demonstrate capability in relation to the term's work. There should be an opportunity for pupil review and identification of next steps. Summative assessment should be recorded for all pupils – showing whether the pupils have met, exceeded or not achieved the learning objectives.

We assess the children's work in ICT and computing by making informal judgements as we observe the children during lessons. We mark each piece of work against the learning intentions for the unit and record whether children are working towards the expected level, working at the expected level or working about the expected level (mastery) . We record the results in our assessment files and we use these to plan future work, to provide the basis for assessing the progress of the child and to pass information on to the next teacher at the end of the year. ICT and computing work is saved on the school network. Other work may be printed and filed within the subject from which the task was set.

Pupils with special educational needs and disabilities

We believe that all children have the right to access ICT and computing. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the ICT and computing curriculum for some pupils. We teach ICT and computing to all children, whatever their ability. ICT and computing forms part of the national curriculum to provide a broad and balanced education for all children. Through the teaching of ICT and computing we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Where appropriate ICT and computing can be used to support SEND children on a one to one basis where children receive additional support. Additionally as part of our dyslexia friendly approach to teaching and learning we will use adapted resources wherever possible such as visual timetables, different coloured backgrounds and screen printouts.

Equal opportunities (see also equal opportunities policy)

Pyrgo Priory Primary School will ensure that all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result we hope to enable all children to develop positive attitudes towards others. All pupils have equal access to ICT and computing and all staff members follow the equal opportunities policy. Resources for SEND children and gifted & talented will be made available to support and challenge appropriately.

Roles and responsibilities

The roles and responsibilities with regard to ICT are as follows:

Computing and ICT Co-ordinator (and link governor) will ensure:

- the consistent implementation of Computing and ICT Policy
- continuity and progression between year groups
- purchase and organisation of Computing and ICT resources according to identified needs within SDP
- identification of Computing and ICT support needs of individual staff
- organisation of in-service support
- statutory requirements for Computing and ICT are met
- development of the Computing and ICT curriculum
- liaison with feeder/receiving schools re Computing and ICT capabilities of transferring pupils
- annual review of the Computing and ICT Policy

The role of the class teacher

Individual teachers will be responsible for ensuring that pupils in their classes have opportunities for learning ICT and Computing skills and using ICT and Computing across the curriculum
- To plan and deliver the requirements of the EYFS outcomes and early learning goals or primary framework for mathematics to the best of their ability. In Pyrgo Priory Primary School we set high expectations for our pupils and provide opportunities for all pupils to achieve, including girls and boys, pupils with educational special needs, pupils with disabilities pupils from all social and cultural backgrounds, and those from diverse linguistic backgrounds. The class teacher ensures success by creating effective learning environments.
- securing their motivation and concentration
- Providing equality of opportunity through teaching approaches.
- using appropriate assessment approaches
- Setting suitable targets for learning as outlined in the inclusion policy.
- The class teacher's role is a vital role in the development of Computing and ICT throughout the school and will ensure continued progression in learning and understanding.
- To keep up to date assessment records.

Computing and ICT technician will:

- ensure staff access to Computing and ICT equipment
- support Computing and ICT co-ordinator with in-service training of staff and induction of new pupils
- oversee equipment maintenance.
- Monitor Computing and ICT Health and Safety policy and practice
- assist Class Teachers with setting up of programs
- assist co-ordinator and Class Teachers in assessment of pupils

The co-ordinator and Computing and ICT technician and the Link Governor are responsible for monitoring and evaluating the use of ICT on behalf of the Headteacher. The staff, co-ordinator and technician are responsible for ensuring each child has access and the necessary experiences. The co-ordinator and Computing and ICT technician will be available to help staff with computer hardware and software and to ensure staff receive professional development.

All staff

Are responsible for monitoring and evaluating the use of ICT with their class/groups. Problems with hardware/software programs, using the Innovations Studio management tools or the internet, should be reported to the Computing and ICT technician and recorded in the ICT maintenance log.

All staff users are allocated a login username and password to access the Pyrgo Priory computer systems. All staff are expected to follow Internet Agreement guidelines for Internet use and should be aware that files accessed or saved can be viewed or monitored at any time in the interests of Child Protection.

Internet Access Policy Statement

Reviewed March 2015

This policy outlines our purpose in providing e-mail facilities and access to the Internet at Pyrgo Priory Primary School and explains how the school is seeking to avoid the potential problems that unrestricted internet access could give rise to.

Internet access in school

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 world-wide (including museums and art galleries) offering educational resources, news and current events. There will be opportunities for discussion with experts in many fields and to communicate and exchange information with students and others world-wide.

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 Department for Education and Skills (DfES); receive up-to-date information and participate in government initiatives such as National Grid for Learning (NGfL) and the Virtual Teacher Centre.

In the longer term the internet may also be used to enhance the school's management information and business administration systems.

Staff, including supply staff, will not be expected to take charge of an internet activity without training in the RM Tutor 4 management/monitoring program. Staff should be given opportunities to discuss the issues and develop good teaching strategies. All staff (including teachers, supply staff and classroom assistants) and any other adults involved in supervising children accessing the internet, will be provided with the School Internet Access Policy, and will have its importance explained to them.

Parents' attention will be drawn to the Policy by letter in the first instance and, thereafter, in our school prospectus / brochure. Our school Internet Access Policy will be available for parents and others to read on demand.

Ensuring internet access is appropriate and safe

The internet 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 purchased from Atomwide/LGfL which provides a service designed for pupils including a "firewall" filtering system intended to prevent access to material inappropriate for children;

· children using the internet will normally be working in the Innovations Studio, 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 Computing and ICT co-ordinator, Computing and ICT technician and Link Governor will monitor the effectiveness of internet access strategies;

· the Computing and ICT co-ordinator / Computing and ICT technician will ensure that occasional checks are made on files to monitor compliance with the school's Internet Access Policy;

· the Headteacher will ensure that the policy is implemented effectively;

· 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 LEA, our Internet Service Provider (ISP) and the DfES.

It is the experience of other schools that the above measures have been highly effective. However, due to the international scale and linked nature of information available via the internet, ICT is not possible to guarantee that particular types of material will never appear on a computer screen. Neither the school nor Havering Borough Council can accept liability for the material accessed, or any consequences thereof.

A most important element of our Rules of Responsible Internet Use is that pupils will be taught to tell a teacher immediately if they encounter any material that makes them feel uncomfortable.

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 Computing and ICT Co-ordinator, Computing and ICT technician 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 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 and technician will be informed. The ICT co-ordinator / technician will report the URL (address) and content to the Internet Service Provider and the LEA; where It is thought that the material is illegal, after consultation with the Internet Service Provider (ISP) and LEA, the site will be referred to the Internet Watch Foundation and 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.

If any staff members are made aware of an incident involving Online Safety then an Online Safety Incident form must be completed and logged in the Online Safety incident folder.

Maintaining the security of the school ICT network

We are aware that connection to the internet significantly increases the risk that a computer or a computer network may be infected by a virus or accessed by unauthorised persons.

The Computing and ICT co-ordinator / technician will up-date virus protection regularly, will keep up-to-date with

Computing and ICT news developments and work with the LEA and Internet Service Provider to ensure system security strategies to protect the integrity of the network are reviewed regularly and improved as and when necessary.

Using the internet to enhance learning

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.

Pupils accessing the internet will be supervised by an adult, normally their teacher, 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 in the children's minds as they monitor the children using the internet.

Using information from the internet

We believe that, in order to use information from the internet effectively, ICT is important for pupils to develop an understanding of the nature of the internet and the information available on ICT. 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 ICT 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 ICT 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 an e-mail or the author of a web page may not be the person claimed.

Using e-mail

Pupils will be issued with a London Grid for Learning email address by the school when they enter the school roll. Pupils 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.

ICT 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.

· 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.

.pupils will be expected to use the email facilities for positive expression, where instances of unpleasant/inappropriate comments are transmitted electronically, the school will institute agreed procedures outlined in the Behaviour Policy.

Pyrgo Priory Primary School web site
School website address:www.pyrgopriory.co.uk.

Office email address: office@pyrgo.havering.sch.uk
Our school web site is intended to:

- provide accurate, up-to-date information about our school;
- celebrate good work
- promote the school
- Only the faces of pupils who have parental permission will be shown on the school website.
- 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;
- provide pupils with the opportunity to publish their work on the internet;.
- In the future ICT may be used to publish resources for projects or homework.

All classes may provide work for publication on the school website. 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. The ICT technician is responsible for up-loading pages to the school website, ensuring that the links work and are up-to-date, and that the site meets the requirements of the site host.

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. 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 website.

Internet access and home/school links

Parents will be informed in our school prospectus that pupils are provided with supervised internet access as part of their lessons. 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 school does have a selection of information pamphlets available on safeguarding children on the internet which are available to parent/guardians:

· 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;

- For further information please see the Child Expolitation and Online Protection Centre

    at: www.ceop.gov.uk and www.thinkuknow.co.uk

- The schools website

The use of digital images and video

To comply with the Data Protection Act 1998, we need your permission before we can photograph or make recordings of your daughter / son.

We follow the following rules for any external use of digital images:

If the pupil is named, we avoid using their photograph.

If their photograph is used, we avoid naming the pupil.

Where showcasing examples of pupils work we only use their first names, rather than their full names.

If showcasing digital video work to an external audience, we take care to ensure that pupils aren't referred to by name on the video, and that pupils' full names aren't given in credits at the end of the film.

Only images of pupils in suitable dress are used.

Staff are not allowed to take photographs or videos on their personal equipment.

Examples of how digital photography and video may be used at school include:

- Your child being photographed (by the class teacher or teaching assistant) as part of a learning activity;
  e.g. taking photos or a video of progress made by a nursery child, as part of the learning record, and then sharing with their parent / guardian.

- Your child's image being used for presentation purposes around the school;
  e.g. in class or wider school wall displays or PowerPoint© presentations.

- Your child's image being used in a presentation about the school and its work in order to share its good practice and celebrate its achievements, which is shown to other parents, schools or educators;
  e.g. within a CDROM / DVD or a document sharing good practice; in our school prospectus or on our school website.
  In rare events, your child's picture could appear in the media if a newspaper photographer or television film crew attends an event.

Note: If we, or you, actually wanted your child's image linked to their name we would contact you separately for permission, e.g. if your child won a national competition and wanted to be named in local or government literature.

The use of social networking and on-line media

This school asks its whole community to promote the 3 commons approach to online behaviour:

- o **Common courtesy**
- o **Common decency**
- o **Common sense**

How do we show common courtesy online?
- o We ask someone's permission before uploading photographs, videos or any other information about them

online.
- o We do not write or upload 'off-hand', hurtful, rude or derogatory comments and materials. To do so is disrespectful and may upset, distress, bully or harass.

How do we show common decency online?
- o We do not post comments that can be considered as being **intimidating, racist, sexist, homophobic or defamatory. This is online-bullying** and may be harassment or libel.
- o When such comments exist online, we do not forward such emails, tweets, videos, etc. By creating or forwarding such materials we are all liable under the law.

How do we show common sense online?
- o We think before we click.
- o We think before we upload comments, photographs and videos.
- o We think before we download or forward any materials.
- o We think carefully about what information we share with others online, and we check where it is saved and check our privacy settings.
- o We make sure we understand changes in use of any web sites we use.
- o We block harassing communications and report any abuse.

Any actions online that impact on the school and can potentially lower the school's (or someone in the school) reputation in some way or are deemed as being inappropriate will be responded to.

In the event that any member of staff, student or parent/carer is found to be posting libellous or inflammatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site.
(All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this.)

In serious cases we will also consider legal options to deal with any such misuse.

The whole school community is reminded of the CEOP report abuse process:
https://www.thinkuknow.co.uk/parents/browser-safety/