

Specimen Hill Primary School

Digital Technologies Policy



Purpose:

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

- (a) our commitment to providing students with the opportunity to benefit from digital technologies to support and enhance learning and development.
- (b) expected student behaviour when using digital technologies including the internet, social media, and digital devices (including computers, laptops, tablets)
- (c) 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
- (d) 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 Specimen Hill Primary School.
- Staff use of technology is governed by the Department's *Acceptable Use Policy*
- 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

- Specimen Hill Primary School 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.
- Specimen Hill Primary School 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.

Safe and appropriate use of digital technologies

Digital technology, if not used appropriately, may present risks to users' safety or wellbeing. At Specimen Hill Primary School 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 Specimen Hill Primary School 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
- 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 personal student use of digital technologies at school will only be permitted where students and their parents/carers have completed a signed Acceptable Use Agreement.

- 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 classroom teacher, Assistant Principal or Principal.
- 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

- Cyber Bullying is abusive/uncomfortable messages include-teasing, spreading rumours, swearing, put-downs, offensive language, sexual and racial abuse or sending unwanted messages using email, chat-rooms, instant messaging, SMS, MSN Facebook or other electronic capacity.
- When using digital technologies, students are expected to behave in a way that is consistent with Specimen Hill Primary School's *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), Specimen Hill 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 privilege
 - other consequences as outlined in the school's Engagement and Wellbeing policy as documented below

All members of the school community share the responsibility to act against bullying.

Teachers will:

- Act as role models of caring, tolerant behaviour.
- Listen to reports of bullying and treat them in a sensitive and serious manner.
- Act to protect and empower the victim and stop the behaviour recurring.
- Deal appropriately with the bully in a restorative manner.

Students who are bullied:

- Should 'Name It'
- Tell the person to STOP (if you can)
- Tell an adult in the school about what is happening
- Continue to tell until something is done so that it is dealt with appropriately and the bullying stops

Student witnesses to bullying:

- Name It to the bully (Follow process)
- All witnesses have a clear responsibility to name the behaviour to an adult. If a witness ignores the bullying it shows support for the bully, enabling the behaviour to continue. These people are considered 'bystanders' to bullying.

Parents:

- Will listen sympathetically to reports of bullying

- Will speak to a teacher, Principal/Assistant Principal/Wellbeing Officer.
- Will work with the school in seeking a solution.

The school:

- Will promote responsible action if bullying is witnessed.
- Will keep adequate records of all bullying incidents.
- Will work with parents.
- Will support and protect the victim.
- Will support the bully to modify their behaviour.
- Will apply consequences and restorative practices. Consequences may include Alternate Lunchtime Program, loss of privileges, suspension where there is resistance to behaviour change and repeated
- Will ensure curriculum resources and programs support an anti-bullying culture.
- Will actively support and promote the policy within the school community.

School Actions and Consequences

Behaviour Management Process

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Corporal punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the school under any circumstances.

- This section shows steps, which can be used, particularly when the usual classroom and out of classroom plans have not been successful.
- Parents and teachers are encouraged to communicate with each other at all times regarding concerns about behavior.
- Peer support among teachers is a vital aspect of discipline and should be used at all times.
- Parents are encouraged to be involved in supportive action.
- These steps can be used in a variety of sequences.

| Supportive Action | Means | Appropriate When | Procedure |
|-------------------------------|---|--|--|
| Discussion | Reminder Warning | First or infrequent offenders | Staff member discusses appropriate behaviour |
| Alternative Lunchtime Program | Time to reflect on inappropriate behaviour both within the classroom and in the school grounds. | Offenders who display inappropriate behaviour within the classroom or in the school grounds. | Staff member discusses the behavior with the child, he/she completes a form and the child takes this form to the ALP program when they attend. |
| White Slip | The misbehavior is of a more serious nature or has been repeated. | When a behavior has been repeated and no change is evident. | A white Slip is written up in relation to the behavior and its effect and it is signed by the Principal/AP. The form is |

| | | | |
|--|--|--|--|
| | | | then taken home and counter signed by the parent/guardian and the form is returned to school. The student attends ALP where they are involved in discussion and problem solving, restorative conversation. |
| Contracting and conferencing behaviour agreements/plans | Informal /formal parent conferences using support staff (Prin/AP) and use of discussion and problem solving to make behaviour agreements. | Student repeatedly offends. Previous action has not been successful. | Discussion with staff re strategies already in place. Appropriate behaviour management plan is to be implemented |
| School Leadership Support | Involvement of Wellbeing Officer, Principal, AP, educational psychologists, consultants, social workers from the region or other agencies. | Previous intervention techniques have not been successful. | Consultants are engaged to work with student, parents and staff. |
| Exclusion from playground for recess/lunch play for a set period of time | | Student repeatedly breaks rules creating a danger for self/others in yard. | Attends ALP or is supervised in Principal's AP's office. |

| Supportive Action | Means | Appropriate When | Procedure |
|--|---|---|--|
| <ul style="list-style-type: none"> Internal Suspension | Student completes work in isolation in Principal/AP office/recess and lunch exclusion (1-3 days). | Student's behaviour repeatedly prevents others learning and/or is in classroom situation or the child is a danger to him/herself or to others. | Parents informed by Notice of Internal Suspension, followed by a meeting on resumption of regular schooling – management contract. |
| <ul style="list-style-type: none"> External Suspension | Student is excluded from school and grounds for a set number of days. | Usually following an internal suspension or extreme misbehaviour ie. Student's behaviour is a danger to the physical/emotional health of any student or staff member. | Refer to School Discipline Procedures as per manual. Parent meeting on resumption of school – management contract. |
| <ul style="list-style-type: none"> Transfer to an alternate setting | District support is requested to support transfer. Parent involvement. | All other measures have failed/student may benefit from a new start/alternate setting that may better meets the student's needs, eg. Another school or SDS. | Regional support involved to facilitate transfer. |

Student Management Tool

- The school will record all student incidents, individual learning/ behaviour plans and notes from both formal and informal Parent Support Group meetings via the student management tool. Teacher/student news will be updated on a daily basis. Staff are required to log on to the tool daily to receive updated information and daily news.
- We encourage a calm and positive environment at all times and expect all stakeholders in the Specimen Hill community to do the same.

| | |
|--|--------------------------------|
| Date implemented | 21 st February 2019 |
| Author | Sharon Malberg |
| Approved By | Consultative Committee |
| Approval Authority (signature & date) | |
| Date reviewed | 21/2/2019 |

| | |
|------------------------|---------------------|
| Responsible for Review | Assistant Principal |
| Review date | Term 1 2021 |
| References | |