

# **Promoting the Responsible Use of the Internet in Schools**

Schools use of the Internet is expanding rapidly and fascinating applications have been developed. Many schools have asked for guidance on ensuring responsible and safe use of this new communications medium.

This leaflet provides an overview of the issues for headteachers, governors and ICT co-ordinators. A range of approaches is described including education for responsible use and regulation to reduce misuse, leading to advice on writing an Internet Access Policy.

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BCS and NAACE consider that these issues are important and urgent. This leaflet may be copied for educational use without further permission.

## NAACE

The National Association of Advisers for Computers in Education (NAACE) is the professional association for those who are concerned with inspection, advice, support and development of the use of information and communications technology in education. The Association was established in 1984 and is now a key influential professional association in the field of educational ICT in the UK. NAACE is a Registered Charity and has over 500 members.

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## BCS

The British Computer Society (BCS) is the leading chartered society in the UK for computing and information systems engineering and is a full nominating body of the Engineering Council. The BCS serves over 37,000 members. The Schools Committee comprises people with knowledge, understanding and experience of ICT in education. It advises the BCS on educational matters and publishes occasional papers.

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# Promoting the Responsible Use of the Internet in Schools

## Introduction

For the past twenty years or more, schools have been developing their use of information and communications technology (ICT) with the aim of raising the quality of education and enhancing learning opportunities for young people. Great strides have been made in a relatively short space of time and the advanced computer systems now to be found in schools bear little resemblance to the simple computers with which schools started in the early 1980s. Increasing computer power and sophisticated software have brought immense benefits to the classroom across the curriculum and have provided young people with new and exciting learning opportunities.

More recently, the advent of easy access to electronic communications has brought a new dimension to the use of ICT in schools. Through the Internet, schools and their pupils have access to a global network of information resources. These not only enhance their access to resource materials but also provide opportunities for world-wide communication with other pupils and teachers, provide access to cultural, social and leisure information and provide schools with a range of support services.

Extensive use of ICT in schools raises organisational and management problems; there is also the potential for misuse of the technology. In recent years this has included pupils gaining unauthorised access to computer files, the irresponsible deletion of pupils' work on school networks, the exchange of discs containing pornographic images and so on. The Internet also presents schools with organisational and management problems, and extends the scope for misuse. However, there are educational, management and technical solutions which can help to minimise the risk of the inappropriate use of the Internet. The aim of this document is to help schools by describing some of the problems and outlining possible strategies for their solution.

Schools will need to bear in mind that their pupils will be likely to access the Internet in a wide range of contexts both within, and outside school. Apart from using the Internet to support learning in the traditional school classroom, pupils will benefit from opportunities to access the Internet in after-school and homework clubs, in youth clubs, public libraries and other community services, in Internet cafés and shops, and at home. Additionally, the Government's intention that at least 50% of pupils should have their own e-mail address by 2002 and the general acquisition of e-mail addresses by their parents will make e-mail as common as the telephone. It will not be long before there is almost universal access to e-mail and the Internet. As a result, pupils' use of the Internet may be greater at home than in school. It therefore becomes very important for schools not only to police their own provision but also to develop in their pupils well understood and responsible attitudes to the Internet. They need to be able to make responsible decisions for themselves, not just adhere to a set of rules imposed by others.

This document has been written for all schools although it is recognised that the issues for schools in the primary sector are likely to be different from those in secondary or special schools. Each school will need to decide what measures it needs to take to prevent inappropriate use of the Internet in their establishment and to develop responsible use of the technology by young people.

# 1: What is the Problem?

## a. The Internet System Itself

It is wrong to think of the Internet as a coherent system; it is simply a very large number of individual or networks of computers any of which may be linked electronically to any other. Some of the computers that can be accessed on the Internet belong to large organisations while others are desktop computers owned by individuals. Although these computers are scattered around the world, modern worldwide communications technology means that they are all equally easily accessible.

The Internet is anarchic. There is no overall control and there is no censorship. It is up to individual information providers what views they will express and how they will express them, what text they will make available for others to read, and what images, video and sound they will provide.

The Internet is dynamic. Individual information providers can change their material overnight so you can never be sure that what you saw yesterday is still the same today – or is even there at all! New information providers join the system on a daily basis and others disappear; it is not easy to keep up to date with the huge number of sources of information.

## b. The Internet Structures

The Internet is accessed through a number of different structures, all of which give rise to potential problems when used by young people.

The **World Wide Web** (WWW) makes information easily available to the user. Pages of information (collected together as *Web Sites*) are presented in an attractive format containing text, images, sound, animations and video. The user moves from one page to another by clicking on buttons or text prompts on the screen. Often the process takes the user from one information provider to another in an apparently seamless manner. It is easy for the user to 'browse' the system (*surfing the net*), but it is also easy to get lost, or to be distracted from the task in hand by following up other apparently interesting or intriguing links. Some of these links may be to material unrelated to the original purpose of the use of the WWW, and some material may be unsuitable for young people. While the WWW offers a treasury of material for children to use, and access is very easy, it also means that less suitable material is easily accessible or may be viewed accidentally.

Internet **Newsgroups** allow users around the world to share in discussion on a wide variety of topics. There are currently over 30,000 such discussion groups, only a few of which are likely to be of interest in an educational context. By accessing one of the groups, the user can read messages on a particular topic which have been placed (*posted*) by others. In order to participate in the discussion, users can post their own replies. Newsgroups do not depend on people being connected to the Internet simultaneously. The user connects to the Newsgroup of their choice, reads recent messages, posts their replies and then disconnects. Although Newsgroups can be an effective way of sharing ideas and information, they may also encourage discussion of topics that may be inappropriate for young people. In some cases, the information provided is either factually incorrect, represents biased or extreme personal opinion or is designed to be misleading or corruptive. Newsgroups not only allow text to be shared; it is also possible for images, sounds and video clips to be posted for others to access and some Newsgroups are used explicitly for this purpose. There is no central censorship of Newsgroups, although some are censored or *moderated*.

Internet **Chatrooms** are similar in concept to Newsgroups but depend upon several people contributing simultaneously. In these areas, usually accessed via pages on the WWW, several users can read and post contributions concurrently. Users often find the casual Chat activity slow, frustrating and, when it is not focused on a clear educational objective, a considerable time waster. It can also be expensive since the user has to be connected to the Internet for the duration of the Chat. As with Newsgroups, most Chatrooms are not censored. Because of the anonymous nature of the communication, concern has been expressed about the possibility of Chatrooms being used to exert undue influence over young people.

**Electronic mail (e-mail)** is an extremely powerful communication tool. Internet users can send e-mail to anyone whose e-mail address they know. Young people will benefit considerably from being able to communicate easily with other people around the world. Not only will they make contact on a social basis, but they may also be able to make contact with other adults and young people in connection with their studies. The opportunity to contact other people in different social or geographical contexts is particularly powerful. Of course, pupils may also engage in less appropriate communications, and be vulnerable to receiving unsolicited and inappropriate communications from other people. To provide some protection in this respect, some e-mail systems are being designed to enable the user to specify only those people from whom they are willing to receive e-mail.

Increasingly, schools and pupils will have their own **Web Sites**. This facility is offered by most Internet service providers free of charge, or at very low cost, or may be provided by the school within its own network. A school will need to take steps to ensure that its own web site does not contain inappropriate material. Where the school is offering space for individual pupils to manage their own Web Sites there will need to be checks on the content to ensure appropriate use. Where the student is managing their own Web Site on another system the school will have no direct control but may wish to offer advice on good practice and responsible use.

All the above structures exist within the overall concept of the Internet. Individual computer users may also allow external access to their computer via what are known as **Bulletin Boards**. These usually exist outside the Internet and are often run by individuals rather than organisations. They are services where the user can dial up directly, access information, post questions and read other people's comments and answers. Most are accessed via their own telephone number rather than via the telephone number of an Internet service provider. Contacting such a Bulletin Board will be charged at the price of a direct telephone call to that locality. Thus, the use of some Bulletin Boards can be very expensive. Schools which purchase access to a single Internet service provider and have their system pre-set to dial only that provider (for example, through an ISDN telephone line) will not be able to access Bulletin Boards and hence are not likely to have a problem with access to unauthorised phone numbers. However, schools using a simple modem where the phone number to be dialled can be easily changed are more vulnerable in this respect.

### **c. The Internet Content**

Within the range of services available on the Internet there is very wide variety of content. Although every conceivable topic or area of interest is to be found somewhere on the Internet, the material available varies hugely in quality. Some of it is heavily biased reflecting the opinions of those who prepared it. Some of the material is inaccurate or misleading often due to the ineptitude or lack of experience and knowledge of the originator; in some cases the originator is intending to mislead for a variety of reasons. Pupils using the Internet need to be aware of the issues of quality and veracity, exercising caution and judgement in their use of any material they find.

There is a considerable amount of pornographic material including text, sound, pictures and video to be found on the Internet. There are Web Sites, Newsgroups and Bulletin Boards dedicated to carrying such material. However, the problem is confounded because some Web Sites of an apparently harmless nature may include some pages with explicit content. Other areas of concern to schools include the availability of information on the Internet relating to the misuse of drugs and the promotion of violence, intolerance, racism and extreme political and social views.

Finally, standards of what is appropriate content for worldwide publication will inevitably vary from one person to another. Standards of expression, language and tone will vary. People will differ in their views about what are acceptable text and images for publication. Cultural and social differences will mean that what is acceptable for one person, may not necessarily be acceptable for another.

Schools should also bear in mind that the vast majority of the content of the Internet is written by and for adults. This means that the reading level may be too difficult for some children, the language used may be inappropriate or the ideas expressed inappropriate for the maturity of the reader.

#### **d. The Legal Context**

There is no legal definition of the term 'pornography' and there are few legal precedents relating to the use of the Internet. There are a number of laws which are likely to apply to the use of the Internet in certain circumstances including the Obscenity Acts of 1959 and 1964, The Protection of Children Act 1978, The Indecent Displays Act 1981 and The Criminal Justice Act 1988. The use of a computer system without permission or for a purpose not agreed by the school could constitute a criminal offence under the Computer Misuse Act 1990. In many cases, laws relating to copyright, libel, obscenity or incitement to racial hatred are likely to apply to the use of the Internet.

While the legal position is not always well defined, schools should bear in mind that there is a legal framework that could be applied to Internet use.

#### **e. The Ethical Context**

While schools will be properly concerned about the legality of Internet use and ensuring that neither they nor their pupils are liable to prosecution, it will, perhaps, be more important for them to recognise their overall moral responsibility and their duty to provide protection for the pupils in their care. Parents will expect schools to promote high standards in relation to the use of computers and the Internet whether or not the material being accessed is necessarily illegal. They will expect schools to develop the same levels of responsibility in pupils in this area as in any other. Recognising its importance, many schools already address this issue in their personal and social education programme. By whatever means, schools should be able to demonstrate that they have taken all reasonable precautions with regard to Internet access and have strategies to promote responsible use both within and outside the school.

The possibility of inappropriate use of the Internet by pupils is something that needs to be well understood by teachers and other staff, all of whom may come into contact with the problem. Teachers may be faced with accidental access to inappropriate material during the course of a lesson, or may encounter pupils who are explicitly searching for such material. It is part of the school's responsibility to its staff to ensure that they are never placed in a situation for which they are not prepared and where they are unaware of the school's policies.

## **2: Strategies for Consideration**

Schools must be made safe places in which pupils learn to take a full part in society and learn to handle the risks and responsibilities inherent in adult life. Teachers and managers need to create the right balance between protecting pupils, securing IT systems and improving access to systems and the Internet.

All parts of society have called for improved solutions and the press has frequently highlighted the political and social issues involved. While the main areas of concern are understood, the development of effective solutions will take time.

This section outlines strategies in three areas - educational, management and technical. Schools will need to take a holistic approach in order to resolve the complex and wide-ranging issues involved.

### **a. Educational Strategies**

There are two main approaches to Internet access, education and regulation. Pupils may be educated to develop a responsible attitude to computer and Internet use within and outside the school environment in the expectation that pupils will make the right decisions if they understand the issues. The school will also need to regulate Internet access. Primary pupils cannot be relied upon to foresee every possible danger. Faced with suspect material, even the most responsible children may not have the experience or maturity to make informed judgements. For infants and some juniors, Internet access is likely to be directly controlled by an adult working with a small group of pupils. A rules approach may be taken with older primary and secondary pupils, whereby a code of conduct is agreed or set. Both types of approach, education and regulation, may be appropriate depending on age and maturity of the pupils. Each school will need to strike the right balance in writing its Internet access policy.

Pupils' use of the Internet may be greater at home than in school, and we may need to extend the educational approach to include parents. Families may need to be helped to develop strategies to cope with the knowledge and influences introduced by the Internet and to understand the consequences for their lives.

The Internet makes available an even wider range of material than CD-ROM, TV and video although many pupils still simply copy entire articles and images uncritically. Pupils' information handling skills in selection and in checking origin, currency and accuracy have become vital. Maturity in the application of this information will result from improved knowledge and awareness of the Internet.

There are responsibilities for the use of ideas and materials owned by others. Plagiarism is almost encouraged by the availability of coursework on-line, or should this be regarded as the provision of good exemplar material? The issue of copyright needs to be discussed and pupils encouraged to acknowledge sources.

Teachers will need to investigate the nature of the different media and the difficulties that pupils may experience with retrieval and in dealing with large quantities of information. Well-defined tasks with lists of suitable sources will direct investigations and help ensure success. Open-ended research involving the unstructured use of search engines or catalogues should be restricted to pupils that have the necessary information handling skills.

Staff awareness of the issues and understanding of the school's strategies is important. Time will be required for teachers to integrate ICT into the curriculum and revise study skills teaching. Teachers' own skills may need to be developed and home access to ICT and particularly the Internet is to be encouraged. Many advisers and other groups have thought through these issues in detail and could be used to raise staff awareness and to share the experience of other schools.

Pupils should never feel uncomfortable or threatened by messages received or material seen. As with bullying, the natural approach should be to tell a teacher. An integrated policy covering all such areas will need to be developed. Pupils may have to decide for themselves what material is appropriate and may need help in making such decisions. The personal, social and health education (PSHE) programme would be an appropriate context to discuss the responsible use of media including video, computer games and the Internet.

While schools give pupils structured access to the e-mail and the Web, at home the same pupils may have open access. The school may wish to work in partnership with parents to raise awareness and resolve such issues.

## **b. Management Strategies**

Within the curriculum planning process, management will review the contribution made by Internet use to teaching and learning. Schools will wish to ensure that they have done everything reasonably possible to ensure appropriate and safe use of the Internet. A key strategy is to write an Internet Access Policy, which is covered later.

IT systems are expensive and becoming critical to efficient curriculum delivery and to school administration. To reduce any misuse of computer facilities, senior management will need to allocate resources for the implementation of technical strategies and ensure they are effective. ICT use has increased rapidly as interest in resources such as the Internet has exploded. This can result in IT system becoming overloaded, unless the increase in use is managed and matched by investment in storage and capacity.

By setting the criteria for use and access, staff and pupils will be reminded that the school's IT system has been installed to enhance and extend pupils' education. One regulatory mechanism is to maintain a register of users, or a list of pupils whose access has been removed.

To protect the school and encourage appropriate use, staff and older pupils may be asked to sign acceptable use statements. A number of LEAs are recommending that schools obtain guardian's agreement to pupils' use of the Internet. Once rules for the responsible use of the Internet have been agreed they can be displayed near computers and copies given to pupils and parents.

The school will need to take a view on the degree of pupil autonomy in Internet access and the balance between privacy and control. The approach to supervision of Internet access will vary according to age. At Key Stage 1, an adult may access e-mail or the Web for the class or group, while pupils from 8 to 16 years may be supervised less directly and sixth form students given open access. Supervision strategies will need to be devised and implemented. IT systems available for private study in a library or resource centre could be positioned in clear public view to encourage a responsible approach to Internet access.

Wherever pupils interact with the public by telephone, e-mail or web site, particular care is required to ensure the communication is appropriate. Pupils need to follow sensible rules for personal safety, for instance never giving full name, a home address or telephone number. Appropriate use may take time to develop.

The school will wish to control the quality and presentation of material on its Web site. Although printing names with photographs is common practice in local newspapers, many schools do not publish photographs with pupils' names on their Web site.

With the rapid increase in Internet access, management will need to revisit its policy and practices on a regular basis. Advice may be sought from the sources given in the references section, the LEA and your IT systems suppliers.

### **c. Technical Strategies**

Technical solutions to social issues cannot be expected to be fully effective by themselves, but they should form an important part of a holistic approach.

IT systems must be designed to withstand attack including virus corruption and hacking as well as accidental damage by users. Pupils' access to the Internet presents particular risks as it includes use of both internal and external systems. Standard good practice in network security becomes ever more important. The design and configuration of the school's IT systems may need to be reviewed by a team chaired by a senior manager, which includes the IT co-ordinator and systems manager, assisted by LEA staff.

Restricting access to inappropriate material is often the first issue to be tackled. Four overlapping approaches have evolved. These can be referred to as blocking, approved lists, filtering and rating, although these categories are often confused.

1. A blocking strategy generally removes access to a list of unsuitable sites or newsgroups. Maintenance of the list is a major task as it may contain thousands of sites, and changes must be made frequently.
2. An alternative strategy is to permit access only to approved sites - the *walled garden* approach, but it is difficult to predict the breadth of pupils' questions.
3. Filtering examines the content of Web pages or e-mail messages for unsuitable words. The advantage is that no prior work is required, but there are problems, for instance with a Web page containing images only. Filtering of Web searches reduces pupils' opportunities to locate unsuitable material.
4. Rating systems give each Web page a rating for sexual content, profanity, violence and other unacceptable content. Web browsers can be set to reject any pages not rated appropriately for the pupil. At present few pages have been rated and, without a consistent international approach, rating is unlikely to become a viable strategy.

As new sites appear every day, none of these systems can be completely foolproof and a combination of approaches will be required. It may be important to establish who decides what is appropriate and whether the criteria used suit the pupils in your school. Another question is whether the system covers an adequate range of languages.

Blocking and/or filtering may be performed by the Internet service provider (ISP), by the LEA where a wide area network is used, or at school level. Wherever performed, sufficient resource should be allocated to ensure that the system is effective and clear guidelines provided to ensure the protection is appropriate to the various client groups. In due course, it will be possible to alter the degree of control to suit the age and learning context of the pupil, however this could require a great deal of local management.

E-mail presents particular dangers due to the large volume of messages and the ease of communicating into and out of a safe area such as a school. Software to restrict addressees to a set list might be appropriate, and the filtering of e-mail for unsuitable content is possible.

In order to protect pupils and help the school to demonstrate that ICT systems are being used responsibly, occasional monitoring of files or the sites visited will be necessary. Senior management may wish specifically to sanction any monitoring and will wish to let pupils know that monitoring is taking place. Software is available that can monitor continuously every site visited. While such strategies could help assure management that access is reasonable, it brings additional expense and will require time to manage.

There is a fine line between intensive but appropriate use of the Internet and inappropriate use such as downloading large files for leisure purposes. This theft of system resources can be limited by storage and time quotas and by monitoring use.

## 3: Writing a School Internet Access Policy

### Introduction

It is possible to obtain a ready-made Internet Access Policy for your school from a number of sources, including the Internet itself. However, it is advisable that each school sets aside time to develop its own policy. This will ensure that members of staff have the opportunity to talk through some of the issues surrounding the Internet in education, and that the policy reflects the local situation.

The outline policy below takes the approach of raising questions for schools to consider in the writing of their own Internet Access Policies.

### Background

The Internet is a valuable resource that can raise educational standards by offering both pupils and teachers opportunities to search for information from a very wide range of sources based throughout the world. As with any school resource, ICT needs to be organised and managed to maximise its effectiveness and the contribution it can make to developing and supporting the educational policies of the school. Every school should develop an overall ICT Policy and a statement on the use of the Internet should be part of that policy.

Some of the information to be found on the Internet may be inappropriate for pupils, and it is wise to have a policy in place that takes this into account. Management has a duty to ensure that before using the Internet with pupils, staff have had the opportunity to discuss how they will deal sensitively with inappropriate use. The policy will help to define appropriate and acceptable use by both staff and pupils and offer a focus for continual debate. An effective policy is one to which staff and pupils have agreed.

The DfEE has specified that a policy to prevent pupils accessing unsuitable materials is a requirement of funding from the National Grid for Learning Standards Fund.

### An Outline Policy on the Responsible Use of the Internet

As with all policies, Governors and teachers need to be involved from the start. It may be that your school already has a Policies Working Group, or a member of staff that works closely with the governing body to develop and monitor school policies. An Internet access policy should build on these existing structures, and will need to involve the ICT Coordinator.

#### a. The Internet in School

- How will the use of the Internet enhance pupils' educational opportunities?
- How will NGfL resources be used to raise educational standards?
- How will effective use of the wealth of material on the Internet be monitored?
- What benefits will Internet use bring to the professional work of school staff?
- How will ICT improve the school's management information systems?
- Will the school use the Internet as a channel of communication to government, LEA, other educational establishments?
- How does the school see the relationship with the community changing with improved access to communications?

## **b. The Internet in the Curriculum**

- How will Internet access be integrated into learning activities?
- Who will be responsible for developing pupil and staff research skills including the effective, reasonable and legal use of information retrieved?
- Which subject(s) will focus on developing pupils' information handling skills?
- Will the school establish its own web site?
- Will pupils' work be published on a school or any other website?
- How will the school make use of e-mail facilities?
- How will pupils be educated to validate information and messages communicated over the Internet?
- How will children be educated to follow sensible rules for personal safety?

## **c. Responsibility**

- How will pupils be educated to take responsibility for Internet access?
- How will pupils be made aware of the issues of unacceptable use?
- How will intellectual property rights and copyright be discussed?
- How will children report if they feel uncomfortable about material or messages?
- What action will teachers take if pupils report receipt of unacceptable material?
- How will parents be kept informed of the school's strategy?
- Will a guardian's permission be sought before pupils are allowed Internet access?
- Will the school work with parents to encourage appropriate use outside school?
- Will staff and pupils be asked to sign acceptable use statements?

## **d. Internet Access**

- Who will use the equipment and where will it be located, e.g. public area?
- Which age groups of pupils will be supervised, and in what way?
- How will you identify and register authorised users?
- Will there be restrictions on use of equipment?
- Which Internet Service Provider will be used, e.g. LEA, commercial provider?
- Does the school's ISP provide a filtering system appropriate to the age of pupils?
- Will the school implement any filtering additional to that provided by the ISP?
- Who will be responsible for password security?

## **e. Monitoring**

- How will the school evaluate the effectiveness of ICT use?
- How often will the ICT system in the school be checked for inappropriate material and virus checking?
- How will pupils be informed that checks are made on files held on the system?
- Can the school work with the ISP to review and improve the filtering system?
- Will regular reports on use be submitted to Governors?

## **f. Sanctions**

- What are the school's procedures for dealing with pupils who access unsuitable materials?

## **g. Dissemination and Review**

- How will staff and pupils be made aware of the policy and its content?
- Who will be responsible for keeping this policy up to date?
- How often will it be reviewed?

## 4: Resources and References

Organisations that provide useful information relating to establishing an Internet Access Policy

### **Association of Co-ordinators and Teachers of IT (ACITT)**

[www.rmplc.co.uk/eduweb/sites/acitt/aup.html](http://www.rmplc.co.uk/eduweb/sites/acitt/aup.html)  
Acceptable use policy for the Internet in UK Schools

### **BECTa**

[www.becta.org.uk](http://www.becta.org.uk)  
Advice and guidance on computer misuse

### **British Computer Society**

[www.bcs.org.uk/news/misuse.htm](http://www.bcs.org.uk/news/misuse.htm)  
A guide for schools prepared by the BCS Schools Committee

### **Cambridgeshire County Council**

<http://edweb.camcnty.gov.uk/ngfl/>  
Advice to Cambridgeshire schools on Internet access

### **Connecticut, USA**

[www.groton.k12.ct.us/mts/mtspol1.htm](http://www.groton.k12.ct.us/mts/mtspol1.htm)  
Groton District Internet policy for their public school system

### **DfEE Virtual Teacher Centre**

[www.vtc.ngfl.gov.uk/vtc/schoolman/policies.html](http://www.vtc.ngfl.gov.uk/vtc/schoolman/policies.html)  
Government information on developing policies for ICT usage in schools

### **Internet Watch Foundation**

[www.internetwatch.org.uk](http://www.internetwatch.org.uk)  
This site invites people to report inappropriate web sites they come across. Funded by DTI

### **Ireland – National Centre for Technology in Education**

<http://www.ncte.ie/support.htm>  
A comprehensive advice sheet on Internet safety

### **Kent County Council**

[www.kent.gov.uk/ngfl/policy.html](http://www.kent.gov.uk/ngfl/policy.html)  
Comprehensive information on implementing an Internet Access Policy

### **National Union of Teachers (NUT)**

[www.teachers.org.uk/keypol/kp\\_ict.html](http://www.teachers.org.uk/keypol/kp_ict.html)  
NUT policy on the developing use of ICT in schools

### **National Action for Children (NCH)**

[www.nchafc.org.uk/internet/index.html](http://www.nchafc.org.uk/internet/index.html)  
Guides on Internet usage

### **Parents Information Network (PIN)**

[www.pin-parents.com](http://www.pin-parents.com)  
An introduction to the Internet – comprehensive guidelines on using the Internet safely

### **Recreational Software Advisory Council on the Internet (RSACi)**

[www.rsac.org/fra\\_content.asp](http://www.rsac.org/fra_content.asp)  
Promotes the use of a rating system for web sites, and acts as a third party rating bureaux

### **Staffordshire Learning Net**

<http://www.sln.org.uk/doc2.htm>  
A computer security policy including Internet access, with sample materials

### **Yolo County, USA**

[www.yolo.k12.ca.us/policy1.htm](http://www.yolo.k12.ca.us/policy1.htm)  
Example of Yolo County's acceptable use policy

# Anytown High School

## Acceptable Internet Use Statement

### For Staff and Senior Students

The computer system is owned by the school and is made available to students to further their education and to staff to enhance their professional activities including teaching, research, administration and management. The school's Internet Access Policy has been drawn up to protect all parties - the students, the staff and the school.

The school reserves the right to examine or delete any files that may be held on its computer system or to monitor any Internet sites visited.

Staff and students requesting Internet access should sign a copy of this Acceptable Internet Use Statement and return it to the IT Manager for approval.

- All Internet activity should be appropriate to staff professional activity or the student's education;
- Access should only be made via the authorised account and password, which should not be made available to any other person;
- Activity that threatens the integrity of the school ICT systems, or activity that attacks or corrupts other systems, is forbidden;
- Users are responsible for all e-mail sent and for contacts made that may result in e-mail being received;
- Use for personal financial gain, gambling, political purposes or advertising is forbidden;
- Copyright of materials must be respected;
- Posting anonymous messages and forwarding chain letters is forbidden;
- As e-mail can be forwarded or inadvertently be sent to the wrong person, the same professional levels of language and content should be applied as for letters or other media;
- Use of the network to access inappropriate materials such as pornographic, racist or offensive material is forbidden.

Full name \_\_\_\_\_ form / post \_\_\_\_\_

Signed \_\_\_\_\_ date \_\_\_\_\_

Access granted \_\_\_\_\_ date \_\_\_\_\_

# **Invicta Primary School**

## **Rules for Responsible Internet Use**

**The school has installed computers and Internet access to help our learning. These rules will keep everyone safe and help us be fair to others.**

- I will only access the system with my own login and password, which I will keep secret;**
- I will not access other people's files;**
- I will only use the computers for school work and homework;**
- I will not bring in floppy disks from outside school unless I have been given permission;**
- I will ask permission from a member of staff before using the Internet;**
- I will only e-mail people I know, or my teacher has approved;**
- The messages I send will be polite and responsible;**
- I will not give my home address or telephone number, or arrange to meet someone, unless my parent, carer or teacher has given permission;**
- I will report any unpleasant material or messages sent to me. I understand my report would be confidential and would help protect other pupils and myself;**
- I understand that the school may check my computer files and may monitor the Internet sites I visit.**

**Display this page as a poster near computers and provide pupils and parents with a copy of these rules. © Kent County Council 1999**

