

WARDEN HILL PRIMARY SCHOOL

Information Communication & Technology Policy

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Warden Hill Primary School

Information and Communication Technology Policy

1.0. INTRODUCTION

The work children do in ICT (Information and Communication Technology) may be with computers, programmable robots, calculators, video cameras, the Internet and/or tape recorders. This document is a statement of our aims, strategies and intentions in this area, but largely centres on the use of computers.

'Information and Communications Technology (ICT) is more than just another teaching tool. Its potential for improving the quality and standards of pupils' education is significant'.

(DfEE, Circular 4/98, 1998)

1.1. Purpose of the policy

- ☞ to benefit pupils, staff, governors and parents
- ☞ to outline school approaches to ICT within school curriculum
- ☞ to ensure provision is matched against the statutory requirements
- ☞ to recommend teaching and learning strategies
- ☞ to record the organisational structure of how ICT is delivered

1.2. Nature of ICT

ICT is concerned with storing, processing and presenting information by electronic means. Pupils need to use ICT in schools:

- to enhance and extend learning
- to gain confidence in the capability to use ICT in later life

(Non-statutory guidance:
NCC)

Information technology capability is characterised by an ability to use effectively ICT tools and information sources to analyse, process and present information, and to model, measure and control events.

1.3. Aims

At Warden Hill Primary School, we believe:

Every child is entitled to an ICT curriculum which is varied, challenging and inspiring, and one which enables each individual to fulfil her or his potential to the highest possible standard and develop skills, knowledge and attitudes to the benefit of all.

In using ICT within the school, it is our aim:

- ✓ to use ICT within the Foundation stage;
- ✓ to take account of the ICT requirements of the National Curriculum;
- ✓ to use ICT as a tool to enhance and extend learning in all curriculum areas;
- ✓ to equip pupils with the confidence and ICT capability for their later schooling;
- ✓ to use ICT as a means of challenging, motivating and stimulating children;
- ✓ to ensure equal opportunity and appropriate access for all children.

1.4. Objectives

In addition to the ICT programmes of study, we expect that:

by the end of **Key Stage 1** children should:

- have had experiences of making sentences, word processing, drawing, handling data and simple programming;
- be familiar with the importance of the keyboard and the major function and command keys;
- have had experience of loading, saving and retrieving information - this will include distinguishing between various pictorial representations of information;
- be more co-ordinated in their use of the mouse as an instrument to draw with, and to represent their ideas with;
- be able to manipulate variables within a program - these will constitute the foundational experiences of modelling
- have had experiences of programming Roamer to move on a given route;
- realise the computer is a tool for learning and a facet of modern day living and that it has many applications outside the class environment;
- realise that the computer is not infallible;
- that computers are dependent on the quality of information put in;
- have had access to the range of hardware available i.e. computers, the internet, tape recorders, roamers, video recorder and television.
- be able to log-on and close down without support and have a basic understanding of a network e.g. a server, need for individual log-on names.
- have had experience of using the internet to find information and understand how to use it safely, in line with the school's policy.

By the end of **Key Stage 2** children should:

- have had experiences of manipulating sounds, creating multimedia presentations, databases, searching and analysing data, exploring simulations and simple programming;
- be experienced at loading, saving and retrieving information stored in a database;
- be able to send and receive e-mails and use spreadsheets;
- be experienced at programming a floor robot and transferring these skills to work on screen.
- be able to control small devices and write simple procedures
- that computers are dependent on the quality of information put in;
- have had access to the range of hardware available i.e. computers, the internet, concept keyboards, tape recorders, roamers, video recorder and television.
- use the internet safely and adhere to the acceptable usage policy.

2.0. Implementation

ICT is not only a subject in its own right but is also a wonderful means of enriching other curriculum subjects. There are skills in ICT which are taught specifically (as shown in the ICT scheme of work) yet ICT capability is mainly developed through practical application of computers in other subjects.

Reference is made to the use of computers in other curriculum policies and appears in the relevant schemes of work. Equipment is organised across the classes to ensure that there is appropriate access for all children.

Planning is carried out to ensure that all children have equal opportunities - and where it offers particular help for individual pupils it is utilised.

Computers prove to be a strong motivation for learning and can be used by all children regardless of ability.

2.1. ICT across the Key Stages

Planning for ICT is identified in the scheme of work and within teachers' individual plans. The elements delivered across each key stage are:

ICT Programmes of Study	Key Stage 1	Key Stage 2
1. FINDING THINGS OUT - pupils will be taught to:	gather information from a variety of sources [for example, people, books, databases, CD-ROMs, video and TV]	Talk about what information they need and how they can find and use it [for example, searching the internet or CD-ROM, using printed material, asking people]
	enter and store information in a variety of forms [for example, storing information in a prepared database, saving work]	How to prepare information for development using ICT, including selecting suitable sources, finding information, classifying it and checking for accuracy [for example, finding

		information from books or newspapers, creating a class database, classifying by characteristics and purposes, checking the spelling of names is consistent]
	retrieve information that has been stored [for example, using a CD-ROM, loading saved work]	interpret information to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.
ICT Programmes of Study	Key Stage 1	Key Stage 2
2. DEVELOPING IDEAS AND MAKING THINGS HAPPEN - pupils will be taught to:	use text, tables, images and sound to develop their ideas	develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate [for example, desktop publishing, multimedia presentations]
	select from and add to information they have retrieved for particular purposes	create, test, improve and refine sequences of instructions to make things happen and to monitor events and respond to them [for example, monitoring changes in temperature, detecting light levels and turning on a light]
	plan and give instructions to make things happen [for example, programming a floor turtle, placing instructions in the right order]	use simulations and explore models in order to answer 'What if...?' Questions, to investigate and evaluate the effect of changing values and to identify patterns and relationships [for example, simulation software,
	try things out and explore what happens in real and imaginary	

	situations [for example, trying out different colours on an image, using an adventure game or simulation]	spreadsheet models]
3. EXCHANGING AND SHARING INFORMATION - pupils will be taught to:	share their ideas by presenting information in a variety of forms [for example, text, images, tables, sounds]	How to share and exchange information in a variety of forms, including e-mail [for example, displays, posters, animations, musical compositions]
	present their completed work effectively [for example, for public display]	Be sensitive to the needs of the audience and think carefully about the content and quality when communication information [for example, work for presentation to other pupils, writing for parents, publishing on the internet]
4. REVIEWING, MODIFYING AND EVALUATING WORK AS IT PROGRESSES - pupils will be taught to:	review what they have done to help them develop their ideas	Review what they and others have done to help them develop their ideas
	describe the effects of their actions	describe and talk about the effectiveness of their work with ICT , comparing it with other methods and considering the effect it has on others [for example, the impact made by desktop-published newsletter or poster]
	talk about what they might change in the future	talk about how they could improve future work.

2.2 Managing IT

It is the responsibility of each individual teacher to ensure the ICT policy is put into practice. This should be overseen by the ICT SLG who will also undertake the following duties:

- organisation of software and hardware to ensure adequate provision to follow the scheme of work;
- reviewing and updating equipment and resources (with headteacher and ICT Technician); identification and organisation of relevant support and Inset, setting up of staff workshops to familiarise staff with software;
- the safety, maintenance and repair of equipment will be a shared responsibility between the SLG, ICT Technician and head. Discovery of faulty equipment or software should be reported to the ICT Technician who will inform the ICT SLG.

2.3 Assessment and Recording

Teachers constantly assess children's capability through observation of their performance on given tasks. Pieces of work from other subjects where ICT has been used will be kept in children's records. These will be saved as and when it is felt the children have shown capability of a certain level. Records are kept of class organisation to ensure access and opportunity for all children.

Examples of work in ICT are kept by the SLG throughout the year.

2.4 Differentiation and use of ICT with SEN - including the more able

Teachers should ensure that all ICT experiences are adapted according to ability and need. Where possible software programmes will be set up to cater for differing levels of ability. Teachers will aim to ensure that a child's ICT achievements are not hindered by their literacy ability wherever possible.

ICT proves to be a strong motivation for all children particularly those with special needs. It may be the tool by which children with emotional, physical or communication difficulties may fulfil their potential. On the Network, there is a selection of software particularly suitable for children with SEN.

ICT can help develop literacy and numeracy skills at all levels of ability.

Through differing tasks, all pupils will be encouraged to become more independent in their use of ICT.

2.5 Teaching Strategies

Each teacher uses a variety of strategies in the teaching of ICT. Different strategies are deemed to be more appropriate to different tasks:

- group work* e.g. sometimes single sex groups; mixed ability groups working on given task; ability grouping;
- paired work* e.g. building a scenario;
- individual work* e.g. when word processing; whole class demonstration when introducing a new programme.

Groupings will always be flexible to ensure equal opportunities for boys and girls.

3.0 Teaching

ICT is primarily taught as a discrete subject in the suite, which will lead to cross-curricular use both in the suite and classrooms. Each class have been allocated 2 sessions per week to cater for cross-curricular teaching.

Children should also be given table top activities which are related to the computer e.g. drawing plans of modelled scenarios, collecting data to put into a database so as to place the computers in a wider context.

A set of 15 notebooks are housed in the Year 6 classroom and are available for use by all KS2 classes.

All classrooms have an interactive whiteboard and projector to be used to enhance teaching in all areas of the curriculum. Children will see ICT being used as a tool and resource for teachers.

3.1 Learning

Children should recognise the advantages of ICT and the possibilities of it in the wider world. They should have experience of various fonts and styles of presentation and see them in use round the school. Children's work should be displayed so others can view it and learn from it. Children should be encouraged to evaluate their work and the computers effectiveness.

Children who show good ability should be given the opportunity to impart knowledge to others.

3.2 Staff Development (CDP)

ICT within Warden Hill Primary School is overseen by the ICT SLG who is responsible for resources and the organisation of hardware and software. New members of staff will be familiarised with resources and relevant approaches by the SLG.

The SLG will ensure that each member of staff is kept informed of new resources when it becomes available to the school. The SLG will encourage staff to try to remedy any problems that may arise with the software before calling upon the SLG or technician. This will lead to greater confidence in handling the computer.

Staff workshops are set up to introduce new software and to share ideas. INSET days can be used to teach staff and outside agencies may be employed to help. The SLG and head are kept aware of staff training needs through consultation and appraisal interviews.

Training will also be given to all members of staff according to their needs in smaller groups if appropriate. This will be co-ordinated by the ICT SLG.

3.3 Resources

Hardware

A suite of 30 computers are networked and linked to the internet in a room adjoining the junior resource room. The ramp leading to this room ensures it is accessible to all children. All year groups will have their own e-mail address. All staff and each year group have their own individual e-mail addresses.

All year groups have 2 timetabled slots in the suite. Each child in Years Reception to 6 has their own log-on name and individual space to store documents. Years 1 and 2 will have a generic password to log-on. Years 3 and 4 will have a different generic password and Years 5 and 6 will set their own passwords to help develop an understanding of security and access rights.

In the suite, there is a colour printer, a laser printer and a scanner. Each teacher has their own laptop which can be linked to the ICT suite.

A set of 15 notebooks are housed in the Year 6 classroom and are available for use by all KS2 classes.

A list of other ICT resources can be found in the ICT suite.

3.4 Community Access

It is the intention of the school to encourage and support community access to the ICT resources available. The actions taken to support this aim will include:

- providing pupil access out of ordinary school hours:
 - ☞ an after school computer club (run by teachers)

3.5 The maintenance and replacement of equipment

An ICT Technician is employed by the school for 15 hours a week. The technician is responsible for:

- ☞ Installing new software/hardware on the network and on classroom laptops and PC's
- ☞ Manage and maintain the network.
- ☞ Organising storage and accessibility of software - including licences (in conjunction with ICT coordinator and head);
- ☞ Basic repairs of faulty or broken equipment or software or to organise external support if needed. However, in general, the safety, maintenance and repair of equipment will be a shared responsibility between the SLG, ICT Technician and head;
- ☞ Update and manage the school Website;
- ☞ Order consumables e.g. Ink cartridges for the printers;
- ☞ In discussion with the ICT SLG, research software to support curriculum/teachers;
- ☞ Input data onto network to support curriculum across year groups.

We regularly partake in schemes such as 'Computers for Schools' from Tesco to supplement our software/hardware resources. At Warden Hill we also have a very supportive PTA who could be approached to raise funds for ICT resources if required.

3.7 Health and Safety

To minimise risk of injury or damage to the computer:

- children should not put plugs into sockets or switch the socket on;
- trailing leads are dangerous so ensure leads are kept behind the equipment the computer should be placed against a wall;
- multiple adapters without fuses should not be used;
- keep liquids adhesives and food away from the equipment;
- children should always be supervised when on the computer, (including classroom use);
- 90 minutes is the maximum length of time when working on the computer, breaks should be taken every 20 minutes;
- as with all electrical equipment the computers should undergo a safety check every year.

In addition, there are also rules and regulations for safe internet access (see Internet Acceptable Usage Policy)

This policy is reviewed by the staff and governors every two years.

4.0 Internet Use

The statutory curriculum expects pupils to learn how to locate, retrieve and exchange information using ICT e.g. through web-based resources and e-mail. Home and social Internet use is expanding and it is becoming an important part of learning and communication during leisure time.

We have an Internet Acceptable Usage Policy that runs alongside this. This has been agreed by Senior Management and the governing body and has been shared with all staff and pupils.

4.1 Why is Internet access important?

- ✓ The purpose of Internet use in school is to raise educational standards, to promote pupil achievement, to support the professional work of staff and to enhance the school's management information and business administration systems.
- ✓ Internet use is a part of the statutory curriculum and a necessary tool for staff and pupils.
- ✓ Internet access is an entitlement for students who show a responsible and mature approach to its use.
- ✓ The Internet is an essential element in 21st Century life for education, business and social interaction. The school has a duty to provide students with quality Internet access as part of their learning experience.

4.2 How does the internet benefit education?

The Government has set targets for ICT use in all schools by 2002 through National Grid for Learning (NGfL) initiative. A number of studies and government projects have indicated the benefits to be gained through appropriate use of the Internet in education. These benefits include:

- ✓ Access to world-wide educational resources including museums and art galleries;
- ✓ Inclusion in government initiatives such as NGfL and the Virtual Teacher Centre;
- ✓ Educational and cultural exchanges between students world-wide;
- ✓ Cultural, vocational, social and leisure use in libraries, clubs and at home;
- ✓ Discussion with experts in many fields for pupils and staff;
- ✓ Staff professional development - access to national developments, educational materials and good curriculum practice;
- ✓ Communication with the support services, professional associations and colleagues;
- ✓ Improved access to technical support;
- ✓ Exchange of curriculum and administration data with the LEA and DfEE.

4.3 How will the Internet enhance learning?

It is important to develop good practice in using Internet as a tool for teaching and learning. There is a fine balance between encouraging autonomous learning and maintaining adequate supervision. **All children will be supervised when accessing the internet.** At Warden Hill:

- ✓ The school Internet access will be designed expressly for pupil use and includes filtering appropriate to the age of pupils.
- ✓ Internet access will be planned to enrich and extend learning activities. Access levels will be reviewed to reflect the curriculum requirement;
- ✓ Pupils will be taught what is acceptable and what is not acceptable and given clear objectives for Internet use;
- ✓ Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location and retrieval.
- ✓ Approved sites will be bookmarked, listed or copied to the school intranet when this is set up;
- ✓ Staff should guide pupils in on-line activities that will support the learning outcomes planned for the pupils' age and maturity.

4.4 How will pupils learn to evaluate Internet content?

Pupils in school are unlikely to see inappropriate content in books due to selection by publisher and teacher. This level of control is not so straightforward with Internet-based materials. Therefore, ICT teaching should be widened to incorporate Internet content issues, for instance the value and credibility of Web materials in relationship to other media. Caution needs to exist over whether to use the Web when better information may be obtained from books.

- ✓ If staff or pupils discover unsuitable sites, the URL (address) and content must be reported to the Internet Service Provider via the ICT SLG.
- ✓ Pupils should be taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy;
- ✓ We will try to ensure that the use of Internet derived materials by staff and by pupils complies with copyright law.
- ✓ Pupils will be taught to acknowledge the source of information and to respect copyright when using Internet material in their own work;
- ✓ Pupils will be made aware that the writer of an e-mail or the author of a Web page might not be the person claimed.

4.5 How will e-mail be managed?

E-mail is an essential means of communication within education. The government is encouraging the ownership of personal e-mail IDs for both teachers and pupils. Once e-mail is available, it is difficult to control its content, nevertheless e-mail content should not be considered private.

- ✓ Pupils need to use e-mail as part of the National Curriculum 2000 orders;
- ✓ E-mails will be filtered for unsuitable content and viruses;
- ✓ Pupils will be supervised when accessing e-mails;
- ✓ E-mail for pupils must only be used in school for educational purposes;

- ✓ Pupils may only use approved e-mail accounts on the school system;
- ✓ Pupils must immediately tell a teacher if they receive offensive e-mail
- ✓ Whole-class or group e-mail addresses will be used at Key Stage 2 and below
- ✓ In-coming e-mail will be regarded as public and received e-mail may be examined;
- ✓ Pupils must not reveal details of themselves or others, such as address or telephone number, or arrange to meet anyone in e-mail communication.
- ✓ The forwarding of chain letters will be banned, as will the use of chat lines
- ✓ E-mail sent to an external organisation should be written carefully and authorised before sending, in the same way as a letter written on school headed paper.

4.6. How should Web site content be managed?

Warden Hill Primary School has its own Web site:

- ✓ The headteacher delegates editorial responsibility to the ICT Technician who ensures that content is accurate and the quality of presentation is maintained;
- ✓ The Web site should comply with the school's guidelines for publications
- ✓ The point of contact on the Web site should be the school address, school e-mail and telephone number. Staff or pupils' home information will not be published.
- ✓ Pupils will be made aware that the quality of their work published on the web needs to reflect the diversity of the audience;
- ✓ The copyright of all material must be held by the school, or be attributed to the owner where permission to reproduce has been obtained.
- ✓ Web site photographs that include pupils will be selected carefully and will not enable individual pupils to be identified;
- ✓ Pupils' full names will not be used anywhere on the Web site, particularly associated with photographs
- ✓ Written permission from parents or carers will be obtained before photographs of pupils are published on the school Web site.

4.7 Newsgroups and 'chat'?

Conferencing is a powerful method for pupils and teachers to share information and opinion. Some conferencing applications, including chat and newsgroups sometimes attract undesirable and irrelevant comment, often from anonymous elements.

Newsgroups or Usenet is a method of posting messages that can later be collected by any user interested in that particular topic. Chat is a popular conferencing application offering instantaneous exchange of text between groups of users. In principle, chat has great potential for education; for instance, pupils could exchange live text, speech or video with pupils in South Africa or Italy, at a low cost.

- ☞ Pupils will not be allowed access to public or unregulated chat rooms;
- ☞ Children should use only regulated educational chat environments. This will always be supervised and the importance of chat room safety emphasised;
- ☞ Newsgroups will not be made available unless an educational requirement for their use has been demonstrated.

4.8. How can emerging Internet uses be managed?

Many emerging communication technologies offer the potential to develop new teaching and learning strategies. Mobile communications, wide Internet access and multimedia, all present opportunities which need to be evaluated to assess risks, to establish benefits and to develop good practice. Virtual classrooms and virtual communities can widen geographical boundaries of learning e.g. DfEE's Grid Club for pupils aged 7-11 (www.grid.com and www.think.com)

Video conferencing introduces new dimensions. New applications are continually being developed which use the Internet, the mobile phone network and wireless or infrared connections. The user could be mobile using a WAP phone or personal digital assistant with wireless Internet access.

- ☞ At Warden Hill, will try to ensure we keep up to date with new technologies;
- ☞ Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed;

- ☞ Children are discouraged from bringing mobile phones into school.

4.9 How will Internet access be authorised?

- ☞ Internet access is a necessary part of the statutory curriculum. It is an entitlement for pupils based on responsible use;
- ☞ At Key Stage 1, the majority of the access to the internet will be by teacher or adult demonstration. However there may be situations when children have supervised access to specific approved on-line material;
- ☞ At Key Stage 2, Internet access will be granted to a whole class as part of the scheme of work, after suitable education in responsible Internet use;
- ☞ Parents will be informed that pupils will be provided with supervised Internet access;
- ☞ Parents will be asked to sign and return a permission form;
- ☞ A record will be maintained of all staff and pupils with Internet access. Persons will be removed from the record when access is no longer required or is withdrawn.

4.10 How will the risks be assessed?

- ☞ In common with other media such as magazines, books and video, some material available via the Internet is unsuitable for pupils. The school will supervise pupil and take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of information available via the Internet, it is not always possible to guarantee that unsuitable material will never appear on a terminal. The school cannot accept liability for the material accessed, or any consequences thereof;
- ☞ The use of computer systems without permission of for purposes not agreed by the school could constitute a criminal offence under the Computer misuse Act 1990;
- ☞ Methods to identify, assess and minimise risks will be reviewed;
- ☞ Staff, parents, governors and advisors will work to establish agreement that every reasonable measure is being taken;
- ☞ The Headteacher will ensure that the policy is implemented effectively.

4.11 How will the school ensure Internet access is safe – how will filtering be managed?

The Internet is a communications medium that is freely available to any person wishing to send e-mail or publish a Web site on almost any topic. Access to appropriate information should be encouraged and Internet access must be safe for all members of the school community from the youngest pupil to teacher and administrative officer. Pupils will generally need protected access to the Internet. Our Internet is provided and filtered by SWGfL .

- ✓ Pupils will be informed that Internet use will be supervised and monitored;
- ✓ The school will work in partnership with parents, the LEA, DfEE and the Internet Service Provider to ensure systems to protect pupils are reviewed and improved;
- ✓ If staff or pupils discover unsuitable sites, the URL and content will be reported to the Internet Service Provider via the ICT coordinator or technician;
- ✓ Headteacher, ICT SLG and ICT technician will have access to adapt the filtering system as necessary.
- ✓ Any material that the school suspects is illegal will be referred to SWGfL or the Internet Watch Foundation (www.iwf.org.uk);

4.12 Consulting Staff

- ✓ All staff must accept the terms of the Internet Acceptable Usage Policy before using any Internet resource in school.
- ✓ All staff including teachers, supply staff, classroom assistants and support staff, will be provided with the School Internet Policy and the Acceptable Usage Policy and their importance will be explained.
- ✓ Staff should be aware that Internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential.
- ✓ SWGfL will monitor all Internet use.
- ✓ Staff development in the safe and responsible Internet use and on school Internet policy will be provided as required.

4.13 How will ICT system security be maintained?

The Internet is a new connection to the outside world that could compromise system performance or threaten security.

- ✓ The school ICT system will be reviewed regularly with regard to security;
- ✓ Security strategies will be discussed with the LEA;
- ✓ Virus protection will be installed and updated regularly;
- ✓ Personal data sent over the Internet will be encrypted or otherwise secured - VPN: virtual Private Network;
- ✓ Unapproved system utilities and executable files will not be allowed in pupils' work areas or attached to e-mail;
- ✓ Files held on the school's network will be checked regularly;
- ✓ The ICT coordinator/ network manager will ensure that the system has the capacity to take increased traffic caused by Internet use;

4.14 How will complaints regarding Internet use be handled?

- ✓ Responsibility for handling incidents should be referred to the headteacher;
- ✓ Pupils and parents will be informed of complaints procedures and will need to work in partnership with staff to resolve issues;
- ✓ A pupil may have e-mail, Internet or computer access denied for a period of time depending on the nature of the incident.

4.15 How will parents' support be enlisted?

Internet use in Pupil's homes is increasing rapidly, encouraged by offers of free software and access on magazine covers. Unless parents are aware of the dangers, pupils may have unrestricted access to the Internet.

- ✓ We will endeavour to inform and not alarm parents of the issues regarding safe Internet access;
- ✓ Parents will be asked to discuss the Acceptable Usage Policy with their children.
- ✓ Joint home/school guidelines on issues such as safe Internet use will be established;

☞ A list of relevant internet addresses will be issued upon request e.g. Parents' Information Network (PIN) - <http://www.pin.org.uk> or www.childnet.org.uk , www.thinkuknow.co.uk