

### **Internet and Mobile Phone Usage:**

The internet is reserved as a tool used purposefully for constructive communication and research for both adults and children, relevant to the school and learning context (not personal use). Children need to be explicitly taught the skills to use it, when, why and for what relevance. The internet should not be the automatic first step for accessing information or communicating, children need to be encouraged to think if it really is the most appropriate tool, what about books, 'living books' – other people as experts, the telephone, hand written letter, own personal knowledge.... Think and act local as well as global.

Children need to be explicitly taught **protective behaviours and codes of conduct** while using the internet both at **home and school**. These need constant revisiting and regular monitoring (especially as their brains mature and their interests change). Children need to understand the limitations of the internet as well as its 'global' value, they also need to be regularly made aware of the 'costs' eg: **financial** costs of computer, router, wireless connections, security programmes, downloads, actual hardware/printer, electricity, carbon footprints, printing costs (paper, ink, electricity) enormous amounts of **time** to browse, defrag computer, security upgrades...

Computers are used in open, highly visible learning spaces and Educators do regular history checks on computers . The classroom culture also encourages children to be self monitoring and monitoring use by others. Children are encouraged to inform educators if they are concerned about anything inappropriate appearing of computers.

Children will **not** need mobile phones at school nor on excursions. Parents are asked not to send one in with their child and regularly check that they do not bring them to school. Parents are asked to contact the school if they need to contact their child for a specific reason so we can make arrangements.

Reviewed June 2011 – Ratified by COM on 10/8/2011

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