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Many students like to publish information about themselves and their friends in spaces like Facebook, Instagram or blogs. This can put them at risk of being approached, groomed, and/or bullied online. We recommend that they:

- do not register for online environments against age restrictions
- do not use their own name, but develop an online name and use avatars where available
- do not share personal details including images of themselves or their friends online
- password protect any spaces or accounts they have and never share that password
- do not allow anyone they don’t know to join their chat or collaborative space. Use the block feature
- are reminded that any image or comment they put on the internet is now public (anyone can see, change or use it).
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Being respectful online and not participating in online bullying or hurtful behaviour.

The online environment sometimes feels different. The language is different. Sometimes students say things online that they would never say to someone’s face. Being online can make students feel that they are anonymous (even though online interactions can be traced), and often their environment has very few adults.

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At a home with unfiltered internet, students will have access to all of the resources and sites on the World Wide Web. If your child is spending hours online ‘doing their homework,’ it may be that they are multitasking in many other applications, some of it study related and other interaction may be social.

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Part D

ICT and Tablet Acceptable Use Agreement
Student Declaration

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After discussing this agreement with your child the Part D form needs to be signed by the student and parent, and returned to school.
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ICT and Tablet Acceptable Use Agreement

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Student Name:

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Many students like to publish information about themselves and their friends in spaces like Facebook, Instagram or blogs. This can put them at risk of being approached, groomed, and/or bullied online. We recommend that they:

- do not register for online environments against age restrictions
- do not use their own name, but develop an online name and use avatars where available
- do not share personal details including images of themselves or their friends online
- password protect any spaces or accounts they have and never share that password
- do not allow anyone they don’t know to join their chat or collaborative space. Use the block feature
- are reminded that any image or comment they put on the internet is now public (anyone can see, change or use it).
- utilise a cybersafe environment

Being respectful online and not participating in online bullying or hurtful behaviour.

The online environment sometimes feels different. The language is different. Sometimes students say things online that they would never say to someone’s face. Being online can make students feel that they are anonymous (even though online interactions can be traced), and often their environment has very few adults.

Not all altercations are examples of bullying, but all unacceptable behaviours need to be addressed.
Participation in bullying or hurtful actions can take many forms in the online world (for example, it can take the form of forwarding messages or directing others to see published images and content which has been deliberately posted to humiliate another person).

Deliberate exclusion of another in an online space is another way some students hurt each other online. It is important that the behaviours are discussed as separate from the technologies.

**Using the technology at school for learning, using the equipment properly and not interfering with the work or data of another student**

By just taking care with the equipment, printing and downloading from the internet students can save time, money and the environment. Students often see the internet as ‘free’, but just looking at a page on the internet is considered a download and the cost is charged somewhere. The repair and support of the school's technology is another issue and as many computers are shared at school, their care is important.

At a home with unfiltered internet, students will have access to all of the resources and sites on the World Wide Web. If your child is spending hours online ‘doing their homework,’ it may be that they are multitasking in many other applications, some of it study related and other interaction may be social.

**Not bringing or downloading unauthorised programs (including games) to the school or run them on school computers**

The school connects all of the computers and tablets through a network. The introduction of unknown games or files could introduce viruses etc and these put all school and personal devices, and student work at risk.

**Not looking for rude or offensive sites.**

Filters block a lot of inappropriate content, but they are not foolproof. Students who deliberately seek out inappropriate content or use technology that bypasses filters will have their internet access reviewed and their parents will be informed immediately.

**Using the internet / mobile technology at school to learn.**

It is important to realise that there is a time for fun and a time for work (even on the internet). Staying on task will reduce risk of inappropriate access and teach students strategies to use the internet or mobile technologies for their learning.

**Asking teacher to help get permission before using information or pictures**

Music, information, images and games on the internet are owned by someone. The term copyright is a legal one and there are laws to enforce it. By downloading a ‘freebie’ you can risk bringing a virus or spyware to the computer or system. These can destroy a computer system or provide hackers with details such as passwords and bank account information or access.

**Thinking carefully about what is on the internet, questioning if it is from a reliable source and using the information to help answer questions**

Not everything on the internet is true, accurate or unbiased. The school is teaching information literacy skills, which enable students to locate, evaluate, and use information effectively on the internet. Copying and pasting information can help organise arguments, ideas, and information, but it is important that your child uses their own thoughts and language to express what they have learnt. If helping with homework ask open-ended questions. For example, if you say to your child, “Tell me about wombats” you might encourage him/her to simply copy and paste facts and images about the wombat. However, if you ask “What would a day in the life of a wombat be like?” you may encourage your child to think about different aspects of the animal’s life and draw together the different pieces of information.
Talking to my teacher or another adult if I need help or see something I don’t line online

The internet has some really flashy and tricky ways to lead people into websites they never meant to visit. It is easy for us all to get distracted. We want students to ask for help in locating the information they need, and clarifying the task they have been set. Unfocused clicking through websites can lead to inappropriate content.

Open communication between parents, teachers and students is the best way to keep students safe. Students will often share concerns with each other online. It is important that they tell a teacher and or parent when they are feeling uncomfortable or threatened online.

If you have any concerns about this agreement or internet safety contact your school or call 1800 880 176 or visit http://www.cybersmartkids.com.au/for-parents_tips.htm or email connect.manager@edumail.vic.gov.au

Consequences for infringements of the agreement

Should students not adhere to the above agreement then a series of warnings and sanctions will be imposed. These consequences are uniform throughout the school.

The consequences will follow the pattern of a warning, followed by a period of time without the use of technology wherein suitable alternative activities will be made available.

At each stage parents/carers will be informed of the reasons behind the warning or sanction and an opportunity for discussion and reflection will be provided.

1st infringement - parents/carers will be informed by letter
2nd infringement - parents/carers will be informed by letter with a two week period without technology imposed on the student
3rd infringement - parents/carers will be informed by letter
4th infringement - parents/carers will be informed by letter with a four week period without technology imposed on the student
5th infringement - parents/carers will be informed by letter
6th infringement - a discussion with parents/carers regarding the appropriateness of technology use by the student in question will be held to determine if more suitable activities might be found for the duration of the year.

Part D - The ICT and Tablet Acceptable Use Agreement Student Declaration

Students will be issued Part D - The ICT and Tablet Acceptable Use Agreement Student Declaration form by their teacher at school.

After discussing this agreement with your child the Part D form needs to be signed by the student and parent, and returned to school.
Part D
This section needs to be signed and returned to the school

ICT and Tablet Acceptable Use Agreement

Student Declaration

Student Name:

Student Class:

I have read the Acceptable Use Agreement carefully with my parents and I understand what is expected of me when using technology at Eastwood Primary School and at home. I understand that if I misuse the technology I am using, even if it is my own, I may lose my internet and mobile technology privileges.

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<th>Student Name:</th>
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<tr>
<td>Parent/ Guardian Name:</td>
<td>Parent/ Guardian Signature:</td>
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<td>Date:</td>
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