BRITISH INTERNATIONAL SCHOOL
OF BOSTON
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ABOUT CRISP

CRISP POLICY

THE BISB DIGITAL CITIZENSHIP POLICY

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ABOUT CRISP

This policy encompasses five categories that combine to form the acronym CRISP, advocating **C**reative, **R**esponsible, **I**ntelligent and **S**afe use of digital technology within the framework of the school's overall **P**hilosophy. The policy and procedures will be reviewed annually by a working group of staff, student and parent reps and finalized before the end of summer term, but the procedures may be revised on an ongoing basis as improvements are needed or suggested.

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ABOUT CRISP

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ABOUT CRISP

About CRISP

All members of the school community were involved in the process of developing and agreeing to this policy, so that the agreed policy is one that is owned by students, staff and parents.

- The policy is in 5 sections: CRISP

- There is a soundbite for each section and subsection.

- Staff, students (Y7-13) and parents (of all students) will all be asked to sign the agreed policy.

- Students from Year 7 upwards will be allowed to bring their own devices if the policy is signed (digitally) by the students and their parents*. (Students below Year 7 may be allowed to bring their own devices for special reasons, on a case-by case basis approved by the school.)

  * There will be a period of grace until the end of each September, in which devices for Year 7+ will be allowed whilst the agreement to be signed by all students and parents of new students

- The policy and procedures will be reviewed annually by a working group of staff, student and parent reps and finalized before the end of summer term, but the procedures may be reviewed/altered on an ongoing basis as improvements are required/suggested if needed.

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SUMMARY OF CRISP POLICY

Summary of CRISP Policy

This policy encompasses five categories that combine to form the acronym CRISP, advocating **C**reative, **R**esponsible, **I**ntelligent and **S**afe use of digital technology within the framework of the school's overall **P**hilosophy.

Creative use of ICT: "Use IT creatively."

We believe that within every student, teacher and parent lies a spring of creativity. Technology can unlock that potential. Technology continues to grow and evolve so that it connects people from all over the world and allows students, teachers and adults to continuing learning from each other. The school should be open to trying innovative ideas from the school community where the aim is to enhance learning.

Responsible use of ICT: "Behave online as you are expected to do offline."

The staff, students and parents of BISB agree to use IT responsibly when using it in school, on school buses, on school trips or when using any school IT systems from outside the school. BISB staff, students and parents recognize that they are representatives of the school whenever they publically discuss BISB, even when using social media or other communication methods. BISB staff, students and parents agree to comply with the rules, consequences and guidelines that have been agreed by the school community relating to netiquette, use of devices in class and during free time, and respecting the privacy of others.

Intelligent use of ICT: "Let's think about our use of IT, not let IT think for us."

The school recognizes that intelligent use of IT involves two aspects: using technology in ways that enhance rather than detract from your online identity, and using IT wisely to aid learning. BISB will help students (and advise parents) with both aspects of intelligent IT use. This includes educating students about how to take control of their digital footprints and use them positively for their future as well as understanding the effects and

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SUMMARY OF CRISP POLICY

influences of inappropriate posting on websites, social media and other media platforms.

Safe use of ICT: "A ship in harbor is safe, but that is not what ships are built for." —John A. Shedd

The school is responsible for the safety of students when they are using its ICT resources or systems while in school care. The physical safety of using the equipment falls under the Health & Safety policy, and all equipment should be purchased and installed in compliance with safety standards.
Parents, staff and students all have a responsibility to use the equipment in a safe manner and report any safety risks to the Health & Safety officer.
The school recognizes the need to educate students about the potential dangers of IT use, including cyberbullying, inappropriate websites, excessive use, grooming and radicalization, and how to avoid these dangers through responsible IT use.

Cyberbullying

Staff and students should report any incidents of cyberbullying to the appropriate member of staff as indicated in the anti-bullying policy.
Incidents of cyberbullying involving students of the school, whether in school or beyond, will be treated seriously and in line with the schools' anti-bullying policy.

Inappropriate websites

The school will adopt filtering systems to protect students from accessing inappropriate websites such as those containing pornography or content that is violent, offensive or otherwise disturbing. However, students must be made aware of the dangers, so they will know how to act when they are using systems or devices that do not have such protection or if inappropriate material appears on their devices by accident.

Philosophy, vision and values: "It's no good having web 'sight' but no vision."

BISB believes that it is important to have a clear philosophy, vision and set of values regarding the use of IT in the school.

SUMMARY OF CRISP POLICY

The following sections outline what the school community believes and is working towards.

Face-to-face vs. digital interaction

BISB believes that digital technologies are important tools for learning in today's world, offering exciting opportunities for research, collaborating across schools and countries, and producing creative work. In the school environment, however, face-to-face communication remains more important.

Age-appropriate

BISB believes that the use of technology should be developmentally appropriate. For example, in early years, technology may be kept at a minimum, whereas in high school, students may be more reliant on it to enhance their learning. Technology use should be age-appropriate, with different rules and consequences for different ages.

Partnership of students, staff and parents

BISB recognizes the importance of the voice, opinions and ideas of staff, students and parents in decision-making regarding the use of technology in the school. The school community hopes to cultivate an attitude of openness and mutual responsibility, so that students, parents and teachers all buy into the IT philosophy and try to work within it.

BISB is committed to building bridges and not walls. While technology offers great opportunities, it also presents dangers. BISB will help students learn about digital dangers and how they can use the Internet safely. The school community also understands that there are knowledge gaps between students, parents and teachers with respect to technology. Openness and sharing among these groups will contribute to ensuring student safety, allaying parent fears, and facilitating the creative use of technology for learning.

It is important to continually engage and value the students' input in regards to technology and to use them as a resource to educate and mentor students in younger grades. This allows students to create a sense of ownership over this policy.

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SUMMARY OF CRISP POLICY

Use of technology at home

BISB believes that students' technology use at home is ultimately the parents' responsibility, except in cases of online bullying, where the school bullying policy will be followed. Parents recognize that there is a clear delineation between school responsibilities and parental responsibilities and that these must be kept separate. The school will provide resources to help families navigate the online worlds their children may encounter and clearly communicate and share information about responsible and safe Internet use.

Freedom, privacy and responsibility

BISB staff, students and parents respect the privacy and confidentiality of information about ourselves and others. The school understands that the Internet is not a private place and agrees to not post, publish or share any images or information via the Internet without gaining the consent of those it concerns.

BISB believes in giving students more freedom to explore the use of technological tools for enhancing learning as they progress through the school journey. However, with greater freedom comes extra responsibility to model the use of those tools appropriately for younger students who do not yet have as much freedom.

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SOUNDBITES

Soundbites

Creative use of ICT:	**"Use it creatively."**
Responsible use of ICT:	**"Behave online as you are expected to do offline**."
Intelligent use of ICT:	**"Let's think about our use of IT, not let IT think for us**."
Safe use of ICT:	**"A ship in harbor is safe, but that is not what ships are built fo**r."
Philosophy, vision and values:	**"It's no good having web 'sight' but no vision**."

Creative use of ICT: "Use IT creatively."
Creativity: "You can't use up creativity. The more you use, the more you have." — [Maya Angelou](#)

Responsible use of ICT: "Behave online as you are expected to do offline."
Netiquette: "If kindness is contagious, then netiquette should be viral."
Use of devices: "It's not what you use, it's the way that you use IT."
Smartphones: "Smartphones, not stupidphones."
Free time use of devices: "With great freedom comes great responsibility."
Internet & Wi-Fi: "If you block the superhighway in or out of a city, all traffic grinds to a halt, no matter how fast or wide the highway is."
Clear, agreed consequences: "There are in nature neither rewards nor punishments; there are consequences."   - Robert Green Ingersoll
Social media & peer pressure: "Social media is just a tool – all tools can be used for good or harm."
Privacy: "We all have a right to keep our private lives private."

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SOUNDBITES

Intelligent use of ICT: "Let's think about our use of IT, not let IT think for us."

Enhancing learning intelligently: "If IT enables you to learn what you couldn't without it, use IT."

Digital footprints: "You press SEND once, but the outcome stays forever."

Thinking before posting: "Only make posts that you would feel comfortable with your grandmother reading."

Bridging the gap: "People fear what they don't understand and hate what they can't conquer."

Educating each other: "It is everybody's job to educate others and be educated."

Safe use of ICT: "A ship in harbor is safe, but that is not what ships are built for." — John A Shedd

Cyberbullying: "One shot is enough." (UNICEF anti-cyberbullying campaign)

Inappropriate websites: "'Inappropriate' is when you find yourself switching activity quickly when someone approaches you."

Excessive use & health issues: "If you can't go a day without looking at a screen, there's something wrong."

Grooming: "When someone you've never met is being over-friendly to you, ask the question 'Why?'"

Radicalization: "Extremism thrives among ignorance and anger." - Hillary Clinton

School's approach to educating about safe use: "Dangers do not cease to exist just because they are ignored." — adapted from a quote by Aldous Huxley

School email accounts: "The smartest people can write the worst emails and those of less intellect can write the best."— Paul Babickii

Philosophy, vision and values: "It's no good having web 'sight' but no vision."

Face-to-face vs. digital interaction: "Enjoyable social interaction, community and laughter has a healing effect on the mind and body." — Bryant McGill

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SOUNDBITES

Age-appropriate: "What's good for you may not be good for your little brother or sister."

Partnership of students, staff & parents: "Trusting helps you suffer less."— Aniekee Tochukwu

Use of technology at home: "Don't let your technology usage become the monster under the bed."

Freedom, privacy & responsibility: "When it comes to privacy and accountability, people always demand the former for themselves and the latter for everyone else." — David Brin
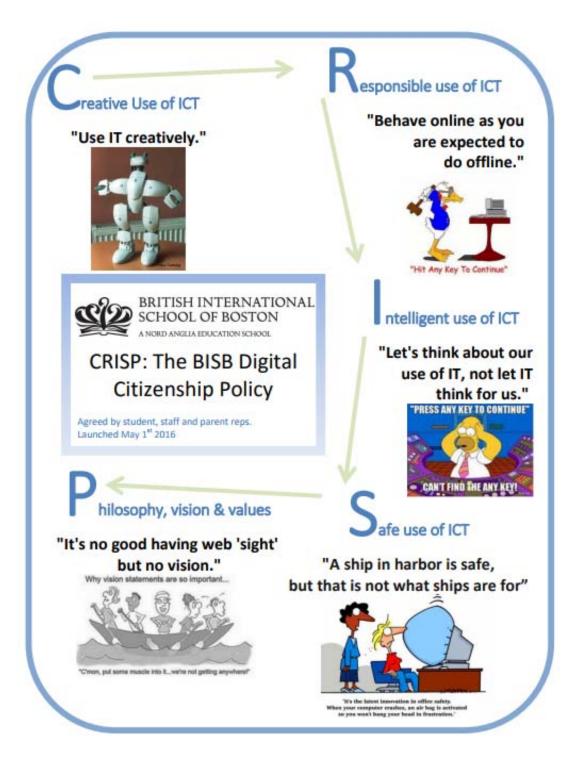
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POSTER

Poster

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PROCEDURES & STRATEGIES

Procedures & Strategies

These procedures and strategies (developed and agreed by student, parent and staff reps) are taken from the different sections of the CRISP policy but categorized according to different groups of the school community:

Primary School Students

BISB will aim to provide appropriate devices (tablets, laptops, etc.) to enhance student learning. To maximize the opportunities, the school will aim to provide devices on a 1:1 basis (one device per student).

Procedures

- Primary students may use school devices only with permission from the teacher for learning purposes, and under supervision.
- Primary students may use school devices for *educational* games at break times, if the supervising teacher gives permission
- Lower Primary students should never use their phones without management or teacher permission and supervision.
- Upper Primary students should only be allowed to use their phones before 8:30 and after 3:30 where special permission to have the phone has been agreed previously with the school.
- All communication with students and parents in the primary school within school hours should be made via the Main Office.
- Primary students may use school devices for *educational* games at break times, if the supervising teacher gives permission.
- School email/365 accounts be introduced for Upper Primary (years 3-6) - with supervision in school by teachers and with safety procedures.* Parents will have access to their children's accounts as with the Moodle accounts. Students should only change their passwords with the agreement of their parents/guardians

Email/365 accounts

- Primary - School email/365 accounts be introduced for Upper Primary (years 3-6) - with supervision in school by teachers and with safety procedures.* Parents will have access to their children's accounts as with

the Moodle accounts. Students should only change their passwords with the agreement of their parents/guardians.

Consequences
- As students in the Primary school will always be supervised when using their devices, the teachers should apply normal behavior rules to the lesson.

Middle & High School Students
BISB has implemented BYOD (Bring Your Own Device) for Years 7 to 13 to allow students and teachers to utilize the power of 1-1 opportunity and e-learning tools to support and enrich learning. However, the school does not expect devices to be used for every lesson; our goal is to blend traditional teaching methods with new and exciting technological developments that benefit learning for all.

Procedures
- Students can use their phones for learning purposes with teacher permission, and additionally use their phones at break/lunch in the designated area (library) for learning purposes only.
- The preferred device is a laptop. However, tablets and smartphones are allowed, with teacher permission, for learning purposes.
- BYOD is optional for Year 7 students in the Autumn term, and students can borrow a laptop from the Year 7 cart. Students from other years are also allowed to borrow laptops with their teacher's permission, though priority is for Year 7 students in the Autumn term.
- Students should be allowed to listen to music or watch videos in lessons only if the teacher gives permission. There may be lessons where the teachers need their students to listen to music or watch a video for a specific learning reason. Some students may have an attention issue for which one of the strategies is to be allowed to listen to music to help them cut out distractions. If the teacher does allow students to listen to music on their devices, then it should be downloaded, not streamed.

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PROCEDURES & STRATEGIES

- Students' devices (smartphones, tablets, laptops, smart watches, etc.) may be used on school premises for learning purposes:
  - With permission from the teacher in a lesson (or in a classroom before school)
  - In a designated area (the library) at break and at lunch after 1.30 p.m.
  - In Aftercare from 3.30 p.m.
- Non-learning uses allowed:
  - Use of mobile phone after 3.30 to contact parent/guardian regarding pick-up arrangements
  - Use of devices for leisure activities at morning break and after 4.30 p.m.*, in the designated area (library) - but any music/video/games should be downloaded to the device, not streamed.
  - Smart watches may be used like ordinary watches for functions such as checking the time/date, stopwatch, etc,
    - *If using the library for leisure after 4.30, please be discreet, as there are some students in After Care who will only be allowed to use the computers for educational games/activities.*
- Parents with specific wishes, agreed at home on discussion with their child, regarding free time use in school can specify by signing and marking on a template on a template to be attached to the device so its easy for staff on duty to check, and a copy kept with the school. *Template to be created by students*. Target date: End of Summer term
- Lunch breaks are to be device free (except for learning purposes) and students should seek to participate in clubs or face-to-face social interaction.

Inappropriate use of Wi-Fi/Internet

For inappropriate use of Internet or Wi-Fi, the school will follow these agreed consequences for inappropriate use of devices. However, the school reserves the right to block students from using the school Wi-Fi for inappropriate or very high data usage until the issue has been dealt with/resolved. The school will not block students' access during the school day unless it is severely affecting the Internet provision.

- Examples of high data usage to avoid using in school time:

PROCEDURES & STRATEGIES

- o Video streaming, e.g., Netflix, Amazon Prime, YouTube (except with teacher permission for learning purposes)
- o Music streaming (e.g., Spotify, iTunes)
- o Online gaming or digital distribution platforms offering DRM (digital rights management), multiplayer and social networking services (e.g., STEAM, Roblox)
- o Software and operating system updates (these should be turned off)
- o File sharing major re-syncs (e.g., Dropbox, One Drive for Business)
- Devices using the student or teacher Wi-Fi that do not have their names clearly identifiable will be blocked until the names are changed accordingly

Agreed Sequence of Consequences for use without permission:

1. The student turns the device off and hands the device to the teacher; it is returned at the end of the lesson or break. The teacher will not turn it on to investigate the usage on the phone. The teacher should keep a record of students he/she has applied this consequence to.

2. If it happens again with the same student in another lesson with the same teacher (or the same teacher on duty at break) then the student switches it off and hands it to the teacher, who hands it in to the Main Office after the lesson. They record it and keep it; the student collects it at the end of the day at 3.30. The office will not turn it on to investigate the usage on the phone; the device will be labelled and stored in a locked cupboard till the end of the day.

3. If the device gets to the Main Office again for the same student, it can be collected at the end of the day, but the parents and the mentor will be informed via the communication journal*/email.

4. If the device gets to the Main Office again from the same student, then the parents/guardians and the Head of ICT & e-Learning will be informed by email from the Main Office. The parents will have to come in (at a mutually convenient time) to discuss with the Head of ICT & e-Learning and the student, and to collect the device. The student will only be

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PROCEDURES & STRATEGIES

allowed to bring a device to school when all agree that he/she is ready to do so. The mentor and Head of Middle/High School will be informed of any key points from the discussion.

5. If further occurrences happen, then again the issue/student will be referred to the Head of Middle/High School and the Head or Deputy Head of School to decide next steps in action/consequences, and parents will be called in for a meeting.

6. *Students forgetting their communication journals at home will be asked to email their parents/guardian with the homework assignment, or message from the teacher, CCing the teacher and the mentor.*

    Some students are allowed to use a digital organizer instead of the communication journal for homework and communications from mentor/teacher to parent. This should be approved by the mentor.

    IB students do not have communication journals. Need to define the appropriate method of communication between parents and teachers of IB students (digital organizer, email, ISAMS

High School Students

The High School will follow the procedures and consequences as outlined for the Middle & High School, with the following exceptions:

- High School students are allowed to use their devices for learning purposes in certain designated <u>areas without supervision</u>, e.g., IB common room.
- It is recognized that IB students may be required to use their devices for research and study during their <u>study</u> periods, but they should still respect the requirement to use them for learning purposes only.
- High School students <u>should model appropriate use</u> of devices and the Internet, setting an example about appropriate and intelligent use.
- High School students may additionally use their phones in study periods and in other locations at lunch or break - but not in the presence of younger students i.e. not in the main lunch hall.

All (staff, students and parents)

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PROCEDURES & STRATEGIES

Netiquette

- Always be respectful and polite.
- Use appropriate language.
- Choose the appropriate form of communication (phone call, email, text, Skype) depending on the importance and urgency of the message.
- USE CAPITAL LETTERS ONLY WHERE APPROPRIATE – otherwise it looks like you are shouting.
- Avoid sending an email when emotional; i.e., don't send an angry email. If you are angry, 'sleep on it' and try to speak to the person face-to-face.
- Be concise.
- Give the message a correct title/subject.
- Use a spell checker and proofread your message.
- Use the appropriate salutation (e.g., Dear, Hi) and closing (e.g., Regards, Kind Regards, Yours).
- If you make a request, check that it is reasonable and achievable in the given time.
- Always check who is copied on the email. Use Reply All only when others need to know your response.
- Re-read the message, and check that it is going to the correct person/people before sending.
- Understand that communications with adults (e.g., staff and parents) are expected to be more formal than communications with other students.
- Use BCC appropriately, for example, when emailing a group of people who do not know each other or expect to have their addresses shared.

Email Checking Expectations

- Staff and students (except Primary) are expected to check their school email (and parents their contact email) daily on days when the school is open, and at other times as directed by school rules and/or the code of conduct. All other expectations should be clearly stated by school management.

Procedures

- No students or staff should use their smartphones in the main lunch hall.
- Teachers should model good practice and not use their smartphones in lessons except in situations for supporting or enhancing the learning.

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PROCEDURES & STRATEGIES

- Teachers sections of the school should work together with students to develop a method for monitoring screen time in lessons and breaks, with follow-up where concerns are raised.

Strategies

- Training for staff in innovative and emerging technologies and in using technology for enhancing learning. Share any relevant info with parents
- Students to provide workshops for teachers and parents.
- Host a conference for the creative use of IT for teaching and learning – students, staff and parents give workshops.
- Utilize websites with tips and strategies for raising awareness of issues such as radicalization & grooming
  (e.g., http://www.radicalisationresearch.org/guides/what-can-schools-do-about-radicalisation/)

Parents (Bridging the Gap)
Strategies

- Student-led workshops for parents & staff, charge to raise $ for Tanzania
- More face-to-face discussion forums
- Moodle page about technology use: students can update parents about what they are doing/learning
- Open dialogue needed
- Tap into experts in the community
- Teacher training & sharing of skills
- Use of NAU training
- Student-led workshops for teachers/parents
- Teacher-led workshops for students/parents
- Parent-led workshops for students/teachers
- Expert-led workshops for all

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C- CREATIVE USE OF ICT

C- Creative Use of ICT

The school recognizes that technology can unlock the potential for teachers and students to be creative. Technology continues to grow and evolve so that it connects people from all over the world and allows students, teachers and adults to continuing learning from each other.

Procedures/Strategies

- Training for staff in innovative and emerging technologies and in using technology for enhancing learning. Share any relevant info with parents.

- Students to provide workshops for teachers and parents.

- Host a conference for the creative use of IT for teaching and learning – students, staff and parents give workshops.

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R - RESPONSIBLE USE OF ICT

R - Responsible use of ICT

"Behave online as you are expected to do offline."

The staff, students and parents of BISB agree to use IT responsibly when using it in school, on school buses, on school trips and when using any school IT systems from outside the school.

BISB staff, students and parents recognize that they are representatives of the school whenever they publically discuss BISB, even when using social media or other communication methods.

BISB staff, students and parents agree with the statements in this section and agree to comply with the rules, consequences and guidelines that have been agreed by the school community.

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NETIQUETTE

Netiquette

"If kindness is contagious, then netiquette should be viral."
BISB believes that there are rules and guidelines of etiquette that apply when communicating over computer networks, especially the Internet.

The school recognizes that there is a difference in netiquette in digital communication between different groups of the school community (e.g., student to student, staff to staff, parent to parent), just as there is a difference in face-to-face communication. However, netiquette principles should be followed by all members of the school community in communication on school matters.

Procedures
Netiquette rules:
- Always be respectful and polite.
- Use appropriate language.
- Choose the appropriate form of communication (phone call, email, text, Skype) depending on the importance and urgency of the message.
- USE CAPITAL LETTERS ONLY WHERE APPROPRIATE – otherwise it looks like you are shouting.
- Avoid sending an email when emotional; i.e., don't send an angry email. If you are angry, 'sleep on it' and try to speak to the person face-to-face.
- Be concise.
- Give the message a correct title/subject.
- Use a spell checker and proofread your message.
- Use the appropriate salutation (e.g., Dear, Hi) and closing (e.g., Regards, Kind Regards, Yours).
- If you make a request, check that it is reasonable and achievable in the given time.
- Always check who is copied on the email. Use Reply All only when others need to know your response.
- Re-read the message, and check that it is going to the correct person/people before sending.

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NETIQUETTE

- Understand that communications with adults (e.g., staff and parents) are expected to be more formal than communications with other students.
- Use BCC appropriately, for example, when emailing a group of people who do not know each other or expect to have their addresses shared.

Email Checking Expectations:

Staff and students are expected to check their school email (and parents their contact email) daily on days when the school is open, and at other times as directed by school rules and/or the code of conduct. All other expectations should be clearly stated by school management.

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USE OF DEVICES

Use of Devices

"It's not what you use, it's the way that you use IT."

BISB recognizes that there are learning situations where the use of a smartphone or tablet may be preferable than using a laptop, due to speed of access to the information or appropriateness to the task, e.g.:
- Taking photos/videos relating to school work
- Looking up information to aid learning, e.g., definitions
- Listening to music as an aid to concentration
- For accessing organizational tools such as homework planners or task lists.
- Phoning/texting/emailing parents/guardians with urgent messages, e.g., regarding pickup (for Middle School students, only after 3.30)

Teachers will model good practice in the use of smartphones and avoid using them in lessons, except where it supports or enhances the learning or lesson.

Procedures

Early Years, Lower Primary and Upper Primary

BISB will aim to provide appropriate devices (tablets, laptops, etc.) to enhance student learning. To maximize the opportunities, the school will aim to provide devices on a 1:1 basis (one device per student).

Primary students may use school devices only with permission from the teacher for learning purposes, and under supervision.

Primary students may use school devices for *educational* games at break times, if the supervising teacher gives permission

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USE OF DEVICES

Middle and High School

BISB has implemented BYOD (Bring Your Own Device) for Years 7 to 13 to allow students and teachers to utilize the power of e-learning tools to support and enrich learning. However, the school does not expect devices to be used for every lesson; our goal is to blend traditional teaching methods with new and exciting technological developments that benefit learning for all.

The preferred device is a laptop. However, tablets and smartphones are allowed, with teacher permission, for learning purposes.

BYOD is optional for Year 7 students in the Autumn term, and students can borrow a laptop from the Year 7 cart. Students from other years are also allowed to borrow laptops with their teacher's permission, though priority is for Year 7 students in the Autumn term.

Students should be allowed to listen to music or watch videos in lessons only if the teacher gives permission. There may be lessons where the teachers need their students to listen to music or watch a video for a specific learning reason. Some students may have an attention issue for which one of the strategies is to be allowed to listen to music to help them cut out distractions. If the teacher does allow students to listen to music on their devices, then it should be downloaded, not streamed.

Students' devices (smartphones, tablets, laptops, smart watches, etc.) may be used on school premises for learning purposes:
- With permission from the teacher in a lesson (or in a classroom before school)
- In a designated area (the library) at break and at lunch after 1.30 p.m.
- In Aftercare from 3.30 p.m.

Non-learning uses allowed:
- Use of mobile phone after 3.30 to contact parent/guardian regarding pick-up arrangements

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USE OF DEVICES

- Use of devices for leisure activities at morning break and after 4.30 p.m.*, in the designated area (library) - but any music/video should be downloaded to the device, not streamed.
- Smart watches may be used like ordinary watches for functions such as checking the time/date, stopwatch, etc,
- Gaming is not permitted at any time during the school day.

If using the library for leisure after 4.30, please be discreet, as there are some students in After Care who will only be allowed to use the computers for educational games/activities.

 Additional freedom for High School students

- High School students are allowed to use their devices for learning purposes in certain designated areas without supervision, e.g., IB common room.
- It is recognized that IB students may be required to use their devices for research and study during their study periods, but they should still respect the requirement to use them for learning purposes only.
- High School students should model appropriate use of devices and the Internet, setting an example about appropriate and intelligent use.

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SMARTPHONES

Smartphones

"Smartphones, not stupid phones."

BISB recognizes that there are situations where the use of a smartphone or tablet may be preferable to using a laptop, such as:
- Taking photos/videos relating to school work
- Phoning/texting/emailing parents/guardians with an urgent message, e.g., regarding pickup (for Middle School students, only after 3.30)
- Looking up information to aid learning, e.g., definitions
- Listening to music as an aid to concentration
- For accessing organizational tools such as homework planners or task lists.

Procedures

Lower Primary students should never use their phones without management or teacher permission and supervision.

Upper Primary students should only be allowed to use their phones before 8:30 and after 3:30 where special permission to have the phone has been agreed previously with the school.

All communication with students and parents in the primary school within school hours should be made via the Main Office.

Middle School students can use their phones for learning purposes with teacher permission, and additionally use their phones at break/lunch in the designated area (library) for learning purposes only.

High School students may additionally use their phones in study periods and in other locations at lunch or break - but not in the presence of younger

SMARTPHONES

students i.e. not in the main lunch hall.

All (staff, students and parents): No students or staff should use their smartphones in the main lunch hall.

Teachers: should model good practice and not use their smartphones in lessons except in situations for supporting or enhancing the learning.

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FREE TIME USE OF DEVICES

Free time use of devices

"With great freedom comes great responsibility."
  Staff and parents at BISB recognize the wish for students to use their devices during free time for non-academic purposes.

Students also recognize the concerns that some parents and staff have about the impact on students' health and well-being from excessive use of digital devices and screens.

The school will seek to encourage students to use their free time to develop their socializing skills and to relax, rest and play, but will provide opportunity for students to exercise their wish to follow leisure pursuits on their devices at some agreed times, and only if it doesn't involve streaming music, video or games (to avoid slowing down access to the Internet).

Procedures *(Note: there is some duplication here with Use of Devices page - but it was felt that there should be a separate page on this issue to recognize that the wishes of students has been understood and built-in)*

Lunch breaks are to be device free (except for learning purposes) and students should seek to participate in clubs or face-to-face social interaction.

Primary students may use school devices for *educational* games at break times, if the supervising teacher gives permission.

Middle & High school students are allowed their devices for **leisure activities** after 4.30pm, in the designated area (library) - but any music/video/games should be downloaded to the device, not streamed.

If using the library for leisure after 4.30, please be discreet as there are some students in After Care who will only be allowed to use the computers for educational games/activities.

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INTERNET AND WI-FI

Internet and Wi-Fi

"If you block the superhighway in or out of a city, all traffic grinds to a halt, no matter how fast or wide the highway is."

BISB aims to provide the largest Internet bandwidth and best download/upload speeds possible, under the guidance of the NAE IT team.

The school aims to facilitate a high-quality Wi-Fi provision to facilitate the use of all personal and school devices. This also involves monitoring usage* and taking steps to ensure that excessive use by a few doesn't affect the Internet access of the many.

Monitoring of Wi-Fi usage will take place only to ensure that the Internet and Wi-Fi is working well for all. Specific monitoring of website activity will not take place, only the types of usage e.g. gaming, social media, web browsing, video/music streaming.

Students agree that they will use the Internet and Wi-Fi responsibly, understanding that high data usage could have an impact on learning throughout the school.

Students use the Internet as their first point of reference now for information. The school has a responsibility to help them discern the reliability of the information.

Students, staff and parents using the school Wi-Fi with personal devices agree to ensure that their device names incorporates their own names for identification purposes.

Staff and students agree not to use personal data provision (e.g., from cell phone providers) in any way that contravenes the responsible use outlined here. The school cannot put in place any restrictions on the type of activity using personal data provision without blocking all personal data usage.

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INTERNET AND WI-FI

Procedures

For inappropriate use of Internet or Wi-Fi, the school will follow the agreed consequences for inappropriate use of devices. However, the school reserves the right to block students from using the school Wi-Fi for inappropriate or very high data usage until the issue has been dealt with/resolved. The school will not block students' access during the school day unless it is severely affecting the Internet provision.

Devices using the student or teacher Wi-Fi that do not have their names clearly identifiable will be blocked until the names are changed accordingly.

Examples of high data usage to avoid using in school time:
- Video streaming, e.g., Netflix, Amazon Prime, YouTube (except with teacher permission for learning purposes)
- Music streaming (e.g., Spotify, iTunes)
- Online gaming or digital distribution platforms offering DRM (digital rights management), multiplayer and social networking services (e.g., STEAM, Roblox)
- Software and operating system updates (these should be turned off)
- File sharing major re-syncs (e.g., Dropbox, One Drive for Business)

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CLEAR, AGREED CONSEQUENCE

Clear, agreed consequence

"There are in nature neither rewards nor punishments; there are consequences."   - Robert Green Ingersoll

BISB believes that there should be clear, agreed consequences for the inappropriate use of electronic devices in the school.

Early Years, Lower and Upper Primary School – As students will always be supervised when using their devices, the teachers should apply normal behavior rules to the lesson.

Middle and High School:

Sequence of Consequences for use without permission:
1. The student turns the device off and hands the device to the teacher; it is returned at the end of the lesson or break. The teacher will not turn it on to investigate the usage on the phone. The teacher should keep a record of students he/she has applied this consequence to.

2. If it happens again with the same student in another lesson with the same teacher (or the same teacher on duty at break) then the student switches it off and hands it to the teacher, who hands it in to the Main Office after the lesson. They record it and keep it; the student collects it at the end of the day at 3.30. The office will not turn it on to investigate the usage on the phone; the device will be labelled and stored in a locked cupboard till the end of the day.

3. If the device gets to the Main Office again for the same student, it can be collected at the end of the day, but the parents and the mentor will be informed via the communication journal*/email.

4. If the device gets to the Main Office again from the same student, then the parents/guardians and the Head of ICT & e-Learning will be informed by

CLEAR, AGREED CONSEQUENCE

email from the Main Office. The parents will have to come in (at a mutually convenient time) to discuss with the Head of ICT & e-Learning and the student, and to collect the device. The student will only be allowed to bring a device to school when all agree that he/she is ready to do so. The mentor and Head of Middle/High School will be informed of any key points from the discussion.

5. If further occurrences happen, then again the issue/student will be referred to the Head of Middle/High School and the Head or Deputy Head of School to decide next steps in action/consequences, and parents will be called in for a meeting.

* *Students forgetting their communication journals at home will be asked to email their parents/guardian with the homework assignment, or message from the teacher, CCing the teacher and the mentor.*

Some students are allowed to use a digital organizer instead of the communication journal for homework and communications from mentor/teacher to parent. This should be approved by the mentor.

IB students do not have communication journals. Need to define the appropriate method of communication between parents and teachers of IB students (digital organizer, email, ISAMS,... Target date: end of Summer term

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SOCIAL MEDIA AND PEER PRESSURE

Social media and peer pressure

"Social media is just a tool – all tools can be used for good or harm."

Although there are some fears from staff and parents that students experience peer pressure to use social media, the school recognizes that the majority of students do not feel this pressure.

Students understand that parents and staff are concerned about their safety, and agree no one should be forced to participate in any online activity, and will actively engage in helping to educate their peers to use social media in a positive way.

The school believes that social media is an important communication, collaboration and networking tool, and if there is peer pressure, it should be to use it in in a constructive, educational, responsible and respectful way.

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PRIVACY

Privacy

"We all have a right to keep our private lives private."

BISB recognizes the right of individuals to privacy in regards to what is posted about them on the Internet publicly. If posting any images, videos or information about other members of the community, it is understood by all that it is right to seek permission from those people to do so, and respect their right to decline such permission. Privacy restrictions should be utilized where appropriate.

Parents have an option to request that their child does not feature in any school photos or videos on the Internet. This list of students needs to be easily available for staff to refer to. Students on the list must also refuse to give permission when requested by any other student.

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I - INTELLIGENT USE OF ICT

I - Intelligent use of ICT

"Let's think about our use of IT, not let IT think for us."

The school recognizes that intelligent use of IT involves two aspects: using technology in ways that enhance rather than detract from your online identity, and using IT wisely to aid learning. BISB will help students (and advise parents) with both aspects of intelligent IT use.

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ENHANCING LEARNING INTELLIGENTLY

Enhancing learning intelligently

"If IT enables you to learn what you couldn't without it, use IT."

BISB will continue to suggest ways that students can enhance their in-school learning through selective use of technology, e.g., by supporting math, computing and language learning with sites such as Manga High, Kahn Academy and Rosetta Stone or by advising about other apps for improving study, e.g., time management apps.

Students will be encouraged to share useful online resources that help them with their learning.

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DIGITAL FOOTPRINTS

Digital footprints

"You press SEND once, but the outcome stays forever."

The school aims to make all students aware that we all leave a trail of data while using the Internet, called a digital footprint. It includes the websites you visit, emails you send, and information you submit to online services.

The school will seek ways to educate students about how to take control of their digital footprints and use them positively for their future (e.g., in college applications and job applications).

All members of the community are aware that the trail of data they leave when talking about the school or using the school's communication systems has an impact on the school's digital footprint and agree to contribute to build a positive one.

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THINKING BEFORE POSTING

Thinking before posting

"Only make posts that you would feel comfortable with your grandmother reading."

Everyone in the school community has a duty to think carefully before making any communication using the school resources and on school matters.

A concerted and coordinated approach will be taken in educating students about responsible communication in the digital age and encouraging best practice. Being aware of digital footprints is an integral part of this. Communication and media should be appropriate for age and purpose. The school will take responsibility for sharing guidelines for best practice with students and parents.

All users should be aware of the effects and influences of inappropriate posting on websites, social media and other media platforms. Students should be aware that once anything has been posted, it is very difficult or even impossible to remove, delete or redact.

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BRIDGING THE GAP

Bridging the gap

"People fear what they don't understand and hate what they can't conquer."

There is a gap between adults' knowledge and understanding of students' ICT skills and online activity and their actual skills and activity. This leads to fear, and the school will seek to apply strategies to help bridge those gaps.

The school is committed to the professional development of teachers to equip them with the required IT skills for and for gaining confidence in using them for enhancing teaching and learning.

Suggested Strategies:
- Student-led workshops for parents & staff, charge to raise $ for Tanzania
- More face-to-face discussion forums
- Moodle page about technology use: students can update parents about what they are doing/learning
- Open dialogue needed
- Tap into experts in the community
- Teacher training & sharing of skills
- Use of NAU training

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EDUCATING EACH OTHER

Educating each other

"It is everybody's job to educate others and be educated."

The school understands that the people that students listen and respond to most about responsible use are their teachers, peers, parents, friends and older students – more so than people from outside the school or websites.

The school will facilitate and encourage all members of the school community to take part in the role of educating others about responsible use of technology.

Suggested Strategies:
- Student-led workshops for teachers/parents
- Teacher-led workshops for students/parents
- Parent-led workshops for students/teachers
- Expert-led workshops for all

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S- SAFE USE OF ICT

S- Safe use of ICT

"A ship in harbor is safe, but that is not what ships are built for."
— John A Shedd

The school is responsible for the safety of students when using its ICT resources or systems while in school care.

The physical safety of using the equipment falls under the Health & Safety policy, and should be purchased and installed in compliance with safety standards.

Parents, staff and students all have a responsibility to use the equipment in a safe manner and report any safety risks to the Health & Safety officer.

The following sections relate to safe usage of the school ICT software and online resources.

CYBERBULLYING

Cyberbullying

"One shot is enough."
(UNICEF anti-cyberbullying campaign)

The school recognizes that cyberbullying is bullying using the Internet and that the consequences can be especially devastating due to the public nature of the crime. Incidents of cyberbullying involving students of the school, whether in school or beyond, will be treated seriously and in line with the schools' anti-bullying policy.

The school has a responsibility to educate about cyberbullying and promote positive use of the Internet. Staff and students should report any incidents of cyberbullying to the appropriate member of staff as indicated in the anti-bullying policy.

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INAPPROPRIATE WEBSITES

Inappropriate websites

"'Inappropriate' is when you find yourself switching activity quickly when someone approaches you."

The school will adopt filtering systems to protect students from accessing inappropriate websites such as those containing pornography or content that is violent, offensive or otherwise disturbing.

However, it is recognized that more important than this is the need to educate about responsible use of the Internet, so that students are aware of the dangers if they are using systems or devices that do not have such protection. Also, students need to be taught how to act if such inappropriate material does appear on their devices by accident.

All users of the school ICT systems agree to use the school ICT resources and Internet responsibly and to not attempt to access such websites.

Although parents have a responsibility for the safe use of devices at home, the school can help provide advice on helpful strategies and software, and utilize parents' experience to help others.

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EXCESSIVE USE AND HEALTH ISSUES

Excessive use and health issues

"If you can't go a day without looking at a screen, there's something wrong."

Staff, students and parents agree that there are health dangers associated with excessive use of computers. These issues may include physical problems related to posture and eyesight as well as mental health issues such as addiction, stress and anxiety.

The school and parents understand their joint responsibility to educate about safe amounts of screen time and correct posture, and to monitor and look out for students who may be at risk, employing strategies to help students.

Any health concerns relating to the use of ICT in school should be reported to the school's Health & Safety officer for review and risk assessment.

Procedures

Teachers sections of the school should work together with students to develop a method for monitoring screen time in lessons and breaks, with follow-up where concerns are raised.

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GROOMING

Grooming

"When someone you've never met is being over-friendly to you, ask the question 'Why?'"

The school has a responsibility to educate students about the dangers of holding conversations online with people they do not know. People are not always who they say they are, and their intentions may be to befriend a child with the intent to lure them, to cause harm, or to share some private information that could lead to danger or blackmail.

Students agree to talk to their parents, or teachers if in school, if anyone who they do not know engages them in conversation online. The school will seek to use secure systems, such as Global Campus, which is accessible only via a school account.

Students should only use social media in school for educational reasons with permission, and if so, should utilize privacy restrictions to avoid contact with strangers.

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RADICALIZATION

Radicalization

"Extremism thrives among ignorance and anger." - Hillary Clinton

All students, staff and parents should be aware that radicalization (the process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations) is a real issue and should be vigilant and report any examples that they are concerned about.

The school believes that education and civil discourse are the antidote to extremism and should offer some tips and strategies for spotting and avoiding Internet sites that seek to radicalize youth.

Procedures

- Utilize websites with tips and strategies
  (e.g., http://www.radicalisationresearch.org/guides/what-can-schools-do-about-radicalisation/)

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THE SCHOOL'S APPROACH TO EDUCATING ABOUT SAFE USE

The school's approach to educating about safe use

"Dangers do not cease to exist just because they are ignored."

 - adapted from a quote by Aldous Huxley

The school will share the resources and materials used to educate students about the safe use of ICT. Students, parents and staff are responsible for their own safe use of technology. To help establish this, the school will aim to deliver informal workshops (for staff and parents) to cover topics such as setting up iPads for safe use, and the safe use of social media.

In an ever-changing technological scenario, teachers (and students) at the school will receive ongoing training in the safe use of IT.

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SCHOOL EMAIL ACCOUNTS

School email accounts

"The smartest people can write the worst emails and those of less intellect can write the best."— Paul Babickii

The school provides school email addresses to students so they can access Moodle and Global Campus for enhancing and supporting learning.

The school also provides school email accounts and associated apps to facilitate communication and collaboration from an age which is agreed by staff, students and parents.

The school email address is the only email address that students should use for emailing staff; likewise, staff should only email students at their school email address.

Students should use their school email accounts responsibly and appropriately. Inappropriate use will be dealt with according to the school's code of conduct.

The school will employ tools for ensuring safe use of school emails, in accordance with NAE policy and requirements.

The school email account is a tool for school communication and collaboration. On that basis, students agree to share their school email account details should their parents request it for checking the email account and Moodle. The school also agrees to provide school email accounts upon parent request.

 Procedures

Primary - School email/365 accounts be introduced for Upper Primary (years 3-6) - with supervision in school by teachers and with safety procedures.* Parents will have access to their children's accounts as with the

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SCHOOL EMAIL ACCOUNTS

Moodle accounts. Students should only change their passwords with the agreement of their parents/guardians.

Secondary – Students take responsibility for their school email accounts (following netiquette rules).

P- PHILOSOPHY, VISION AND VALUES

P- Philosophy, vision and values

"It's no good having web 'sight' but no vision."

BISB believes that it is important to have a clear philosophy, vision and set of values regarding the use of IT in the school.

The following sections outline what the school community believes and is working towards.

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FACE-TO-FACE VS. DIGITAL INTERACTION

Face-to-face vs. digital interaction

"Enjoyable social interaction, community and laughter has a healing effect on the mind and body." — [Bryant McGill](#)

BISB believes that digital technologies are important tools for learning in today's world, offering exciting opportunities for research, collaborating across schools and countries, and producing creative work. In the school environment, however, face-to-face communication remains more important.

Students learn valuable skills from interacting directly with teachers and with each other, which they cannot learn as efficiently when mediated through screens.

BISB teachers look for ways to incorporate technology in the classroom to support the lessons that are being taught and the skills that are being developed.

Students should be aware of the time they spend online and should strive to develop their social skills with face-to-face interactions.

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AGE APPROPRIATE

Age appropriate

"What's good for you may not be good for your little brother or sister."

BISB believes that a clear differentiation in the use of technology between the children in early years compared to high school students should be developmentally appropriate. For example, in early years, technology may be kept at a minimum, whereas in high school, students may be more reliant on it to enhance their learning. Technology use should be age-appropriate, with different rules and consequences for different ages.

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PARTNERSHIP OF STUDENTS, STAFF AND PARENTS

Partnership of students, staff and Parents

"Trusting helps you suffer less."— [Aniekee Tochukwu]

BISB recognizes the importance of the voice, opinions and ideas of staff, students and parents in decision-making regarding the use of technology in the school.

While technology offers great opportunities, it also presents students with unique dangers. BISB will help students learn about digital dangers and how they can use the Internet safely. The school community hopes to cultivate an attitude of openness and mutual responsibility, so that students, parents and teachers all buy into the IT philosophy and try to work within it.

BISB is committed to building bridges and not walls. The school community understands that there are knowledge gaps between students, parents and teachers with respect to the use of technology. Openness and sharing between them will contribute to ensuring the safety of the children, allaying the fears of their parents, and facilitating the creative use of technology for learning.

It is important to continually engage and value the students' input in regards to technology and to use them as a resource to educate and mentor students in younger grades. This allows students to create a sense of ownership over this policy.

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USE OF TECHNOLOGY AT HOME

Use of technology at home

"Don't let your technology usage become the monster under the bed."

BISB believes that students' technology use at home is ultimately the parents' responsibility, except in cases of online bullying, where the school bullying policy will be followed.

Parents recognize that there is a clear delineation between school responsibilities and parental responsibilities and that these must be kept separate.

The school will provide resources to help families navigate the online worlds their children may encounter and clearly communicate and share information about responsible and safe Internet use.

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FREEDOM, PRIVACY AND RESPONSIBILITY

Freedom, privacy and responsibility

"When it comes to privacy and accountability, people always demand the former for themselves and the latter for everyone else." — David Brin

BISB staff, students and parents respect the privacy and confidentiality of information about ourselves and others. The school understands that the Internet is not a private place and agrees to not post, publish or share any images or information via the Internet without gaining the consent of those it concerns.

BISB believes in giving students more freedom to explore the use of technological tools for enhancing learning as they progress through the school journey. However, with greater freedom comes extra responsibility to model the use of those tools appropriately for younger students who do not yet have as much freedom.

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