

# Safe Mobile Technology in Schools Guidance

## Vision

“To enable all schools to develop an ethos of digital citizenship that leads to safe and responsible use of Inspire iPads and other mobile technology. This will encourage schools to positively embrace mobile technology to enhance learning now and in the future whilst helping them protect staff, children and young people from possible harmful consequences of misuse.”

## Context

Mobile technology is an integral part of the lives of children and young people across Borders and Scotland, with many bringing their own mobile phone devices into school.

Used responsibly, mobile devices such as Inspire iPads and mobile phones etc can enhance learning and teaching, communication and social experiences and can bring a sense of security to parents as their children enjoy more independent activities, such as walking to and from school unsupervised. Such devices can also be powerful tools when utilised by teachers to enhance learning and teaching.

## Inspire Learning Programme

Inspire Learning is transforming teaching and learning across the Borders for the benefit of all teachers, children and young people where Apple devices are given to all P4-S6 pupils and shared class sets of iPads for ELC to P3 children. The iPad is the default digital tool for learning within a classroom and thus reduces the reliance on using a personal mobile device though there may be some situations where this is appropriate.

The programme is aimed at raising attainment and supporting equality and inclusion for all children and young people. It is about investing in the learning of our young people and putting them at the heart of education, improving outcomes and success for all. The effective deployment of digital technology in schools will ensure our children and young people develop a level of general and specialist digital skills that are vital for learning, life and work in an increasingly digital world.

The programme continues to support teachers in the best use of the technology in the classroom and is committed to achieving a uniquely high digital skills and pedagogy baseline for all Borders teachers through an extensive, bespoke package of professional learning and development.

The increasing importance of the role of technology in education is clear at all levels. With access to devices to support learning and teaching being recognised as critical in the post pandemic period, the demand for accredited professional learning to support educators and learners is forecast to increase over coming years as governments seek to support education through access to devices and skills

Using Inspire Learning technology in school will help and enhance children and young peoples learning at school and:

- Raise educational attainment
- Create a pupil-centred curriculum which will provide engaging pupil-centred lessons
- Enable children and young people to access the most up to date educational resources • Raise levels of engagement, motivation and interaction
- Improve facilitation of different learning styles
- Support remote and/or independent learning
- Improve self-management
- Improve the digital skills needed for the future workplace

All Inspire iPads use content filtering software at all times, from any location, in and outside of school, ensuring the safeguarding for all young people and children. All devices are enrolled in a Mobile Device Management system which allows SBC to set restrictions to ensure iPads work in accordance with the acceptable use policy. Importantly, it allows the Council to protect the data on the iPad, so in the case of the iPad being lost or stolen it can be locked, wiped, tracked and traced.

### Risks of using personal mobile devices

There are risks associated with children and young people bringing their own personal mobile phones into schools. The Behaviour in Scottish Schools Research 2012 highlighted cases of misuse, both in terms of low-level disruption in classes and more serious misuse such as bullying and harassment of children and young people and staff. Such behaviour is unacceptable in any context. The inappropriate

use of this technology can also detract from their appropriate use in learning and can involve teaching staff, children and young people, and parents in investigations which require disproportionate amounts of time and can cause significant disruption to the school and wider community.

Stories relating to misuse of mobile phones are frequently reported in the media with many demonstrating the potentially devastating impact of such misuse on individuals and their families.

The two key policy drivers, Curriculum for Excellence and Getting it Right for Every Child recognise that developing the wellbeing of staff and children and young people is essential for creating the right environment for effective learning and teaching through the Curriculum.

Additionally, SBC have made a clear commitment to recognising, respecting and promoting children's rights in Scotland through the United Nations Convention on the Rights of the Child (UNCRC)

## Purpose

The purpose of this guidance is to provide schools in the Borders with advice on how to develop a local school policy that encourages safe and responsible use of personal mobile technology in school, and beyond. These policies should also be designed to protect staff and children and young people from harassment and abuse which can arise from the misuse of such technology.

Historically, 'acceptable use' policies have had a focus on managing and controlling online behaviour. More recently, there has been a move towards the promotion of positive relationships and behaviour in a digital context. This shift recognises the important role of educators in preparing young people to become 'digital citizens'. It takes into account the fact that young people have extensive access to the internet through mobile devices outwith the school.

SBC guidance aims :

- To provide a set of guiding principles for schools to consider when developing their own policies on safe and responsible use; rooted in the principles of 'Digital Citizenship', anti-bullying policies and the approaches to promoting positive relationships and behaviour outlined in Better Relationships, Better Learning, Better Behaviour. This also includes the SBC Inclusion Policy and Framework and the SBC Learning & Teaching Framework
- To emphasise that these principles could be mapped on to existing health and wellbeing experiences and outcomes, particularly those referring to social, emotional and mental wellbeing as well as relationships.
- To emphasise schools' responsibility for the health and wellbeing and safety of their staff and children and young people.
- To provide advice on how to develop local policies in partnership with the whole school community, engendering a sense of engagement, ownership and commitment.
- To provide advice on relevant legal aspects

For children and young people, the internet is a place, not a thing. It's a social space where they can hang out and meet friends. Like any place that children and young people go, there are benefits and risks. We wouldn't expect children and young people to behave appropriately without guidance from adults in any other context.

Children and young people need to understand that unacceptable behaviour remains unacceptable whether it occurs in an online environment, the playground, the classroom or anywhere else. Expectations for responsible conduct remain consistent, regardless of the context, and any breach of expectations in relation to mobile technology should be treated in accordance with the school's behaviour policies. It is expected that staff will respond consistently to any irresponsible use of mobile technology and will explain to children why certain behaviours are unacceptable, and what the potential impact of such behaviours might be.

In line with this, policies on mobile phone technology must be rooted within existing positive relationships and behaviour policies, which will already set out how incidents will be dealt with.

In order to promote digital citizenship, schools should consider how they will deliver learning and teaching about online behaviour and relationships. The key principles of digital citizenship that have an impact on use of mobile devices in schools include:

- digital etiquette (standards of conduct when using any mobile devices);
- digital rights and responsibilities (what people can do if they feel uncomfortable with digital communication and how they can report misuse); and
- digital security (precautions that can be taken to ensure digital safety).

This learning links well to work going on in schools in developing responsible and global citizens, recognising and respecting children's rights, creating an anti-bullying culture and raising awareness of digital and online safety. This learning can be delivered through the Curriculum for Excellence and in particular through the Health and Wellbeing experiences and outcomes: "The mental, emotional, social and physical wellbeing of everyone within a learning community should be positively developed by fostering a safe, caring, supportive, purposeful environment that enables the development of relationships based on mutual respect." (Curriculum for Excellence: Health and Wellbeing. Experiences and Outcomes)

Key themes that may form a framework for whole school community discussion and ultimate inclusion in such a policy include:

- Guidance regarding any restrictions on personal mobile phone device use within school grounds within the school day, at social events and on school outings. For example, it may be agreed that mobile phones should be switched off and out of sight during lesson times.
- Clear guidelines on the appropriate use of Inspire iPad for learning and teaching purposes.
- Emphasis on the need for safe and responsible use of mobile phone technology by children and young people and staff outwith formal learning and teaching purposes. Inspire 1;1 ipads can support learning outwith the classroom in outdoor learning and planned trips.
- There is a need to respect privacy and thus camera and filming functions must not be used without prior consent of subjects (children and young people or staff) and special permission of school senior leaders
- Images or recordings obtained by use of mobile technology should not be uploaded on social networking or other websites without the express permission of the subjects.

- Agreed consequences and sanctions for the misuse of mobile technology that are integrated with each school's existing policies and approaches to managing relationships and behaviour.
- Clear procedures for confiscation and return of mobile phone devices.
- Clear protocols on reporting of misuse within the school, and the support available in school for staff and for children and young people who are the subject of harassment using mobile phones.
- Consideration of situations where mobile phones may be used by children and young people with particular needs, for example, a young carer who is worried about the health of their parents.
- Clearly-stated responsibility/liability for personal mobile phones in terms of loss, theft or breakage.
- The range of ways that the policy will be shared with children and young people, parents and staff, for example in the School Handbook or school website

### Legal aspects

A full list of legislation relevant to all aspects of online safety, including the safe and responsible use of mobile technology, can be found here [Health and wellbeing in schools - Schools - gov.scot \(www.gov.scot\)](https://www.gov.scot/Topics/health-wellbeing/schools) This has been lifted from the accompanying guidance for the Scottish version of the e-safety self-review tool for schools, 360 Degree Safe, and will be kept under review and updated as necessary.

Regardless of specific legal aspects, staff, children and young people need to feel safe and protected. The school's policies on promoting positive relationships and behaviour and anti-bullying will provide a framework which should underpin responses to cases where mobile technologies have been, or are perceived to have been, misused.

Policies should make clear that there are consequences for misusing mobile technologies. In cases of extreme misuse where criminal events have been recorded using a mobile device, this immediately becomes a police matter and the school should place the device in the hands of the police without trying to access the contents.

Taking photographs or film/audio recordings of anyone without their permission may be regarded as a breach of a person's rights, which may be regarded in some instances by the police as a breach of the peace.

Should anyone choose to record images and then upload them onto social networks without permission from the person being recorded, the individual should be asked to remove this as part of the normal behaviour policy of the school. Schools may also approach social networks to request removal of inappropriate materials but the decision to do this lies with the social network provider

### Local Policies

- Learning and Teaching Framework
- Inclusion Framework and Policy
- Video Conferencing Guidance for schools
- Inspire Parental Booklet and Home Agreement Form
- Pupil User Acceptance for ICT Policy

### National Policies

Health and Wellbeing in Curriculum for Excellence: [www.educationscotland.gov.uk/learningteachingandassessment/curriculumareas/healthandwellbeing/index.asp](http://www.educationscotland.gov.uk/learningteachingandassessment/curriculumareas/healthandwellbeing/index.asp)

Getting it Right for Every Child: [www.scotland.gov.uk/Topics/People/Young-People/gettingitright](http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright)

Better relationships, better learning, better behaviour: The Scottish Advisory Group on Behaviour In Schools (SAGBIS) response to Behaviour in Scottish Schools Research 2013: [www.scotland.gov.uk/publications/2013/03/7388](http://www.scotland.gov.uk/publications/2013/03/7388)

Included, engaged and involved part 2: a positive approach to managing school exclusions: [www.scotland.gov.uk/Publications/2011/03/17095258/0](http://www.scotland.gov.uk/Publications/2011/03/17095258/0)