



# NGAIO SCHOOL CYBER SAFETY AND DEVICE USE PROCEDURES

*Updated February 2021*

---

Ngaio School believes in a Digital Citizenship model for supporting safe and responsible use of the internet in teaching and learning. An important part of this is that we are able to show others what responsible use looks like while we are using technology in our learning.

In line with this belief, we ask all staff, students and volunteers to commit to using the internet and associated technologies in a safe and responsible manner by reading and accepting the Ngaio School Teacher Cyber Safety and Device User Agreement.

Access to the ICT services provided by the school may be withdrawn if the Ngaio School Teacher Cyber Safety and Device User Agreement is not accepted and signed.

This procedure is based on good practice and advice from [Netsafe](#).

---

## RESPONSIBILITY OF THE USER

*This section outlines what Ngaio School considers appropriate professional conduct in the use of digital technology and online spaces in our school and as members of the Ngaio School community.*

Ngaio School believes in the importance of developing confident and capable users of ICT. Teachers are encouraged to discuss anything they are unsure of regarding the use of ICT in teaching and learning with a Digital Leader, a member of the school leadership team or a skilled colleague.

Ngaio School has the following policies relating to device use:

- Digital technology and cybersafety
- Staff social media
- Community social media
- Computer Security and Cybersecurity
- Phishing
- Cyberbullying
- Responding to Digital Incidents
- Privacy

These can be accessed through the School Docs site; Go to <https://www.schooldocs.co.nz/> From here you will need to click 'search for your school' in the top right hand corner, start typing Ngaio School and then select it from the drop down list. The username is 'Ngaio' and password is 'abbott'.

School staff are expected to familiarise themselves with these policies. If staff members are unsure or uncomfortable with any part of these documents, they should discuss it with a member of the school digital or leadership teams.

Staff members of the Ngaio School community are guided by the professional conduct outlined in the Codes and Standards (Education Council of Aotearoa NZ) and how these relate to the safe use of digital technologies and online spaces in schools. As role-models for students, staff have a responsibility to

uphold school's values and ensure our online environment is a positive place to learn, connect and enjoy. This means modelling safe, responsible and ethical use of digital technology and online spaces. The school directly oversees and is responsible for the use of devices, systems and principles in place designed to support learning. These are as below:

- **Password security:** Use strong passwords and keep them private. Do not share login details or use others' login details.
- **Log in and out:** This is an essential security measure for keeping sites and content safe.
- **New software:** Permission must be granted from the school IT manager/team before downloading software to the school network or connecting devices to the network to ensure they do not interfere with the school's equipment/network or the online security of another person.
- **Personal device security:** Staff are responsible for the security settings of their own devices. Staff should ensure any device used within the school has appropriate security software, that all software is up to date and that the devices are free from any harmful content which could be accidentally exposed during use.
- **Offensive content:** Content that is considered inappropriate for our students must not be brought into the school or added to school systems
- **Recognise copyright and intellectual property:** Copyright and intellectual property requirements must be followed by attributing references, images, text, audio and video appropriately.

*Staff at times also use technology that is not directly governed by the school. It is important to recognise that technology blurs the lines between what is strictly inside of school, and that from outside of school and therefore within the jurisdiction of employment agreements. For staff safety and the avoidance of doubt, the following requirements apply to activity that may impact a staff members' ability to perform their role or on the safety of other members of the community.*

- **Know the law:** New Zealand has a number of pieces of legislation that govern online spaces. Staff should be familiar with their responsibilities under these acts to ensure they are operating within the law and are able to guide students to do so.
- **Protect your reputation:** Social media can expose our private lives to our professional communities. Staff must be wary of how and where they post personal content that could undermine their reputation as a teaching professional.
- **Share with care:** Freedom of expression protects our right to share our views, but it does not protect people from the harm expressing those views can create. Staff must be wary of creating or forwarding content that could be considered harmful, inappropriate or hurtful to any member of the school community.
- **Protect privacy:** Sensitive personal information about another person in any digital communication must not be disclosed and consideration must be made as to what personal information is shared online. Messages that staff send privately can be made public by other parties.
- **Keep it offline:** Staff should not participate in the community's disputes online. From time to time disputes will arise between parents and/or students within the school community and can be carried out online. The school has processes in place for complaints and disputes should be handled through these channels where possible.
- **Get consent for content:** Video, photo or audio content must only be recorded and shared if the people in it know it has been taken and have provided their consent.

Teacher's use of the Internet and other communication technologies at Ngaio School by them and their students is to be limited to educational and personal usage appropriate in the school environment. Appropriate use also includes staff professional development.

It is vital that teachers recognise the importance of consistent, positive role modeling in all use of technology in a teaching and learning context.

As part of our commitment to our digital citizenship philosophy, the school will provide staff members with support in their role as a digital citizenship guide. If staff require support at any time, they are encouraged to discuss it with a member of the school leadership team.

### **Care of Equipment and Content Management**

All Ngaio School ICT equipment must be used with care. The Tela laptop is the teacher's responsibility to look after and may be taken and used at home. If there are any problems with a laptop, it is the teacher's responsibility to log this in the Digital Problem log when the problem arises. At times a teacher may be required to take home classroom digital devices for work purposes, for example professional development, or to access children's work for assessment purposes. If required, school owned devices such as iPads and Chromebooks should only go home overnight unless permission has been granted by the principal.

If hardware or software needs to be installed, approval must be granted from the digital team.

If there are any problems with their laptop, it is the teacher's responsibility to log this in the Digital Problem log when the problem arises.

If equipment has been damaged, lost or stolen, it is the teacher's responsibility to report it as soon as possible.

---

## **RESPONSIBILITY OF THE SCHOOL**

*This section outlines your school/kura's approach to supporting safe digital technology use.*

Ngaio School recognises the opportunity that digital technology has brought to learning. Our students have a right to receive a high-quality education in a safe online and offline environment. We know that online spaces are complex and full of challenges for young people. This is why we want to create a culture of safe, responsible and ethical technology use that helps support learning while reducing exposure to online risks.

Ngaio School recognises the complexity that digital technology has brought for educators. We are committed to supporting our team to manage the risks that they and the students may face.

*We will do this by;*

- Providing information and support to ensure staff and students are aware of, and able to meet their responsibilities;
- Teaching a curriculum that reinforces and promotes positive online safety behaviours;
- Providing technology that oversees students' use of the school's digital devices and platforms;
- Offering access to the internet and online services that is not unreasonably restricted;
- Using filtering software to minimise access to inappropriate online content;
- Allowing the use of technology for personal reasons as long as it does not negatively impact on others;
- Supporting staff and students who need help dealing with online incidents;
- Securing the personal information, the school collects about them;
- Protecting freedom of expression under New Zealand's Bill of Rights;

- Having a plan in place when something serious or illegal happens. This might include getting in touch with the Police or [Netsafe](#).

In the interest of maintaining a safe environment, the school reserves the right to conduct an audit of its computer network, internet access facilities, computers and other school ICT equipment. This may include any stored content, and all aspects of its use, including email. An audit may include any device provided by or subsidised by/through the school or provided/subsidised by the Ministry of Education. For this purpose, any electronic data or files created or modified on behalf of the school on any ICT device, regardless of who owns it, is the property of the school. The school may monitor traffic and material sent and received using the school's ICT infrastructures.

---

## INCIDENT REPORT PROCEDURES

*This section outlines how staff are expected to respond if students seek support and assistance or if they encounter any online concerns.*

Despite the advantages technology offers and people's best intentions, sometimes there will be challenges, and harm may occur within an online community. Staff are expected to action incidents, regardless of whether they were accidental or purposeful in nature. Even incidents that occur outside of the school or outside of school hours are required to be actioned if they are negatively impacting on student learning.

Ngaio School is committed to supporting staff to manage online safety incidents;

**Receiving Reports;** Incidents of online bullying or harm are not tolerated at our school and students are encouraged to report them to any staff member. Staff are expected to receive these reports and to take appropriate steps in response.

**Responsibility to Report;** If anyone becomes aware of any online incident or suspected incident with a potential to cause harm to a member of this school community, they must act upon it. Incidents impacting students within our care should be recorded and actioned appropriately. Risk to other members of the school community of the school should be escalated appropriately.

**Supporting Students;** Staff are expected to prioritise student safety and to escalate reports appropriately. Students must be encouraged and, if necessary, helped to preserve evidence of what is happening so an investigation can occur. They should be discouraged from putting themselves at further risk by engaging with the person(s).

**Abuse of Staff;** Online abuse and harassment of staff is not tolerated by the school. Any staff member that is subjected to online abuse and/or harassment should be encouraged to seek support from school management. The school will mediate disputes or report them to external authorities as appropriate.

**Incidents Involving a Staff Member;** When a staff member becomes aware of any online incident or breach of these guidelines that has the potential to cause harm to a member of this school community (including themselves), they are responsible for reporting it to school management. For matters that are complex, or sensitive – we recommend seeking advice and support from Netsafe.

**Support from Netsafe;** Netsafe is New Zealand's independent online safety organisation and it provides services in support of educators and schools under contract to the Ministry of Education. They provide free confidential advice seven days a week. They can be contacted on 0508 NETSAFE (0508 638 723) or online at [netsafe.org.nz/report](https://netsafe.org.nz/report).

---

## BREACHES OF THIS PROCEDURE

Should a situation arise that constitutes a breach of any policies or this procedure, either accidental or deliberate, the Principal or Deputy Principal must be notified as quickly as possible. A detailed note must be made of the incident including time, date, the names of those involved, any devices involved and a summary of the situation.

A breach of this procedure may constitute a breach of discipline and may result in a finding of serious misconduct.

- Any incident involving material which is deemed 'objectionable' under the Films, Videos and Publications Classification Act 1993 could constitute criminal misconduct necessitating the involvement of law enforcement.
- Involvement with any material which, while not illegal under the Act, is nonetheless detrimental to the safety of the school environment or is not in line with the special character of the school, may constitute professional misconduct serious enough to require disciplinary response by the school.
- A serious breach of discipline includes involvement with objectionable material, activities such as abuse or harassment or misuse of the school ICT in a manner that could be harmful to the safety of staff or students, or call into question the user's suitability to be in a school environment.
- If the Internet and other communication technologies (e.g. mobile phone) are used to facilitate misconduct such as harassment or involvement with inappropriate or illegal material, the matter will be taken very seriously by the school and could result in disciplinary action. Illegal material or activities will also necessitate the involvement of law enforcement.

Teachers need to be aware of confidentiality and privacy issues when accessing student or staff information via the school network.

If there is a suspected breach of this agreement involving privately-owned ICT on the school site or at a school-related activity, the matter may be investigated by the school. The school may request permission to audit that equipment/device(s) as part of its investigation.

---

## TEACHER CYBER SAFETY AND DEVICE USER GUIDELINES

Teachers are provided with access to the school policies, this procedure and an agreement document to sign prior to using devices in their classroom. Teachers. They must read these documents then sign to indicate that they understand and agree to follow the Cyber Safety and Device Use policies and procedures as they apply to use of devices, the Internet and other communication technologies by themselves and by students under their direction.

Teachers are also asked to indicate whether they have the appropriate knowledge to safely supervise student Internet use or if they require training in basic Cyber Safety issues before they supervise student Internet use.

- Use of the Internet and other communication technologies at Ngaio School by staff and students is to be limited to educational and personal usage appropriate in the school environment. Appropriate use also includes staff professional development.

- Staff need to be aware that any incident involving material which is deemed 'objectionable' under the Films, Videos and Publications Classification Act 1993 could constitute criminal misconduct necessitating the involvement of law enforcement. As well, involvement with any material which, while not illegal under the Act, is nonetheless detrimental to the safety of the school environment or is not in line with the special character of the school, may constitute professional misconduct serious enough to require disciplinary response by the school. Staff will need to be aware of confidentiality and privacy issues when accessing student or staff information via the school network.
- If a staff member ever wishes his/her own child to make use of the school Internet equipment, the same prohibition of misuse applies as for student use. In particular, note that the parent must be present at all times and is fully responsible for the conduct of his/her child.
- If the Internet and other communication technologies (e.g. mobile phone) are used to facilitate misconduct such as harassment or involvement with inappropriate or illegal material, the matter will be taken very seriously by the school and could result in disciplinary action. Illegal material or activities will also necessitate the involvement of law enforcement.
- Staff who are not confident of their Internet skills are supported by the Digital Team to achieve an acceptable standard of skills.
- Teachers will be given professional development and support from the Digital Team to understand how devices and the digital curriculum can be implemented in their own classrooms. A shared understanding of how this is carried out will then be formed within each team to ensure there is consistency across classes in their syndicate.

---

## STUDENTS AND DEVICES

*Before ANY student can make use of the computer network:*

### Cybersafety

- The Ngaio School Cyber Safety program must be carried out at the beginning of the year to ensure students are aware of their responsibilities. The Ngaio School Cyber Safety User Agreement must also be revisited, even if children have signed this in a previous year, and reminded that there can be serious consequences for significant breaches of this agreement.
- If teaching in a Year 1-3 space, a whole class Ngaio School Cyber Safety User Agreement will be shared and discussed in class. The agreement will be signed by all students to show they have participated in the session, displayed in the classroom and shared with families through Seesaw.
- If teaching in a Year 4-6 space, a Ngaio School Cyber Safety User Agreement will be shared and discussed with students and a copy provided for students to complete and sign at home with their parents/caregivers. The agreement must be filled in and signed by both students and caregivers and returned to the classroom teacher who will store and reflect on it with students throughout the year.
- Year 4-6 students are to sign a new agreement at the beginning of each school year. This will ensure that all children and their families are reminded of the guidelines that are involved in using digital devices. The agreement will be reviewed and edited to ensure it is up to date with the current needs regarding digital safety. Staff will not be able to provide access for students who are yet to complete the agreement. *It is the staff member's responsibility to ensure that this condition is met.*

- Students must be taught what to do if they should accidentally run across inappropriate material. These processes should be discussed throughout the initial Cyber Safety program. This information will also be displayed in the classroom. Inappropriate use of the Internet or any other communication technologies by a student must be reported immediately to the Principal or Deputy Principal.
- When a reliever or a part time teacher not familiar with the school policies and procedures is in the classroom, devices are *not* to be used. This is due to the inability to safely monitor what children are doing.

#### Content and Use Guidelines

- Core subject learning may be carried out on devices for follow-up activities or to produce creative outcomes. Digital technology must not be used as a 'babysitting tool'. Therefore teachers need to be in complete control of what children are doing at all times.
- Teachers are required to vet any content they share with students to ensure it is appropriate and adhere to Copyright regulations
- When using iPads, staff are required to monitor what students are doing through the Classroom app on their computer. When using Chromebooks or Macbooks, staff are required to monitor what students are doing through the Hapara addon on their computer.
- Students need to be directed to places on the Internet, rather than be permitted to randomly search. Students may access the Internet only when a staff member is aware of the activity. This includes use in all areas of the school like the library and shared spaces.
- When using a device, students must be sitting on a Z chair or normal school table. There is to be no use of devices on laps or on the floor. To provide good ergonomic habits, students should have their device at approximately an arms length away from them and at a height where they are not straining their neck up or down.
- When students are completing time intensive tasks on a device (this may be required when forming creative outcomes), they are to take a break every 20 minutes at least.

#### Expectations of device use throughout all syndicates:

##### KOWHAI (YEAR 0-1)

Students in Kowhai begin their Digital Learning using unplugged activities. These are lessons that focus on using the correct terminology while understanding how to sequence and follow instructions.

At this age, students will learn how to treat digital devices with respect and begin their journey of Cyber Safety within their education. The devices children will use within these learning experiences are iPads. Teachers monitor student device use through the "Classroom" app (this allows for real time tracking/control of the iPads students are using).

All students are taken through a digital cyber-safety program throughout Term 1 of their learning. This ensures that they understand how to use devices safely. It also assists with providing strategies for students so that they know what to do if a breach were to occur.

The expectation within this age group is that devices are used in order to consolidate and support the learning the teacher is implementing. This could look like:

- Reinforcing number/letter formation and knowledge.
- Supporting reading strategies and spelling.
- Listening to stories to develop a child's familiarity with words.
- Implement the Digital Curriculum, using Junior coding apps such as Tynker, Chatterpix and Scratch Jr.

Alongside these curriculum expectations, students will be introduced to the home-school partnership app called Seesaw. This app is a great tool for students to share their learning with their parents/caregivers. They will learn how to independently post their work and how to clearly identify what they have been learning through a caption or voice recording.

Each of these learning experiences that the Year 0-1 children explore are aligned with the computational thinking aspect of the digital curriculum.

## POHUTUKAWA (YEAR 2)

In Year 2, students will continue to primarily use unplugged activities when exploring the digital curriculum. iPads continue to be the only form of device children will use. Teachers monitor student device use through the Classroom app (this allows for real time tracking/control of the iPads students are using).

All students are taken through a digital cyber-safety program throughout Term 1 of their learning. This ensures that they understand how to use devices safely. It also assists with providing strategies for students so that they know what to do if a breach were to occur.

Students explore simple sequencing and write their own code using unplugged strategies as well as coding apps; for example, Scratch Jr. During these lessons, children will also be exposed to digital vocabulary and begin to understand terms such as 'debugging', 'command', 'sequence', and 'loop'. These outcomes align with the computational thinking aspect of the digital curriculum.

Similar to when in the Kowhai Syndicate, students will use the Seesaw app to communicate with their families. They will continue to develop their skills of identifying and recording (written/verbal) their learning to share with their parents/caregivers.

The use of digital technology in Year 2 begins to become integrated throughout many areas of the curriculum. Students may find that they are required to use different apps to support their mathematics, spelling, reading or handwriting learning. This includes reading clocks, timers, calendars, maps or exploring reading books and word games.

Children will also begin to understand the digital outcomes process that is aligned with the digital technologies. This means that they will learn to produce visual presentations of their learning.

## KAKAPO (YEAR 3 - 4)

Year 3/4 work alongside each other when implementing their procedures regarding digital device use as well as the digital curriculum. The Year 3 space is provided with iPads whereas the Year 4 space works primarily with Chromebooks. Teachers monitor student iPad use through the Classroom app (this allows for real time tracking/control of the iPads students are using). Hapara is used in order to monitor student Chromebook use.

All students are taken through a digital cyber-safety program throughout Term 1 of their learning. This ensures that they understand how to use devices safely. It also assists with providing strategies for students so that they know what to do if a breach were to occur.

As students would have experienced previously within their education, unplugged activities remain at the forefront of the learning. Teaching at this level involves following codes, instructional language, understanding procedures/commands and sequencing.



In Year 3/4 children will have a firm understanding of computational thinking from their previous learning. Teachers will continue to build on this knowledge while modelling and guiding children to design and develop digital outcomes. This means that students will begin to use creative apps to publish and present their learning in a variety of ways. For example:

- Forming powerpoints/slides to demonstrate their sequence of learning.
- Creating videos to display and explain learning from a variety of curriculum areas.
- Publishing student work to learn how to form readable and user-friendly information.

When children reach Year 4, the children are introduced to having their own Gmail accounts for the first time. This enables students to have a consistent record of learning through Google Docs, as well as assisting teachers when monitoring what students are doing while on devices. Teaching typing skills is an additional component of this age level to ensure device use is efficient and usable.

Students will continue to use their Seesaw skills to display their learning. In Year 3/4 students begin to not only use this great tool for their home-school partnership but also to demonstrate their understanding independently for their teacher. This is called the “Learn, Practise, Prove” strategy.

Additional to student use, devices are used at this level by teachers to gain assessment information, for example: STAR, PAT and EasTTle. Each of these assessments provide essential information for teachers to plan and organise their teaching programs.

### **TUI (YEAR 5 - 6)**

At this age, the use of digital language is clearly intertwined with daily learning. Once children are aware of digital terms, they are linked more deliberately when implementing the digital curriculum.

Children in this syndicate use both iPads and Chromebooks to collect information and digital media to then form their own creative outcomes. Teachers monitor student iPad use through the Classroom app (this allows for real time tracking/control of the iPads students are using). Hapara is used in order to monitor student Chromebook/Mac use. It is also used to assign students pre approved sites for research purposes.

All students are taken through a digital cyber-safety program throughout Term 1 of their learning. This helps ensure that they understand how to use devices safely. It also assists with providing strategies for students so that they know what to do if a breach were to occur.

Within the Tūī Syndicate, programs are used for student learning to support the teaching programs. We currently work with programs that enable teachers to assign tasks, for example: Mathletics. This gives the opportunity to better cater for individual learning needs of each student.

When using the Google skills that children began to develop in Year 4, Tūī students will use shared Google Docs, Google Forms and Google Slides to create both independent and collaborative work.

Digital devices are also used as a support when giving students the opportunity to participate in leadership opportunities. They often form school wide resources and displays to present information to other year groups and collaborate with other leaders within a team.

Students will continue to use their Seesaw skills to display their learning. In Year 5/6 students use this great tool for their home-school partnership. They also demonstrate their understanding independently for their teacher. This is called the “Learn, Practise, Prove” strategy.

Additional to student use, devices are used at this level by teachers to gain assessment information, for example: STAR, PAT and EasTTle. Each of these assessments provide essential information for teachers to plan and organise their teaching programs.

---

Appended:

1. Ngaio School Cyber Safety and Device Use Staff Agreement

Reference:

Student Agreements:

[Cybersafety & Device User Agreement Year 0-3](#)

[Cybersafety & Device User Agreement Year 4-6](#)



**NGAIO SCHOOL CYBER SAFETY AND DEVICE USE STAFF AGREEMENT**  
*Updated February 2021*

Ngaio School believes in a Digital Citizenship model for supporting safe and responsible use of the internet in teaching and learning. An important part of this is that we are able to show others what responsible use looks like while we are using technology in our learning.

**In line with this belief, we ask all staff, students and volunteers to commit to using the internet and associated technologies in a safe and responsible manner by accepting a Responsible User Agreement.**

Access to the ICT services provided by the school may be withdrawn if a responsible use agreement is not signed.

---

Please read the Ngaio School policies and procedures with regard to cyber safety and device use, and sign this agreement document at the beginning of each year.

This must be agreed to before ANY student can make use of the school computer network:

---

Return this agreement to the school office

I have read and will abide by the Ngaio School policies and procedures related to cyber safety and device use.

I have the appropriate knowledge to safely supervise student Internet use.

OR

I require training in basic Cyber Safety issues before I supervise student Internet use.

Name: \_\_\_\_\_ Signed: \_\_\_\_\_

Date: \_\_\_\_\_