**Bellshill Academy**

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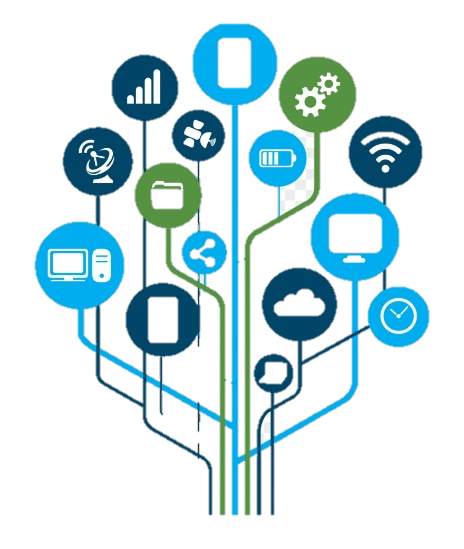
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**Digital Education & Citizenship Policy**

**August 2025 v2**



**Review of this Policy**

This Digital Citizenship policy has been developed by:

* Mrs Jodie McGraw (Head Teacher)
* Mr Paul Lindsay (ICT co-ordinator)
* Digital committee

# Schedule for Review

|  |  |
| --- | --- |
| Policy created in line with local authority guidelines | August 2022  Reviewed, updated August 2025 |
| The implementation of this Digital Citizenship policy will be monitored by: | * Head Teacher * ICT coordinator * Digital committee |
| The Policy will be reviewed annually, or more regularly in the light of any significant new developments in the use of the technologies, new threats to online safety or incidents | August 2026 |
| Should serious online safety incidents take place or be disclosed, you should immediately advise: | ICT co-ordinator |

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**Article 28**

*Access to Education*

**Article 29**

*Aims of Education*

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# Introduction

In Bellshill Academy, we strive to encourage our staff, learners and parents / carers to take full advantage of the opportunities offered by digital technology in order to raise attainment, ambition and opportunities for all. As with Literacy, Numeracy and Health and Wellbeing, Digital Literacy is placed at the heart of learning across the curriculum in our school. We recognise and understand the technological needs of our pupils and how, through its use, we can enrich the teaching and creative learning opportunities that we offer them.

*“Creativity is a process which generates ideas that have value to the individual. It involves looking at familiar things with a fresh eye, examining problems with an open mind, making connections, learning from mistakes and using imagination to explore new possibilities.”* **Education Scotland, 2013.**

*“If used effectively and appropriately, digital technology can* ***enhance learning and teaching****, equip our children and young people with* ***vital digital skills*** *and crucially, it can* ***lead to improved educational outcomes****.”* **Enhancing Learning and Teaching through the use of Digital Technology, Scottish Government, 2016.**

All teaching staff and members of the Leadership Team, where appropriate, will plan practical and creative learning opportunities for children to apply, reinforce and extend their digital skills across the curriculum to ensure they can successfully utilise a range of technological skills in a variety of contexts.

By engaging children in appropriate and purposeful use of a range of digital technologies and the internet, we aim to develop our learners’ skills for learning, skills for life and skills for work. We will embrace new technological developments to equip our pupils with employability skills that are often required in our ever increasing digitised world.

At Bellshill Academy, we endeavour to develop responsible, rights respecting digital citizens who can communicate and participate safely and respectfully in the ever growing online global community.

# Overview

This policy provides clear guidance on acceptable use of technology and the school network. It sets out our vision for the effective use and implementation of digital technologies to enhance, enrich, extend and support teaching and learning at all stages whilst also developing skilled, confident and responsible digital citizens.

This policy applies to all members of our school community (including staff, learners, volunteers, parents / carers, visitors and external agency staff) who have access to and are users of school ICT systems, both in and out of the school.

**Aims**

At Bellshill Academy we aim to:

* Develop a whole school approach to the effective use of digital technology incorporating the seven principles of design – challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.
* Ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery.
* Provide regular professional learning opportunities to further develop skills and confidence of staff in the appropriate and effective use of digital technology to support learning and teaching.
* Enable young people to become confident, independent and responsible users of digital technology, who are empowered to lead change.
* Use a wide range of digital technology to support learning, teaching and communication for pupils, staff and the wider school community.
* Support/challenge learners with additional support needs through the use of appropriate apps, websites, hardware and software.
* Maximise the use of digital technology in developing and maintaining links with other schools, parents/carers, the local community and other agencies.
* Use digital technology to increase learners, parent and staff feedback opportunities.

# Curriculum Development and Organisation



**Access to Digital Technology**

Learners have immediate access to digital technology to support, challenge and enhance learning across the curriculum whilst developing a range of transferable technological skills. Faculties have access to laptops that have been provided to support increased access to digital learning experiences.

**Enhancing Curriculum and Assessment Delivery**

In Bellshill Academy, the use of digital technology should be a central consideration in the planning and delivery of teaching and learning. Learners should have countless opportunities to develop their digital skills across the curriculum. Glow should be regularly accessed for teaching, independent/collaborative learning and assessment purposes. It should also be used to save and share all documents, as required.

**Equity and Inclusion**

Digital strategies that encourage all to be included in the learning experience at Bellshill Academy should be sought and implemented.

Microsoft Teams have a number of accessibility tools that provide equity of access for learners. These tools include:

* Immersive Reader – This allows text to be read aloud and can be used to zoom in on text. You can also set a background colour, font and size for pupils with visual or specific literacy difficulties
* Live Captions – This feature is particularly useful for pupils with hearing difficulties
* Translator – This tool allows text to be translated into a choice of multiple languages and allows ‘English As an Additional Language’ (EAL) learners equity of access
* Shortcut Keys – This tool is particularly useful for pupils that have difficulty using a mouse

Further details on accessibility tools within Microsoft Teams can be found [here](https://support.microsoft.com/en-us/office/accessibility-tools-for-microsoft-teams-2d4009e7-1300-4766-87e8-7a217496c3d5?ui=en-us&rs=en-us&ad=us).

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**Article 23**

*Children with disabilities*

Icon

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Relevant and engaging digital solutions to home learning that offer ‘anytime/anywhere learning’ should be promoted to our learners. Every learner should have usernames and passwords for Glow. Digital devices are also provided to learners, if required to support with home learning. The appropriate user agreement is also completed to ensure this reflects the local authority policy. All homework is issued on Teams along with self-isolation packs.

**Article 26**

*Social and Economic Help*

# Online Safety & Digital Citizenship

**Roles and Responsibilities**

The following section outlines the online safety roles and responsibilities of individuals and groups within our School:

**Head Teacher**

* duty of care for ensuring the safety (including online safety) of members of the school community, though the day to day responsibility for online safety and education around this will be delegated to Mr Lindsay as part of his ICT co-ordinator remit
* responsible for ensuring that the ICT co-ordinator receives suitable training to enable them to carry out their online safety roles and to train other colleagues, as relevant
* the Senior Leadership Team will receive regular monitoring reports from the ICT coordinator

**ICT Co-ordinator**

* takes day to day responsibility for online safety issues and has a leading role in establishing and reviewing the school online safety policies / documents
* ensures that all staff are aware of the procedures that need to be followed in the event of an online safety incident taking place
* provides training and advice for staff
* liaises with the Local Authority
* **Icon

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* liaises with Pathfinder schools
* meets regularly with the Head Teacher to discuss current next steps in SIP
* the production / review / monitoring of the school Online Safety Policy / documents

**Article 2**

*No Discrimination*

* reports regularly to Senior Leadership Team with feedback and next steps

**Teaching Staff**

* report any suspected misuse or problem to the Head Teacher or ICT co-ordinator
* all digital communications with pupils, parents / carers should be on a professional level and only carried out using official school systems
* Microsoft Teams is used for Homework and Self isolation
* learners have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations
* monitor the use of digital technologies, mobile devices, cameras etc in lessons and other school activities (where allowed) and implement current policies with regard to these devices
* in lessons where internet use is pre-planned pupils should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches

**Pupils**

Whilst the use of digital technology is regularly encouraged at Bellshill Academy, this is balanced by educating learners to take a responsible approach. The education of young people in online safety is therefore an essential part of the school’s online safety provision. Young people need the help and support of the school to recognise and avoid online safety risks and build their resilience.

Online safety should be a focus in all areas of the curriculum and staff should reinforce online safety messages across the curriculum. The online safety curriculum should be broad, relevant and provide progression, with opportunities for creative activities and will be provided in the following ways:

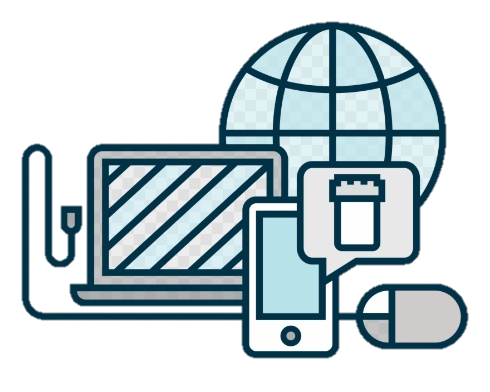
* A planned online safety curriculum, should be provided as part of Digital Literacy lessons and should be regularly revisited
* Key online safety messages should be reinforced as part of a planned programme of assemblies
* Learners should be taught in all lessons to be critically aware of the materials / content they access on-line and be guided to validate the accuracy of information
* Learners should be taught to acknowledge the source of information used and to respect copyright when using material accessed on the internet
* Lessons where internet use is pre-planned, it is best practice that pupils should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches
* Where learners are allowed to freely search the internet, staff should be vigilant in monitoring the content of the websites the young people visit

**Young people of Bellshill Academy**

* are responsible for using the schooldigital technology systems in accordance with the Pupil Acceptable Use Agreement
* should have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations
* need to understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so
* will be expected to know and understand policies on the use of mobile devices and digital cameras. They should also know and understand policies on the taking / use of images and on cyber-bullying
* should understand the importance of adopting good online safety practice when using digital technologies out of school and realise that the school’s Digital Education & Citizenship Policy covers their actions out of school, if related to their membership of the school

**Parents / Carers**

Parents / Carers play a crucial role in ensuring that their children understand the need to use the internet / digital devices in an appropriate way. The school will therefore seek to provide information and awareness to parents and carers through:

* Curriculum activities
* newsletters, Twitter, blog
* Parents / Carers ICT sessions

Parents and carers will be encouraged to support Bellshill Academy in promoting good online safety practice and to follow guidelines on the appropriate use of:

* digital and video images taken at school events
* the school blog and Twitter page
* their children’s personal devices in the school

# Social Media – Twitter Acceptable Use

Bellshill Academy Twitter account (@BellshillA) is a public account managed by staff and is used for:

* communicating information to our families and wider school community
* regular reporting on children’s learning
* sharing and celebrating success and achievements both in and out of school
* modelling responsible and respectful use of social media with children

A red and white sign

Description automatically generated with low confidenceThis is the school’s main Twitter account and will therefore be updated with important information such as school closures, holidays, lunch menus etc. It is recommended that all staff and parents/carers follow the school account to be kept up to date.

**Article 16**

*Protection of privacy*

Twitter Code of Conduct for all staff members:

* staff Twitter accounts must be used solely for professional purposes and not contain any personal tweets or retweets that are not of an educational context and relevant to learning in their class or the wider school.
* staff should not follow back parental accounts
* staff should monitor their followers and block any who appear to have: no link to the school, no relevance to the work of the school, inappropriate usernames not in keeping with NLC policy or the ethos of the school e.g. sexualized, football team affiliated, alcohol or drug related names or posts or comments that could cause offence.
* Only children’s first names should be used when referencing children and not at all if the child can be identified in a video or photo attached to the Tweet.
* If children are photographed sharing their work, staff must ensure that their name is not displayed on the work.
* monitor followers and block any who fit the above categories
* welcome positive comments only
* follow educationally linked accounts. Parental accounts, unless educationally linked, will not be followed back.

As Twitter users must be at least thirteen years old, pupils will not be allowed to use Twitter accounts independently. However, in school they will have the opportunity to contribute to Tweets as part of planned educational activities.

**Code of Conduct for parents/carers and the wider school community when interacting with the school or staff Twitter accounts:**

* Staff members should not be sent direct messages. The school should be contacted using formal means of communication only; email or telephone contact to discuss issues or queries.
* If commenting on a photo or video of a child, do not include the child’s name in the Tweet.
* If Tweeting a photo or video of your own child, it is recommended that you do not include their name in the Tweet.
* Seek permission from parents/carers before uploading photos or videos of children other than your own.

**Twitter Misuse:**

Any concerns or issues about the misuse of Twitter should be reported to the Head Teacher immediately.

# Use of digital and video images

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The development of digital imaging technologies has created significant benefits to learning, allowing staff and learners instant use of images that they have recorded themselves or downloaded from the internet. However, staff, parents/carers and young people need to be aware of the risks associated with publishing digital images on the internet.

**Article 34**

*Protection from sexual abuse*

* When using digital images, staff should inform and educate learners about the risks associated with the taking, use, sharing, publication and distribution of images. In particular they should recognise the risks attached to publishing their own images on the internet e.g. on social networking sites.
* Written permission from parents or carers will be obtained at the beginning of each school session before photographs of young people are published on the school website, social media or the local press.
* Parents / carers are welcome to take videos and digital images of their children at school events for their own personal use. To respect everyone’s privacy and in some cases protection, these images should not be made publicly available on social networking sites, nor should parents / carers comment on any activities involving other pupils in the digital images / videos.
* Staff and volunteers are allowed to take digital images to support educational aims, but must follow school policies concerning the sharing, distribution and publication of those images. Those images or videos should only be taken on school equipment, the personal equipment of staff should not be used for such purposes.
* Young people must not take, use, share, publish or distribute images of others without their permission.
* Young people’ full names will not be used anywhere on a website or blog, particularly in association with photographs.

# Security and maintenance of school owned devices

**Class iPads and Laptops**

* Information relating to allocated laptop/iPad numbers and chargers is stored and checked at regular intervals by the ICT co-ordinator
* Faults or damages should be reported as soon as possible to the ICT coordinator
* should be charged regularly



**Classroom desktop computers**

* Should be logged off throughout the day when not in use by a pupil or class teacher
* Should be shut down at the end of the school day
* Faults or damages should be reported as soon as possible to the ICT coordinator

**Smartboard**

* Only a dry microfibre cloth should be used to maintain the panel
* Faults or damage should be reported as soon as possible to the ICT Coordinator

# Digital Leaders

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**Article 12**

*Respect for children’s views*

The development of a Digital Leaders’ team in session 2022/23 had a significant impact on digital learning in Bellshill Academy.

The Digital Leaders team: [](https://www.google.com/url?sa=i&url=https%3A%2F%2Fwebstockreview.net%2Fexplore%2Fipad-clipart%2F&psig=AOvVaw0Szx3XQU3KN9KmBUmeDqt9&ust=1606234054345000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCPj3p6aGme0CFQAAAAAdAAAAABAD)

* are role models for responsible and respectful digital citizenship across the school
* actively seek new technology and resources to trial, review and purchase
* lead learning in classes across the school to model use of innovative technology, programs and resources
* offer regular staff skills sessions to build staff confidence and raise awareness of effective digital approaches to teaching and learning that could be implemented in their classrooms
* support staff delivering lessons with new digital technology and resources
* support staff with technical issues
* support staff with maintenance of school owned devices

# CLPL

At Bellshill Academy we realise that career-long professional learning plays an important role in developing high quality learning and teaching. Training opportunities are available through in-house programmes, local authority and national partners.

The Digital committee that includes staff and young people play a key role in promoting CLPL as well as working together to support and deliver training across the school to ensure all teaching staff have the confidence to embed digital innovations in their everyday learning and teaching.

Teaching staff record their CLPL activities using the GTCS website. The digital platform allows them to reflect on practice and personal learning and supports them in Professional Review and Development.

# References

Sources referred to during the creation of this policy include:

* *Enhancing Learning and Teaching Through the Use of Digital Technology.* **Education Scotland, 2016**
* *Acceptable Use of ICT, version 2.0.* **North Lanarkshire Council**
* [https://swgfl.org.uk/products-services/online-safety/resources/onlinesafety-policy-templates/](https://swgfl.org.uk/products-services/online-safety/resources/online-safety-policy-templates/) 04.04.2018
* NLC Volume 4 – Digital Learning and Teaching Guidance 2020

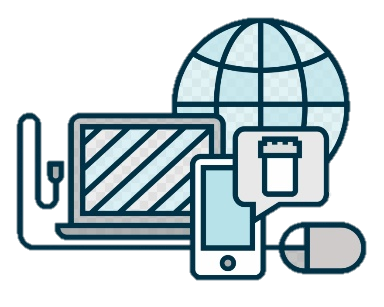
# Appendices

Appendix 1: Acceptable Use Agreement (Pupils)

Appendix 2: Acceptable Use Agreement (Staff)

Appendix 3: Acceptable Use Agreement (Visitors)

Graphical user interface, application

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**Acceptable Use Agreement**

**Pupils**

• handling digital technology with appropriate care

• reporting damage to devices immediately

• balancing my time online and offline

• creating strong passwords and keeping them safe

• only using my own login details and not sharing these with others

• not accessing computer files belonging to others

• always asking permission before going online

• using age appropriate websites and apps that I have permission to go on

• not sharing personal information e.g. name, address, telephone number, photograph or school.

• only emailing people that I know or have been approved by my teacher

• communicating respectfully online e.g. in emails and through Glow for collaborative tasks

• using search engines with care; only searching for information that is related to my task and I have been given permission to look up

• only using images with a creative commons licence

• giving others credit when I use their work by creating a reference list

• telling a trusted adult immediately if something upsets or worries me online

• not meeting any online contacts and telling a trusted adult immediately if I am asked to do this

• standing up to cyber bullies; I will report any cyber bullying incidents to a trusted adult.

• not downloading apps or software to school devices without permission from the Head Teacher

I understand that the school will check my computer files, emails and the internet sites that I visit to ensure I am using the internet safely, responsibly and respectfully.

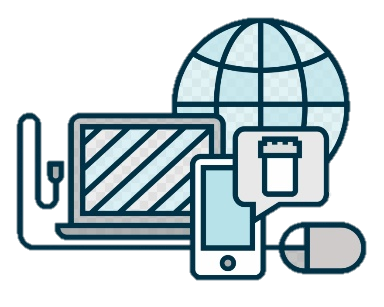
Parent signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Pupil Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pupil Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I will be a responsible and respectful digital citizen by …



**Acceptable Use Agreement**

**Staff**

I agree to…

• respect North Lanarkshire’s Acceptable Use of ICT policy <http://www.northlanarkshire.gov.uk/CHttpHandler.ashx?id=12417&p=0>

• handle digital technology with appropriate care

• report damage to devices immediately

• report missing devices immediately

• only use my own login details and not share these with others

• use appropriate websites and apps and check these in advance if using them in a lesson

• respect copyright restrictions

• report incidents of misuse immediately

• not download apps or software to school devices without permission from the Head Teacher

• not access the school’s internet on personal devices

• update my staff iPad when prompted by the device

I understand that the school may check my computer files, emails and the internet sites that I visit to ensure I am using the internet responsibly.



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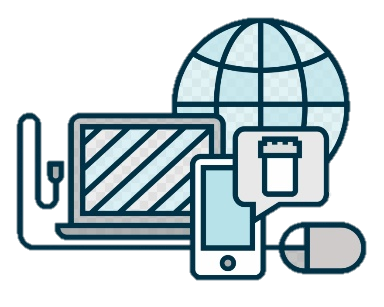
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Staff Member’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Staff Member’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Graphical user interface, application

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**Acceptable Use Agreement**

**Visitors**

I agree to…

• handle digital technology with appropriate care

• report damage to devices immediately

• only use my own login details and not share these with others

• not access computer files belonging to others

• use appropriate websites and apps

• respect copyright restrictions

• report incidents of misuse.

• not download apps or software to school devices without permission from the Head Teacher

I understand that the school may check my computer files, emails and the internet sites that I visit to ensure I am using the internet responsibly.



Visitor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Visitor’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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