Lancashire County Council

Information and Communications Technology

ICT Security Framework for Schools

INDEX **Page No**

Annexes **Page**

Foreword by the County Council

This document has been produced to support schools in the use of IT equipment and systems.

In order to assist Schools in this respect, this model “ICT Security Framework for Schools” has been drafted by the County Council, reviewed by the Directorate ICT Management Board, the County Union Secretary’s and Computer Audit. It may be adopted by schools in its existing format.

This ‘model’ framework represents the minimum standards for ICT security. Schools may vary this ‘model’ framework or draft their own ICT Security Policy, but any policy that is adopted needs to adhere to the minimum standards reflected in the ‘model’ policy.

It should be noted that corporate and individual responsibilities are clearly defined within the ‘model’ framework. The framework requires the Headteacher to formally nominate a member(s) of staff to carry out these responsibilities. There are also certain procedural and functional aspects of the ‘model’ policy that schools must action in order to implement the framework. These are presented in Annex B2 to the framework for ease of reference. One of the key procedural aspects is the distribution of rules and agreements for ICT users, which outlines their responsibilities under the ICT Security Framework. To assist schools in this respect, acceptable ‘Rules for ICT Users’ have been produced and are presented as Annex C1-C3. To further assist schools in implementing the framework, a suggested strategy on the “back up” of data is attached as Annex B3 and proformas for maintaining hardware and software inventories are attached as Annexes B4 and B5 respectively. Annex B6 contains details of security guidelines to assist System Managers in their role.

The ‘model’ also includes an “E-Mail and Internet Use" Policy (Annex A). This refers to the “E-mail and Internet Use Good Practice Rules” for Staff and Pupil use (for both the Primary and Secondary school sectors), and Third Parties, (Annexes C1 – C3) which schools need to approve as an integral part of their ICT Security Policy. All users must complete the relevant consent or declaration form if they want to use the facilities.

One specific area where schools need to give further consideration is in relation to the practical implementation of the “E-mail and Internet Use Good Practice”. Whatever approach the school adopts in this respect, the respective policy must be documented and incorporated within its ICT Security Policy as Annex B1.

1. Introduction

1.1 We are all managing a significant investment in the use of ICT. In many areas of work the use of ICT is vital and must be protected from any form of disruption or loss of service. It is therefore essential that the availability, integrity and confidentiality of the ICT systems and data are maintained at a level that is appropriate for our needs.

2. Framework Objectives

2.1 Against this background there are three main objectives of the ICT Security Framework:-

a) to ensure that equipment, data and staff are adequately protected on a cost-effective basis against any action that could adversely affect the school;

b) to ensure that users are aware of and fully comply with all relevant legislation;

c) to create and maintain within the school a level of awareness of the need for ICT security to be an integral part of the day to day operation so that all staff understand the need for ICT security and their own responsibilities in this respect.

2.2 If difficulties arise in the interpretation and/or appreciation of any aspects of the Framework, the Education ICT Group should be consulted (01772 531579).

3. Application

3.1 The ICT Security Framework is intended for all school staff who have control over or who use or support the school's administration and curriculum ICT systems or data. Pupils using the school's ICT systems or data are covered by the relevant 'Rules for ICT Users' and 'E-mail and Internet Use Good Practice' documents, which are incorporated within this framework.

3.2 For the purposes of this document the terms 'ICT' (or 'ICT system'), 'ICT data' and 'ICT user' are defined as follows:-

- 'ICT' (or 'ICT system') means any device for automatic storing and processing of data and includes mainframe computer, minicomputer, microcomputer, personal computer (whether hand-held laptop, portable, stand-alone, network or attached to a mainframe computer), workstation, word-processing system, desk top publishing system, office automation system, messaging system or any other similar device;

- 'ICT data' means any information stored and processed by ICT and includes programs, text, pictures and sound;

- 'ICT user' applies to any County Council employee, pupil or other authorised person who uses the school's ICT systems and/or data.

4. Scheme of Delegation under the ICT Security Framework

4.1 The ICT Security Framework relies on management and user actions to ensure that its aims are achieved. Consequently, owner, corporate and individual levels of responsibility for ICT security are clearly defined below.

4.2 Owner

4.2.1 The owner has the legal title to the property. In this respect, all software, data and associated documentation produced in connection with the work of the school are the legal property of the County Council, which will normally hold it for the benefit of the school.
Exceptions to this will be allowed for software and documentation produced by individual Teachers for lesson purposes – this includes schemes of work, lesson plans, worksheets or as otherwise agreed in writing by the Headteacher.

4.2.2 We also use software and data that are the legal property of external organisations and which are acquired and used under contract or licence.

4.3 Governing Body

The governing body has ultimate corporate responsibility for ensuring that the school complies with the legislative requirements relating to the use of ICT systems and for disseminating policy on ICT security and other ICT related matters.
In practice, the day-to-day responsibility for implementing these legislative requirements rests with the Headteacher.

4.4 Headteacher

4.4.1 The Headteacher is responsible for ensuring that the legislative requirements relating to the use of ICT systems are met and that the school's ICT Security Policy, as may be amended from time to time, is adopted and maintained by the school. He/she is also responsible for ensuring that any special ICT security measures relating to the school's ICT facilities are applied and documented as an integral part of the Policy.
In practice, the day to day functions may be delegated to the 'System Manager', who must be nominated in writing by the Headteacher. The Headteacher may nominate him / herself as the System Manager and duly act in this capacity. This may be particularly relevant in smaller schools.

4.4.2 The Headteacher is also responsible for ensuring that the requirements of the Data Protection Act 1998 are complied with fully by the school. This is represented by an on-going responsibility for ensuring that the :-

- registrations under the Data Protection Act are up-to-date and cover all uses being made of personal data and
- registrations are observed with the school.

4.4.3 In addition, the Headteacher is responsible for ensuring that users of systems and data are familiar with the relevant aspects of the Policy and to ensure that the appropriate controls are in place for staff to comply with the Policy.

With the increase in use of computers and laptops at home, the position regarding the use of systems and data by staff at home is under review by the County Council. Further guidance will be issued in due course. In the meantime staff need to exercise care in the use of personal data at home.

4.5 System Manager

4.5.1 The 'System Manager' is responsible for the school's ICT equipment, systems and data and will have direct control over these assets and their use, including responsibility for controlling access to these assets and for defining and documenting the requisite level of protection. The System Manager will be an employee of the school.

In many schools the Headteacher will take on the role of the System Manager. It is acceptable for technical functions to be 'out-sourced' for example to the Westfield Centre or use of a shared technician. Where the System Manager is not the Headteacher, the governors should be advised of the sensitivity of the post during the appointment process.

4.5.2 Consequently, the System Manager will administer the practical aspects of ICT protection and ensure that various functions are performed, such as maintaining the integrity of the data, producing the requisite back-up copies of data and protecting the physical access to systems and data.

4.5.3 In line with these responsibilities, the System Manager will be the official point of contact for ICT security issues and as such is responsible for notifying the Headteacher or Chair of Governors of any suspected or actual breach of ICT security occurring within the school. The Headteacher or Chair of Governors should ensure that details of the suspected or actual breach are recorded and made available to Internal Audit upon request. The Headteacher or Chair of Governors must advise Internal Audit of any suspected or actual breach of ICT security pertaining to financial irregularity.

4.5.4 It is vital, therefore, that the System Manager is fully conversant with the ICT Security Policy and maintains an up to date knowledge of best practice and follows the associated approved practices.

4.6 Internal Audit

4.6.1 The Internal Audit Section is responsible for checking periodically that the measures prescribed in each school's approved ICT Security Policy are complied with, and for investigating any suspected or actual breaches of ICT security.

4.6.2 Specialist advice and information on ICT security may be obtained from the Education ICT Group, who will liase with Internal Audit on such matters.

4.7 Users

4.7.1 All users of the school's ICT systems and data must comply with the requirements of this ICT Security Framework, the relevant rules of which are summarised in `*The Rules for ICT Users'* attached in Annexes C1 – C3.

4.7.2 Users are responsible for notifying the System Manager of any suspected or actual breach of ICT security. In exceptional circumstances, users may report any such breach directly to the Headteacher, Chair of Governors or to Internal Audit.

5. The Legislation

5.1 Background

5.1.1 The responsibilities referred to in the previous sections recognise the requirements of the current legislation relating to the use of ICT systems, which comprise principally of :-

Data Protection Acts 1984 & 1998;
Computer Misuse Act 1990;
Copyright, Designs and Patents Act 1988

5.1.2 It is important that all staff are aware that any infringement of the provisions of this legislation may result in disciplinary, civil and/or criminal action.

5.1.3 The general requirements arising from these acts are described below.

5.2 Data Protection Acts 1984 & 1998

5.2.1 The Data Protection Act exists to regulate the use of computerised information about living individuals. To be able to meet the requirements of the Act, the Headteacher is required to compile a census of data giving details and usage of all relevant personal data held on computer within the school and file a registration with the Data Protection Registrar. It is important that amendments are submitted where the scope of the system extends to new areas of operation. The 1998 Act is consistent with the principles established in the 1984 Act, but extends the regulation to certain manual records as well as computerised information. To help ensure that you are registered please check Annex ? This shows you how to log on to the Information Commissioners Site and pay the necessary £35.00 for registration.

5.2.2 It is important that all users of personal data are aware of, and are reminded periodically of, the requirements of the act and, in particular, the limitations on the storage and disclosure of information.

5.2.3 Failure to comply with the provisions of the prevailing Act and any subsequent legislation and regulations relating to the use of personal data may result in prosecution by the Data Protection Registrar.

5.3 Computer Misuse Act 1990

5.3.1 Under the Computer Misuse Act 1990 the following are criminal offences, if undertaken intentionally:-

Unauthorised access to a computer system or data;
Unauthorised access preparatory to another criminal action;
Unauthorised modification of a computer system or data.

5.3.2 All users must be given written notice that deliberate unauthorised use, alteration, or interference with a computer system or its software or data, whether proprietary or written 'in-house', will be regarded as a breach of school policy and may be treated as gross misconduct and that in some circumstances such a breach may also be a criminal offence.

5.4 Copyright, Designs and Patents Act 1988

5.4.1 The Copyright, Designs and Patents Act 1988 provides the legal basis for the protection of intellectual property which includes literary, dramatic, musical and artistic works. The definition of "literary work" covers computer programs and data.

5.4.2 Where computer programs and data are obtained from an external source they remain the property of the originator. Our permission to use the programs or data will be governed by a formal agreement such as a contract or licence.

5.4.3 All copying of software is forbidden by the Act unless it is in accordance with the provisions of the Act and in compliance with the terms and conditions of the respective licence or contract.

5.4.4 The System Manager is responsible for compiling and maintaining an inventory of all software held by the School and for checking it at least annually to ensure that software licences accord with installations. To ensure that we comply with the Copyright, Designs and Patents Act 1988, users must get prior permission in writing from the System Manager before copying any software.

5.4.5 The System Manager is responsible for compiling and maintaining an inventory of all software held by the school and for checking it at least annually to ensure that software licences accord with installations.

5.4.6 All users must be given written notice that failure to comply with the provisions of the Act will be regarded as a breach of school policy and may be treated as gross misconduct and may also result in civil or criminal proceedings being taken.

6. Management of the Policy

6.1 The Headteacher should allocate sufficient resources each year to ensure the security of the school's ICT systems and to enable users to comply fully with the legal requirements and policies covered in this Policy. If insufficient resources are available to fully implement this policy, then the potential risks must be documented and reported to Governors.

6.2 Suitable training for all ICT users and documentation to promote the proper use of ICT systems will be provided. Users will also be given adequate information on the policies, procedures and facilities to help safeguard these systems and related data. A record of the training provided through the school to each individual user will be maintained.

6.3 In addition, users will be made aware of the value and importance of such ICT systems and data, particularly data of a confidential or sensitive nature, and be made aware of their personal responsibilities for ICT security.

6.4 To help achieve these aims, the relevant parts of the ICT Security Policy (including Annexes B3, B6, B7 and C1 – C3) and any other information on the use of particular facilities and techniques to protect the systems or data will be disseminated to users.

6.5 The Headteacher must ensure that adequate procedures are established in respect of the ICT security implications of personnel changes. Suitable measures should be applied that provide for continuity of ICT security when staff vacate or occupy a post. These measures as a minimum must include:-

- a record that new staff have been issued with, have read the appropriate documentation relating to ICT security, and have signed the list of rules;
- a record of the access rights to systems granted to an individual user and their limitations on the use of the data in relation to the data protection registrations in place;
- a record that those rights have been amended or withdrawn due to a change to responsibilities or termination of employment;

7. Physical Security

7.1 Location Access

7.1.1 Adequate consideration should be given to the physical security of rooms containing ICT equipment (including associated cabling). As far as practicable, only authorised persons should be admitted to rooms that contain servers or provide access to data. Such rooms should have for example keypad access.

7.1.2 The System Manager must ensure appropriate arrangements are applied for the removal of any ICT equipment from its normal location. These arrangements should take into consideration the risks associated with the removal and the impact these risks might have.

7.2 Equipment siting

7.2.1 Reasonable care must be taken in the siting of computer screens, keyboards, printers or other similar devices. Wherever possible, and depending upon the sensitivity of the data, users should observe the following precautions:-

- devices should be positioned in such a way that information stored or being processed cannot be viewed by persons not authorised to know the information. Specific consideration should be given to the siting of devices on which confidential or sensitive information is processed or retrieved;

- equipment should be sited to avoid environmental damage from causes such as dust & heat;

- users should avoid leaving computers logged-on when unattended if unauthorised access to the data held can be gained. Clear written instructions to this effect should be given to users;

- a 'clear desk policy', i.e. hard copies of sensitive data are not left unattended on desks;

The same rules apply to official equipment in use at a user's home.

7.3 Inventory

7.3.1 The Headteacher, in accordance with the School's Financial Regulations, shall ensure that an inventory of all ICT equipment (however financed) is maintained and all items accounted for at least annually.

8. System Security

Annex B6 contains details of security guidelines for System Managers.

8.1 Legitimate Use

8.1.1 The school's ICT facilities must not be used in any way that breaks the law. Such breaches include, but are not limited to:-

- making, distributing or using unlicensed software or data;
- making or sending threatening, offensive, or harassing messages;
- creating, possessing or distributing obscene material;
- unauthorised private use of the school's computer facilities.

8.2 Private Hardware & Software

8.2.1 Dangers can occur from the use of unlicensed software and software infected with a computer virus. It is therefore vital that any private software permitted to be used on the school's equipment is acquired from a responsible source and is used strictly in accordance with the terms of the licence. The use of all private hardware for school purposes must be approved by the System Manager.

8.3 ICT Security Facilities

8.3.1 The school's ICT systems and data will be protected using appropriate security arrangements outlined in the rest of Section 8. In addition consideration should also be given to including appropriate processing controls such as audit trails, input validation checks, control totals for output, reports on attempted unauthorised access, etc.

For new systems, it is recommended that such facilities be confirmed at the time of installing the system. Information on the range of such facilities can be sought from the Westfield Centre.

8.4 Authorisation

Only persons authorised in writing by the System Manager are allowed to use the school's ICT systems. The authority given to use a system will be sufficient but not excessive and the authority given must not be exceeded.

Failure to establish the limits of any authorisation may result in the school being unable to use the sanctions of the Computer Misuse Act 1990. Not only will it be difficult to demonstrate that a user has exceeded the authority given, it will also be difficult to show definitively who is authorised to use a computer system.
All ICT systems should display a message to users warning against unauthorised use of the system.

8.4.1 Access eligibility will be reviewed continually, including remote access for support. In particular the relevant access capability will be removed when a person leaves the employment of the school. In addition, access codes, user identification codes and authorisation rules will be reviewed whenever a user changes duties.

Failure to change access eligibility and passwords will leave the ICT systems vulnerable to misuse.

8.5 Access to the County Council LGFL Network

8.5.1 The Headteacher must seek permission on behalf of the school for any ICT system to be linked to the County Council's LGFL network.

8.6 Passwords

8.6.1 The level of password control will be defined by the System Manager based on the value and sensitivity of the data involved, including the possible use of "time out" passwords where a terminal/PC is left unused for a defined period.

Passwords protect access to all ICT systems, including "boot" passwords on PCs, particularly laptop/notebook PCs, as they are highly portable and less physically secure.
It is acknowledged that the use of 'boot' passwords may not be feasible on Classroom PC's.

Ideally passwords should be memorised. If an infrequently used password needs to be written, this record must be stored securely. Users should be advised about the potential risks of written passwords and should be given clear written instructions on the safeguards to adopt.

Passwords should not be obvious or guessable and their complexity should reflect the value and sensitivity of the systems and data involved, e.g. 'master user' passwords are more critical. Users should be instructed on appropriate techniques for selecting and setting a new password.

Passwords should be changed frequently to previously unused passwords. Many systems have the capability to prompt or force the user, periodically, to select a new password. The System Manager should decide on the appropriate duration that users could leave their password unchanged.

A typical period is termly. The interval chosen and the methods by which the password changes will be enforced must be suitably documented for users.

A password must be changed if it is affected by a suspected or actual breach of security or if there is a possibility that such a breach could occur, such as: -

- when a password holder leaves the school or is transferred to another post;
- when a password may have become known to a person not entitled to know it.

The need to change one or more passwords will be determined by the risk of the security breach.

8.6.2 Users must not reveal their password to anyone. Users who forget their password must request the System Manager issue a new password.

8.6.3 Where a password to boot a PC or access an internal network is shared, users must take special care to ensure that it is not disclosed to any person who does not require access to the PC or network.

8.7 Backups

8.7.1 In order to ensure that our essential services and facilities are restored as quickly as possible following an ICT system failure, back-up copies of stored data will be taken at regular intervals as determined by the System Manager, dependent upon the importance and quantity of the data concerned.

A recommended strategy is presented at Annex B3.

8.7.2 Security copies should be clearly marked as to what they are and when they were taken and stored away from the system to which they relate in a restricted access fireproof location and/or off site.

8.7.3 Security copies should be regularly tested to ensure that they enable the systems/relevant file to be re-loaded in cases of system failure.

8.8 Virus Protection

8.8.1 The school will use appropriate Sophos Anti-virus software for all school ICT systems.

Schools are actively encouraged to conform to the recommended anti-virus protection standards. All Users should take precautions to avoid malicious software that may destroy or corrupt data.

8.8.2 The school will ensure that every ICT user is aware that any suspect or actual computer virus infection must be reported immediately to the System Manager who must take appropriate action, including removing the source of infection.

The governing body could be open to a legal action for negligence should a person suffer as a consequence of a computer virus on school equipment.

8.9 Disposal of Waste

8.9.1 Disposal of waste ICT media such as print-outs, floppy diskettes and magnetic tape will be made with due regard to the sensitivity of the information they contain. For example, paper will be shredded if any confidential information from it could be derived.

The Data Protection Act requires that adequate mechanisms be used when disposing of personal data.

8.10 Disposal of Equipment

8.10.1 Prior to the transfer or disposal of any ICT equipment the System Manager must ensure that any personal data or software is obliterated from the machine if the recipient organisation is not authorised to receive the data. The Schools' ICT Group recommend the use of Preston Recycling 01772 562411 to support in the process of removing data if required. Where the recipient organisation is authorised to receive the data, they must be made aware of the existence of any personal data to enable the requirements of the Data Protection Act to be met. Normal write-off rules as stated in Financial Regulations apply.

The Data Protection Act requires that any personal data held on such a machine be destroyed.
It is important to ensure that any copies of the software remaining on a machine being relinquished are legitimate. Care should be taken to avoid infringing software and data copyright and licensing restrictions by supplying unlicensed copies of software inadvertently.

8.11 Repair of Equipment

8.11.1 If a machine, or its permanent storage (usually a disk drive), is required to be repaired by a third party the significance of any data held must be considered. If

data is particularly sensitive it must be removed from hard disks and stored on floppy disk or other media for subsequent reinstallation.

The school will ensure that third parties are currently registered under the Data Protection Act as personnel authorised to see data and as such are bound by the same rules as school staff in relation to not divulging the data or making any unauthorised use of it, but this needs to be confirmed before the equipment is made available for repair.

9 Security Incidents

9.1 The Audit Commission's Survey of Computer Fraud and Abuse 1990 revealed that over 50% of incidents of ICT misuse are uncovered accidentally. It is, therefore, important that users are given positive encouragement to be vigilant towards any suspicious event relating to ICT use.

All suspected or actual ICT security incidents should be reported to the System Manager and/or the Headteacher who should ensure a speedy and effective response is made to an ICT security incident.

Security incidents are not limited to malicious attacks such as viruses. Any incident that may affect the operation of ICT within the school needs to be reported and dealt with, including

- identified weaknesses
- malfunctions
- inappropriate or unauthorised use

It should be recognised that the school and its officers may be open to legal action for negligence if a person or organisation should suffer as a consequence of a breach of ICT security within the school where insufficient action has been taken to resolve the breach.

9.2 Serious Incident Response Guidelines

9.2 Where there is evidence of misuse or abuse that may necessitate disciplinary or possible criminal action exceptional care must be taken care must be taken to maintain the integrity of any computer evidence and the following guidelines implemented.

- Do not turn on or operate the subject computer, or try to access the data held on any computer media. Do not allow anyone else to touch the equipment.

- Contact Lancashire Audit Service Computer Audit Team alerting them of the suspicion and indicating the seriousness of the suspected incident. They can advise you of the action to take and will contact the police if deemed necessary. The numbers are 01772 534920 Jerry Kirk and 01772 534912 Carol Jones.

- If computer media is provided as evidence e.g. floppy diskettes, tapes or print outs, place it in an envelope or bag which is immediately sealed, signed and dated. This should then be stored and locked away until required by the computer investigator. Document who obtained the evidence, who secured it and who had control of it.

- Keep the number of people who know of the suspicions to a minimum – all actions taken should be kept confidential. The original suspect may have accomplices or may be innocent of the allegations.
- Do not solicit the assistance of the resident 'computer expert'. The processing of computer evidence requires specialist knowledge, training and tools.

10. E-Mail & Internet Use Policy

10.1 Attached, as Annex A is the "E-mail & Internet Use Policy". This is the National Association of Advisers for Computers in Education (NAACE) recommended policy that has been adopted by the Schools ICT Service for use in Lancashire schools. This policy applies to all school, students and third parties. The Lancashire Unions have advised on the development of a staff 'E-mail and Internet Use Policy' which is also included. The conditions of use are explained in the policy. All school staff accessing these facilities must be issued with a copy of the 'Rules for ICT Users – Staff' and 'E-mail and Internet Use Good Practice' documents and complete the user declaration attached to the policy. For all students, the school will ensure that the relevant 'E-mail and Internet Use Good Practice – Rules for ICT Users - Students' document is issued and the consent form is completed by pupils and their parents. In addition copies of the 'E-mail and Internet Use Good Practice - Rules for ICT Users – Third Parties' document and consent form will be issued to all visitors. All of these documents are contained in Annexes C1 – C3.

Annex A

Promoting the Responsible Use of the Internet in Schools

Schools use of the Internet is expanding rapidly and fascinating applications have been developed. Many schools have asked for guidance on ensuring responsible and safe use of this new communications medium.

This leaflet provides an overview of the issues for Headteachers, governors and ICT co-ordinators. A range of approaches is described including education for responsible use and regulation to reduce misuse, leading to advice on writing an Internet Access Policy.

Contents

BCS and NAACE consider that these issues are important and urgent. This leaflet may be copied for educational use without further permission.

Annex A

NAACE

The National Association of Advisers for Computers in Education (NAACE) is the professional association for those who are concerned with inspection, advice, support and development of the use of information and communications technology in education. The Association was established in 1984 and is now a key influential professional association in the field of educational ICT in the UK. NAACE is a Registered Charity and has over 500 members.

The Professional Officer NAACE PO Box 60 Tipton West Midlands DY4 0YS	Telephone: 0870 24 00 480 Fax: 0870 24 00 480 E-mail: prof@naace.org Web site: www.naace.org

BCS

The British Computer Society (BCS) is the leading chartered society in the UK for computing and information systems engineering and is a full nominating body of the Engineering Council. The BCS serves over 37,000 members. The Schools Committee comprises people with knowledge, understanding and experience of ICT in education. It advises the BCS on educational matters and publishes occasional papers.

The BCS Schools Committee British Computer Society 1 Sanford Street Swindon SN1 1HJ	Telephone: 01793 417417 Fax: 01793 480270 E-mail: bcs@hq.bcs.org.uk Web site: www.bcs.org.uk/

ISBN **1-902505-15-8**

Web: The latest version of this document will be maintained on the Web: http://www.bcs.org.uk/iap.html

Authors: Steve Bacon
Peter Banbury
Sandra Crapper

Acknowledgements:

We would like to thank members of NAACE, the BCS and other organisations who have read and commented on draft copies of this leaflet and Kent County Council for permission to copy the Acceptable Internet Use Statement and the Rules for Responsible Internet Use.

Annex A

Promoting the Responsible Use of the Internet in Schools

Introduction

For the past twenty years or more, schools have been developing their use of information and communications technology (ICT) with the aim of raising the quality of education and enhancing learning opportunities for young people. Great strides have been made in a relatively short space of time and the advanced computer systems now to be found in schools bear little resemblance to the simple computers with which schools started in the early 1980s. Increasing computer power and sophisticated software have brought immense benefits to the classroom across the curriculum and have provided young people with new and exciting learning opportunities.

More recently, the advent of easy access to electronic communications has brought a new dimension to the use of ICT in schools. Through the Internet, schools and their pupils have access to a global network of information resources. These not only enhance their access to resource materials but also provide opportunities for world-wide communication with other pupils and teachers, provide access to cultural, social and leisure information and provide schools with a range of support services.

Extensive use of ICT in schools raises organisational and management problems; there is also the potential for misuse of the technology. In recent years this has included pupils gaining unauthorised access to computer files, the irresponsible deletion of pupils' work on school networks, the exchange of discs containing pornographic images and so on. The Internet also presents schools with organisational and management problems, and extends the scope for misuse. However, there are educational, management and technical solutions which can help to minimise the risk of the inappropriate use of the Internet. The aim of this document is to help schools by describing some of the problems and outlining possible strategies for their solution.

Schools will need to bear in mind that their pupils will be likely to access the Internet in a wide range of contexts both within, and outside school. Apart from using the Internet to support learning in the traditional school classroom, pupils will benefit from opportunities to access the Internet in after-school and homework clubs, in youth clubs, public libraries and other community services, in Internet cafés and shops, and at home. Additionally, the Government's intention that at least 50% of pupils should have their own e-mail address by 2002 and the general acquisition of e-mail addresses by their parents will make e-mail as common as the telephone. It will not be long before there is almost universal access to e-mail and the Internet. As a result, pupils' use of the Internet may be greater at home than in school. It therefore becomes very important for schools not only to police their own provision but also to develop in their pupils' well-understood and responsible attitudes to the Internet. They need to be able to make responsible decisions for themselves, not just adhere to a set of rules imposed by others.

This document has been written for all schools although it is recognised that the issues for schools in the primary sector are likely to be different from those in secondary or special schools. Each school will need to decide what measures it needs to take to prevent inappropriate use of the Internet in their establishment and to develop responsible use of the technology by young people.

1: What is the Problem?

a. The Internet System Itself

It is wrong to think of the Internet as a coherent system; it is simply a very large number of individual or networks of computers any of which may be linked electronically to any other. Some of the computers that can be accessed on the Internet belong to large organisations while others are desktop computers owned by individuals. Although these computers are scattered around the world, modern worldwide communications technology means that they are all equally easily accessible.

The Internet is anarchic. There is no overall control and there is no censorship. It is up to individual information providers what views they will express and how they will express them, what text they will make available for others to read, and what images, video and sound they will provide.

The Internet is dynamic. Individual information providers can change their material overnight so you can never be sure that what you saw yesterday is still the same today – or is even there at all! New information providers join the system on a daily basis and others disappear; it is not easy to keep up to date with the huge number of sources of information.

b. The Internet Structures

The Internet is accessed through a number of different structures, all of which give rise to potential problems when used by young people.

The **World Wide Web** (WWW) makes information easily available to the user. Pages of information (collected together as *Web Sites*) are presented in an attractive format containing text, images, sound, animations and video. The user moves from one page to another by clicking on buttons or text prompts on the screen. Often the process takes the user from one information provider to another in an apparently seamless manner. It is easy for the user to 'browse' the system (*surfing the net)*, but it is also easy to get lost, or to be distracted from the task in hand by following up other apparently interesting or intriguing links. Some of these links may be to material unrelated to the original purpose of the use of the WWW, and some material may be unsuitable for young people. While the WWW offers a treasury of material for children to use, and access is very easy, it also means that less suitable material is easily accessible or may be viewed accidentally.

Internet **Newsgroups** allow users around the world to share in discussion on a wide variety of topics. There are currently over 30,000 such discussion groups, only a few of which are likely to be of interest in an educational context. By accessing one of the groups, the user can read messages on a particular topic, which have been placed (*posted)* by others. In order to participate in the discussion, users can post their own replies. Newsgroups do not depend on people being connected to the Internet simultaneously. The user connects to the Newsgroup of their choice, reads recent messages, posts their replies and then disconnects. Although Newsgroups can be an effective way of sharing ideas and information, they may also encourage discussion of topics that may be inappropriate for young people. In some cases, the information provided is either factually incorrect, represents biased or extreme personal opinion or is designed to be misleading or corruptive. Newsgroups not only allow text to be shared; it is also possible for images, sounds and video clips to be posted for others to access and some Newsgroups are used explicitly for this purpose. There is no central censorship of Newsgroups, although some are censored or *moderated*.

Internet **Chatrooms** are similar in concept to Newsgroups but depend upon several people contributing simultaneously. In these areas, usually accessed via pages on the WWW, several users can read and post contributions concurrently. Users often find the casual Chat activity slow, frustrating and, when it is not focused on a clear educational objective, a considerable time waster. It can also be expensive since the user has to be connected to the Internet for the duration of the Chat. As with Newsgroups, most Chatrooms are not censored. Because of the anonymous nature of the communication, concern has been expressed about the possibility of Chatrooms being used to exert undue influence over young people.

Electronic mail (e-mail) is an extremely powerful communication tool. Internet users can send e-mail to anyone whose e-mail address they know. Young people will benefit considerably from being able to communicate easily with other people around the world. Not only will they make contact on a social basis, but they may also be able to make contact with other adults and young people in connection with their studies. The opportunity to contact other people in different social or geographical contexts is particularly powerful. Of course, pupils may also engage in less appropriate communications, and be vulnerable to receiving unsolicited and inappropriate communications from other people. To provide some protection in this respect, some e-mail systems are being designed to enable the user to specify only those people from whom they are willing to receive e-mail.

Increasingly, schools and pupils will have their own **Web Sites**. This facility is offered by most Internet service providers free of charge, or at very low cost, or may be provided by the school within its own network. A school will need to take steps to ensure that its own web site does not contain inappropriate material. Where the school is offering space for individual pupils to manage their own Web Sites there will need to be checks on the content to ensure appropriate use. Where the student is managing their own Web Site on another system the school will have no direct control but may wish to offer advice on good practice and responsible use.

All the above structures exist within the overall concept of the Internet. Individual computer users may also allow external access to their computer via what are known as **Bulletin Boards**. These usually exist outside the Internet and are often run by individuals rather than organisations. They are services where the user can dial up directly, access information, post questions and read other people's comments and answers. Most are accessed via their own telephone number rather than via the telephone number of an Internet service provider. Contacting such a Bulletin Board will be charged at the price of a direct telephone call to that locality. Thus, the use of some Bulletin Boards can be very expensive. Schools which purchase access to a single Internet service provider and have their system pre-set to dial only that provider (for example, through an ISDN telephone line) will not be able to access Bulletin Boards and hence are not likely to have a problem with access to unauthorised phone numbers. However, schools using a simple modem where the phone number to be dialled can be easily changed are more vulnerable in this respect.

c. The Internet Content

Within the range of services available on the Internet there is very wide variety of content. Although every conceivable topic or area of interest is to be found somewhere on the Internet, the material available varies hugely in quality. Some of it is heavily biased reflecting the opinions of those who prepared it. Some of the material is inaccurate or misleading often due to the ineptitude or lack of experience and knowledge of the originator; in some cases the originator is intending to mislead for a variety of reasons.

Pupils using the Internet need to be aware of the issues of quality and veracity, exercising caution and judgement in their use of any material they find.

There is a considerable amount of pornographic material including text, sound, pictures and video to be found on the Internet. There are Web Sites, Newsgroups and Bulletin Boards dedicated to carrying such material. However, the problem is confounded because some Web Sites of an apparently harmless nature may include some pages with explicit content. Other areas of concern to schools include the availability of information on the Internet relating to the misuse of drugs and the promotion of violence, intolerance, racism and extreme political and social views.

Finally, standards of what is appropriate content for worldwide publication will inevitably vary from one person to another. Standards of expression, language and tone will vary. People will differ in their views about what are acceptable text and images for publication. Cultural and social differences will mean that what is acceptable for one person, may not necessarily be acceptable for another.

Schools should also bear in mind that the vast majority of the content of the Internet is written by and for adults. This means that the reading level may be too difficult for some children, the language used may be inappropriate or the ideas expressed inappropriate for the maturity of the reader.

d. The Legal Context

There is no legal definition of the term 'pornography' and there are few legal precedents relating to the use of the Internet. There are a number of laws which are likely to apply to the use of the Internet in certain circumstances including the Obscenity Acts of 1959 and 1964, The Protection of Children Act 1978, The Indecent Displays Act 1981 and The Criminal Justice Act 1988. The use of a computer system without permission or for a purpose not agreed by the school could constitute a criminal offence under the Computer Misuse Act 1990. In many cases, laws relating to copyright, libel, obscenity or incitement to racial hatred are likely to apply to the use of the Internet.

While the legal position is not always well defined, schools should bear in mind that there is a legal framework that could be applied to Internet use.

e. The Ethical Context

While schools will be properly concerned about the legality of Internet use and ensuring that neither they nor their pupils are liable to prosecution, it will, perhaps, be more important for them to recognise their overall moral responsibility and their duty to provide protection for the pupils in their care. Parents will expect schools to promote high standards in relation to the use of computers and the Internet whether or not the material being accessed is necessarily illegal. They will expect schools to develop the same levels of responsibility in pupils in this area as in any other. Recognising its importance, many schools already address this issue in their personal and social education programme. By whatever means, schools should be able to demonstrate that they have taken all reasonable precautions with regard to Internet access and have strategies to promote responsible use both within and outside the school.

The possibility of inappropriate use of the Internet by pupils is something that needs to be well understood by teachers and other staff, all of whom may come into contact with the problem. Teachers may be faced with accidental access to inappropriate material during the course of a lesson, or may encounter pupils who are explicitly searching for such material. It is part of the school's responsibility to its staff to ensure that they are never

placed in a situation for which they are not prepared and where they are unaware of the school's policies.

2: Strategies for Consideration

Schools must be made safe places in which pupils learn to take a full part in society and learn to handle the risks and responsibilities inherent in adult life. Teachers and managers need to create the right balance between protecting pupils, securing IT systems and improving access to systems and the Internet.

All parts of society have called for improved solutions and the press has frequently highlighted the political and social issues involved. While the main areas of concern are understood, the development of effective solutions will take time.

This section outlines strategies in three areas - educational, management and technical. Schools will need to take a holistic approach in order to resolve the complex and wide-ranging issues involved.

a. Educational Strategies

There are two main approaches to Internet access, education and regulation. Pupils may be educated to develop a responsible attitude to computer and Internet use within and outside the school environment in the expectation that pupils will make the right decisions if they understand the issues. The school will also need to regulate Internet access. Primary pupils cannot be relied upon to foresee every possible danger. Faced with suspect material, even the most responsible children may not have the experience or maturity to make informed judgements. For infants and some juniors, Internet access is likely to be directly controlled by an adult working with a small group of pupils. A rules approach may be taken with older primary and secondary pupils, whereby a code of conduct is agreed or set. Both types of approach, education and regulation, may be appropriate depending on age and maturity of the pupils. Each school will need to strike the right balance in writing its Internet access policy.

Pupils' use of the Internet may be greater at home than in school, and we may need to extend the educational approach to include parents. Families may need to be helped to develop strategies to cope with the knowledge and influences introduced by the Internet and to understand the consequences for their lives.

The Internet makes available an even wider range of material than CD-ROM, TV and video although many pupils still simply copy entire articles and images uncritically. Pupils' information handling skills in selection and in checking origin, currency and accuracy have become vital. Maturity in the application of this information will result from improved knowledge and awareness of the Internet.

There are responsibilities for the use of ideas and materials owned by others. Plagiarism is almost encouraged by the availability of coursework on-line, or should this be regarded as the provision of good exemplar material? The issue of copyright needs to be discussed and pupils encouraged to acknowledge sources.

Teachers will need to investigate the nature of the different media and the difficulties that pupils may experience with retrieval and in dealing with large quantities of information. Well-defined tasks with lists of suitable sources will direct investigations and help ensure success. Open-ended research involving the unstructured use of search engines or catalogues should be restricted to pupils that have the necessary information handling skills.

Staff awareness of the issues and understanding of the school's strategies is important. Time will be required for teachers to integrate ICT into the curriculum and revise study skills teaching. Teachers' own skills may need to be developed and home access to ICT and particularly the Internet is to be encouraged. Many advisers and other groups have thought through these issues in detail and could be used to raise staff awareness and to share the experience of other schools.

Pupils should never feel uncomfortable or threatened by messages received or material seen. As with bullying, the natural approach should be to tell a teacher. An integrated policy covering all such areas will need to be developed. Pupils may have to decide for themselves what material is appropriate and may need help in making such decisions.
The personal, social and health education (PSHE) programme would be an appropriate context to discuss the responsible use of media including video, computer games and the Internet.

While schools give pupils structured access to the e-mail and the Web, at home the same pupils may have open access. The school may wish to work in partnership with parents to raise awareness and resolve such issues.

b. Management Strategies

Within the curriculum planning process, management will review the contribution made by Internet use to teaching and learning. Schools will wish to ensure that they have done everything reasonably possible to ensure appropriate and safe use of the Internet. A key strategy is to write an Internet Access Policy, which is covered later.

IT systems are expensive and becoming critical to efficient curriculum delivery and to school administration. To reduce any misuse of computer facilities, senior management will need to allocate resources for the implementation of technical strategies and ensure they are effective. ICT use has increased rapidly as interest in resources such as the Internet has exploded. This can result in IT systems becoming overloaded, unless the increase in use is managed and matched by investment in storage and capacity.

By setting the criteria for use and access, staff and pupils will be reminded that the school’s IT system has been installed to enhance and extend pupils' education. One regulatory mechanism is to maintain a register of users, or a list of pupils whose access has been removed.

To protect the school and encourage appropriate use, staff and older pupils may be asked to sign acceptable use statements. A number of LEAs are recommending that schools obtain guardian's agreement to pupils' use of the Internet. Once rules for the responsible use of the Internet have been agreed they can be displayed near computers and copies given to pupils and parents.

The school will need to take a view on the degree of pupil autonomy in Internet access and the balance between privacy and control. The approach to supervision of Internet access will vary according to age. At Key Stage 1, an adult may access e-mail or the Web for the class or group, while pupils from 8 to 16 years may be supervised less directly and sixth form students given open access. Supervision strategies will need to be devised and implemented. IT systems available for private study in a library or resource centre could be positioned in clear public view to encourage a responsible approach to Internet access.

Wherever pupils interact with the public by telephone, e-mail or web site, particular care is required to ensure the communication is appropriate. Pupils need to follow sensible rules for personal safety, for instance never giving full name, a home address or telephone number. Appropriate use may take time to develop.

The school will wish to control the quality and presentation of material on its Web site. Although printing names with photographs is common practice in local newspapers, many schools do not publish photographs with pupils' names on their Web site.

With the rapid increase in Internet access, management will need to revisit its policy and practices on a regular basis. Advice may be sought from the sources given in the references section, the LEA and your IT systems suppliers.

c. Technical Strategies

Technical solutions to social issues cannot be expected to be fully effective by themselves, but they should form an important part of a holistic approach.

IT systems must be designed to withstand attack including virus corruption and hacking as well as accidental damage by users. Pupils' access to the Internet presents particular risks as it includes use of both internal and external systems. Standard good practice in network security becomes ever more important. The design and configuration of the school's IT systems may need to be reviewed by a team chaired by a senior manager, which includes the IT co-ordinator and systems manager, assisted by LEA staff.

Restricting access to inappropriate material is often the first issue to be tackled. Four overlapping approaches have evolved. These can be referred to as blocking, approved lists, filtering and rating, although these categories are often confused.

1. A blocking strategy generally removes access to a list of unsuitable sites or newsgroups. Maintenance of the list is a major task as it may contain thousands of sites, and changes must be made frequently.
2. An alternative strategy is to permit access only to approved sites - the *walled garden* approach, but it is difficult to predict the breadth of pupils' questions.
3. Filtering examines the content of Web pages or e-mail messages for unsuitable words. The advantage is that no prior work is required, but there are problems, for instance with a Web page containing images only. Filtering of Web searches reduces pupils' opportunities to locate unsuitable material.
4. Rating systems give each Web page a rating for sexual content, profanity, violence and other unacceptable content. Web browsers can be set to reject any pages not rated appropriately for the pupil. At present few pages have been rated and, without a consistent international approach, rating is unlikely to become a viable strategy.

As new sites appear every day, none of these systems can be completely foolproof and a combination of approaches will be required. It may be important to establish who decides what is appropriate and whether the criteria used suit the pupils in your school. Another question is whether the system covers an adequate range of languages.

Blocking and/or filtering may be performed by the Internet service provider (ISP), by the LEA where a wide area network is used, or at school level. Wherever performed, sufficient resource should be allocated to ensure that the system is effective and clear guidelines provided to ensure the protection is appropriate to the various client groups. In due course, it will be possible to alter the degree of control to suit the age and learning context of the pupil, however this could require a great deal of local management.

E-mail presents particular dangers due to the large volume of messages and the ease of communicating into and out of a safe area such as a school. Software to restrict addressees to a set list might be appropriate, and the filtering of e-mail for unsuitable content is possible.

In order to protect pupils and help the school to demonstrate that ICT systems are being used responsibly, occasional monitoring of files or the sites visited will be necessary. Senior management may wish specifically to sanction any monitoring and will wish to let pupils know that monitoring is taking place. Software is available that can monitor continuously every site visited. While such strategies could help assure management that access is reasonable, it brings additional expense and will require time to manage.

There is a fine line between intensive but appropriate use of the Internet and inappropriate use such as downloading large files for leisure purposes. This theft of system resources can be limited by storage and time quotas and by monitoring use.

3: Writing a School Internet Access Policy

Introduction

It is possible to obtain a ready-made Internet Access Policy for your school from a number of sources, including the Internet itself. However, it is advisable that each school sets aside time to develop its own policy. This will ensure that members of staff have the opportunity to talk through some of the issues surrounding the Internet in education, and that the policy reflects the local situation.
The outline policy below takes the approach of raising questions for schools to consider in the writing of their own Internet Access Policies.

Background

The Internet is a valuable resource that can raise educational standards by offering both pupils and teachers opportunities to search for information from a very wide range of sources based throughout the world. As with any school resource, ICT needs to be organised and managed to maximise its effectiveness and the contribution it can make to developing and supporting the educational policies of the school. Every school should develop an overall ICT Policy and a statement on the use of the Internet should be part of that policy.

Some of the information to be found on the Internet may be inappropriate for pupils, and it is wise to have a policy in place that takes this into account. Management has a duty to ensure that before using the Internet with pupils, staff has had the opportunity to discuss how they will deal sensitively with inappropriate use. The policy will help to define appropriate and acceptable use by both staff and pupils and offer a focus for continual debate. An effective policy is one to which staff and pupils have agreed.

The DfES has specified that a policy to prevent pupils accessing unsuitable materials is a requirement of funding from the National Grid for Learning Standards Fund.

An Outline Policy on the Responsible Use of the Internet

As with all policies, Governors and teachers need to be involved from the start. It may be that your school already has a Policies Working Group, or a member of staff that works closely with the governing body to develop and monitor school policies. An Internet access policy should build on these existing structures, and will need to involve the ICT Coordinator.

a. The Internet in School

How will the use of the Internet enhance pupils' educational opportunities?

How will NGfL resources be used to raise educational standards?

How will effective use of the wealth of material on the Internet be monitored?

What benefits will Internet use bring to the professional work of school staff?

How will ICT improve the school's management information systems?

Will the school use the Internet as a channel of communication to government, LEA, other educational establishments?

How does the school see the relationship with the community changing with improved access to communications?

b. The Internet in the Curriculum

How will Internet access be integrated into learning activities?

Who will be responsible for developing pupil and staff research skills including the effective, reasonable and legal use of information retrieved?

Which subject(s) will focus on developing pupils' information handling skills?

Will the school establish its own web site?

Will pupils' work be published on a school or any other website?

How will the school make use of e-mail facilities?

How will pupils be educated to validate information and messages communicated over the Internet?

How will children be educated to follow sensible rules for personal safety?

c. Responsibility

How will pupils be educated to take responsibility for Internet access?

How will pupils be made aware of the issues of unacceptable use?

How will intellectual property rights and copyright be discussed?

How will children report if they feel uncomfortable about material or messages?

What action will teachers take if pupils report receipt of unacceptable material?

How will parents be kept informed of the school's strategy?

Will a guardian's permission be sought before pupils are allowed Internet access?

Will the school work with parents to encourage appropriate use outside school?

Will staff and pupils be asked to sign acceptable use statements?

d. Internet Access

Who will use the equipment and where will it be located, e.g. public area?

Which age groups of pupils will be supervised, and in what way?

How will you identify and register authorised users?

Will there be restrictions on use of equipment?

Which Internet Service Provider will be used, e.g. LEA, commercial provider?

Does the school's ISP provide a filtering system appropriate to the age of pupils?

Will the school implement any filtering additional to that provided by the ISP?

Who will be responsible for password security?

e. Monitoring

How will the school evaluate the effectiveness of ICT use?

How often will the ICT system in the school be checked for inappropriate material and virus checking?

How will pupils be informed that checks are made on files held on the system?

Can the school work with the ISP to review and improve the filtering system?

Will regular reports on use be submitted to Governors?

f. Sanctions

What are the school's procedures for dealing with pupils who access unsuitable materials?

g. Dissemination and Review

How will staff and pupils be made aware of the policy and its content?

Who will be responsible for keeping this policy up to date?

How often will it be reviewed?

4: Resources and References

Organisations that provide useful information relating to establishing an Internet Access Policy

Association of Co-ordinators and Teachers of IT (ACITT)
www.rmplc.co.uk/eduweb/sites/acitt/aup.html

Acceptable use policy for the Internet in UK Schools
BECTa
www.becta.org.uk

Advice and guidance on computer misuse
British Computer Society
www.bcs.org.uk/news/misuse.htm

A guide for schools prepared by the BCS Schools Committee
Cambridgeshire County Council
http://edweb.camcnty.gov.uk/ngfl/
Advice to Cambridgeshire schools on Internet access
Connecticut, USA
www.groton.k12.ct.us/mts/mtspol1.htm

Groton District Internet policy for their public school system
DfES Virtual Teacher Centre
www.vtc.ngfl.gov.uk/vtc/schoolman/policies.html

Government information on developing policies for ICT usage in schools
Internet Watch Foundation
www.internetwatch.org.uk

This site invites people to report inappropriate web sites they come across. Funded by DTI Ireland – National Centre for Technology in Education
http://www.ncte.ie/support.htm

A comprehensive advice sheet on Internet safety
Kent County Council
www.kent.gov.uk/ngfl/policy.html

Comprehensive information on implementing an Internet Access Policy
National Union of Teachers (NUT)
www.teachers.org.uk/keypol/kp_ict.html

NUT policy on the developing use of ICT in schools
National Action for Children (NCH)
www.nchafc.org.uk/internet/index.html

Guides on Internet usage
Parents Information Network (PIN)
www.pin-parents.com

An introduction to the Internet – comprehensive guidelines on using the Internet safely
Recreational Software Advisory Council on the Internet (RSACi)
www.rsac.org/fra_content.asp

Promotes the use of a rating system for web sites, and acts as a third party rating bureaux
Staffordshire Learning Net
http://www.sln.org.uk/doc2.htm

A computer security policy including Internet access, with sample materials
Yolo County, USA
www.yolo.k12.ca.us/policy1.htm
Example of Yolo County's acceptable use policy

Annex A

Anytown High School

Acceptable Internet Use Statement

Senior Students

The computer system is owned by the school and is made available to students to further their education and to staff to enhance their professional activities including teaching, research, administration and management. The school's Internet Access Policy has been drawn up to protect all parties - the students, the staff and the school.

The school reserves the right to examine or delete any files that may be held on its computer system or to monitor any Internet sites visited.
Staff and students requesting Internet access should sign a copy of this Acceptable Internet Use Statement and return it to the IT Manager for approval.

- All Internet activity should be appropriate to staff professional activity or the student's education;
- Access should only be made via the authorised account and password, which should not be made available to any other person;
- Activity that threatens the integrity of the school ICT systems, or activity that attacks or corrupts other systems, is forbidden;
- Users are responsible for all e-mail sent and for contacts made that may result in e-mail being received;
- Use for personal financial gain, gambling, political purposes or advertising is forbidden;
- Copyright of materials must be respected;
- Posting anonymous messages and forwarding chain letters is forbidden;
- As e-mail can be forwarded or inadvertently be sent to the wrong person, the same professional levels of language and content should be applied as for letters or other media;
- Use of the network to access inappropriate materials such as pornographic, racist or offensive material is forbidden.

Full name form / post

Signed date

Access granted date

Edit this page to make a poster for display near computers.

Annex A

The following model statement has been the subject of consultation with the recognised trade unions in Lancashire Schools and is commended to Governing Bodies for adoption. In finalising their statements, schools may also wish to have regard to advice published by ACAS, which can be found at www.acas.org.uk

Anytown School, Lancashire

Acceptable Internet Use Statement

For Staff

The computer system is owned by the school and is made available to staff to enhance their professional activities including teaching, research, administration and management. The school is keen to see staff make full use of the system, in order that they might broaden their skills and enhance their professional development.

The school's Internet Access Policy has been drawn up to protect all parties. With the agreement of the Headteacher, the system and internet access can be made available for occasional personal use, during the employee's own time i.e after school and during the lunch break. Staff are reminded that inappropriate use of the internet could result in action being taken under the terms of the School's disciplinary procedure. The school reserves the right to examine or delete any files that may be held on its computer system or to monitor any Internet sites visited.

Therefore, it is important that all staff familiarize themselves with the principles set out below

- All Internet activity should be appropriate to staff professional activity, including research for professional purposes. Where the system is made available for personal use, the same principles apply.
- Under the terms of the Authority's Trade Union Facilities Agreement, reasonable use of computer facilities for authorised trade union representatives is permitted.
- Access should only be made via the authorised account and password, which should not be made available to any other person;
- Activity that threatens the integrity of the school ICT systems and laptops, or activity that attacks or corrupts other systems, is forbidden;
- Users are responsible for all e-mail sent and for contacts made that may result in e-mail being received;
- Use for personal financial gain, gambling, political purposes or advertising is forbidden;
- Copyright of materials must be respected;
- Posting anonymous messages and forwarding chain letters is forbidden;
- As e-mail can be forwarded or inadvertently be sent to the wrong person, the same professional levels of language and content should be applied as for letters or other media;
- Use of the network to access inappropriate materials such as pornographic, racist or offensive material is forbidden.

Annex A

Invicta Primary School

Rules for Responsible Internet Use

The school has installed computers and Internet access to help our learning. These rules will keep everyone safe and help us be fair to others.

- I will only access the system with my own login and password, which I will keep secret;
- I will not access other people's files;
- I will only use the computers for schoolwork and homework;
- I will not bring in floppy disks from outside school unless I have been given permission;
- I will ask permission from a member of staff before using the Internet;
- I will only e-mail people I know, or my teacher has approved;
- The messages I send will be polite and responsible;
- I will not give my home address or telephone number, or arrange to meet someone, unless my parent, carer or teacher has given permission;
- I will report any unpleasant material or messages sent to me. I understand my report would be confidential and would help protect other pupils and myself;
- I understand that the school may check my computer files and may monitor the Internet sites I visit.

Display this page as a poster near computers and provide pupils and parents with a copy of these rules.

Annex B1

Lancashire County Council - ICT Security Policy for Schools

Implementation Programme

Schools will need to adopt an ICT Security policy that consists of:

Whole school

- ICT Security policy for schools – adopt LEA 'model' **ICT Security policy** or create own policy. (Essential)
- Governing Body and Headteacher to implement procedural aspects of policy - follow requirements detailed in LEA 'model' policy in **Annex B2**. (Essential)
- Backup strategy – recommended strategy included in LEA 'model' policy as **Annex B3**. (Advisable)
- Hardware inventory – recommended proforma included in LEA 'model' policy as **Annex B4**. (Essential)
- Software inventory – recommended proforma included in LEA 'model' policy as **Annex B5**. (Essential)
- Security guidelines – minimum recommendations included in LEA 'model' policy as **Annex B7**. (Advisable)

For Staff

- E-mail and Internet Use policy – recommended policy included in LEA 'model' policy as **Annex A**. (Essential)
- Rules for ICT Users – recommended rules included in LEA 'model' policy as **Annex C1**. (Essential)
- E-mail and Internet use good practice statement – recommended statement included in LEA 'model' policy in **Annex C1**. (Essential)
- Staff declaration form – recommended form included in LEA 'model' policy in **Annex C1**. (Essential)

For Students

- E-mail and Internet Use policy – recommended policy included in LEA 'model' policy as **Annex A**. (Essential)
- E-mail and Internet use good practice - Rules for ICT Users statement - recommended statement included in LEA 'model' policy in **Annex C2.** (Essential)
- Pupil / Parent consent form - recommended form included in LEA 'model' policy in **Annex C2**. (Essential)

For Third Parties

- E-mail and Internet Use policy – recommended policy included in LEA 'model' policy as **Annex A**. (Essential)
- E-mail and Internet use good practice - Rules for ICT Users statement - recommended statement included in LEA 'model' policy in **Annex C3**. (Essential)
- Third party consent form - recommended form included in LEA 'model' policy in **Annex C3**. (Essential)

Note: To ensure that the signature form is on the same piece of paper as the rules being agreed to, Schools may wish to print the appropriate Rules and Consent form side by side in A5 format on an A4 page.

Annex B1

Each of these documents will need to be reviewed on a regular basis. Completing the following table will document the policies adopted by the school and assist in identifying the relevant review process. Any other implementation issues can also be documented in the following section.

Documents relating to ICT Security Policy for Schools

Document Name	Model document used or Schools own version?	Location of Document	Produced / Reviewed By	Last Review Date	Date next Review is due
ICT Security Policy					
E-mail & Internet Use Policy (Annex A)					
Procedural Aspects (Annex B2)					
Backup Strategy (Annex B3)					
Hardware Inventory (Annex B4)					
Software Inventory (Annex B5)					
Security Guidelines (Annex B6)					
Rules for ICT Users – Staff (Annex C1)					
Email & Internet Use Good Practice for Staff (Annex C1)					
Declaration form for Staff (Annex C1)					
Email & Internet Use Good Practice – Rules for ICT Users for Students (Annex C2)					
Pupil / Parent Consent Form (Annex C2)					
Email & Internet Use Good Practice - Rules for ICT Users for 3rd parties (Annex C3)					
Consent form for 3rd parties (Annex C3)					

Nominated System Manager:	
Other Implementation Issues:	

Annex B1

Anywhere School Information Access and Security Policy
March 2003

Text identified by the use of italics and bold underlining can be replaced by the schools' own text as applicable

Purpose

This information access and security policy provides clear direction and support for information security that is applicable to all staff at all levels of the organisation. The policy describes the means by which the school aims to preserve confidentiality, integrity and availability of data.

Confidentiality:	information is accessible only to those authorised to have access
Integrity:	safeguarding the accuracy and completeness of information
Availability:	ensuring that authorised users have access to information when required

It is acknowledged that the school has legal, statutory and contractual requirements with which it must comply. The school complies with the rules of good information handling, known as the data protection principles and the other requirements of the Data Protection Act.

The senior manager in the school is invested with overall responsibility for information security is _____.

This policy will be reviewed and updated every _____ the next date being _____.

Specialist security advice will be sought where necessary. *The LEA/other source* will be consulted as a source of such advice, for example for data protection or network security issues.

Organisational Security

Allocation of responsibilities – Information and asset classification and control. An accurate inventory is maintained of all the assets associated with information systems.

This is the responsibility of _____.

Each 'information asset' (e.g. information system, database, etc) has an owner who is responsible for its day to day security. Information is classified according to its degree of sensitivity and confidentiality, indicating the need and priority for its protection and is labelled appropriately (e.g. level 1 is all staff access, level 5 is Headteacher only). Each classification has defined procedures for copying, storage, transmission (e.g. post, fax, e-mail, telephone) and destruction.

Information	Databases, documentation, manuals, plans, archived information
Software	Application and system software
Physical	Computer and communications equipment
Services	Power, air conditioning

Authorisation level	Names of key personnel	Authorised to:
1		
2		
3		
4		
5		

Information Asset	Purpose	Sensitivity Level	Keeper	Authorisation Level

Software and Physical and Services Assets	Purpose	Keeper

It is acceptable to include here a SIMS printout which covers some or all of the aspects above.

Personnel Security

This is the overall responsibility of _____.

Security in job responsibilities

Security responsibilities are clearly documented and where appropriate, addressed at the recruitment phase and included in contracts of employment. Personnel screening processes for permanent and temporary staff includes appropriate controls (e.g. availability of satisfactory references, confirmation of claimed academic and professional qualifications, independent identity checks). Staff sign a confidentiality or non-disclosure agreement as part of their initial terms and conditions of employment. (*Sample appended*). There is a formal disciplinary process for employees who violate security policies and procedures and employees are made aware of the action to be taken if they disregard security requirements.

Information security education and training

All staff receive appropriate training and regular updates in security policies and procedures before access to systems is granted. (Sample training programme appended). This includes training in security requirements, controls and legal requirements, as well as in the correct use of information systems. (E.g. Log-on procedures).

Responding to security incidents and malfunctions

A formal procedure exists for reporting and responding to security incidents, malfunctions and weaknesses. (Procedure appended). All staff are aware of their responsibilities to note and report such incidents through the proper management channels as quickly as

possible. Recovery is carried out only by appropriately trained and experienced staff. Users are made aware that they should not, under any circumstances; attempt to prove a suspected security weakness as this could be interpreted as potential misuse of the system.

Physical and environmental security

This is the overall responsibility of _____.

Secure areas

Areas in which critical or sensitive information is processed are physically secured to prevent unauthorised access, damage or interference. Control is achieved by conventional security procedures (e.g. doors and windows locked when unattended, external protection for ground floor windows, intruder detection systems). Access to secure areas (if applicable) is controlled and restricted to authorised personnel only, with authentication procedures (e.g. swipe card, pin number).

Equipment security

Equipment is sited or protected to minimise the risk of theft (including security marking), damage (e.g. fire, water, and impact), and power failure (e.g. uninterruptible power supply or UPS). Cabling is protected from interception or damage (e.g. use of conduit, fibre, avoidance of public areas, routed underground, away from communications cables). Equipment is correctly maintained and serviced by authorised personnel. (*Names could be inserted here such as Westfield Centre*).

Off-site security

Equipment is not taken off-site without authorisation. Where necessary and appropriate, equipment is logged out and back by (*Insert name here*). Equipment and media taken off the premises is not left unattended in public places. Portable computers are carried as hand luggage and disguised if possible when travelling. Home working is subject to suitable controls.

Secure disposal or re-use of equipment

Appropriate arrangements are made for the secure disposal of media containing sensitive information. Confidential paper documents are securely disposed of (e.g. by shredding, incineration). Storage devices containing sensitive information are destroyed or securely overwritten (rather than using the standard delete function) prior to disposal. Equipment containing storage media (e.g. hard disks) is checked to ensure that sensitive data and licensed software have been removed or overwritten prior to disposal or re-use.

Clear desk and screen policy

Paper and computer media are stored in suitable locked cabinets were appropriate. Sensitive printed material is cleared from printers *immediately and shredded/disposed of by……..* Business critical information is held in a fire resistant safe or cabinet, with *copies stored securely offsite at ……..*
PCs and printers are not left logged on when unattended and are protected as appropriate by key locks, passwords or other controls when not in use. Users terminate active sessions and log off when out facility is afforded by password protected screen savers.

Communications and operations management

This is the overall responsibility of _____.
Operating procedures are documented and maintained. *Local information should be stored here.* Changes to systems are controlled with significant changes identified and recorded, following assessment of the potential impact

of the change and the change details communicated to the relevant persons. Incident management procedures are in place to ensure a quick, orderly and effective response to security incidents.

Protection against malicious software (viruses, etc.)

Software licensing requirements are compiled with and the use of unauthorised software is prohibited. Anti-virus detection and repair software is installed and regularly updated. Electronic mail attachments, downloads and any files of uncertain origin on electronic media or downloaded are checked for malicious software before use. Appropriate business continuity plans for recovery from attack are in place (e.g. data and software back-up and recovery arrangements). *Local information is required here.*

Housekeeping and network management

Back-up copies of essential information and software are taken regularly according to an appropriate schedule. At least three generations of back-up information are retained for important applications and are stored with an appropriate level of physical protection at a sufficient distance to escape a disaster at the main site. Back-up media and restoration processes are regularly checked to ensure that they are effective. Controls are in place to ensure the security of data in networks and the protection of connected services from unauthorised access.

Back-up procedure - data	Routine	Responsibility

Electronic mail

Guidelines exist on when to use and not to use e-mail. Staff understand the potential difficulties of the difference between electronic and traditional forms of communication (e.g. speed, message structure, degree of informality and vulnerability to unauthorised actions and attack – interception and viruses). Staff understand their responsibility not to use e-mail in such a way as to compromise the good name of the school (e.g. defamatory e-mail, harassment, unauthorised purchasing). *Staff guidance appended*.

Access control

This is the responsibility of _____.

User registration

Formal procedures are in place to control the allocation of access rights to information systems and services. Users have authorisation from the system owner and the level of access is appropriate for the purpose. User access rights are regularly reviewed; access

rights of leavers are removed immediately and redundant users IDs removed. Privileges associated with each system and user are identified, allocated on a need-to-use basis and kept to a minimum.

User password management

Users understand the need to keep passwords confidential and to avoid sharing them, keeping a paper record or recording them in a way that makes them accessible to unauthorised persons. Passwords are changed at regular intervals of _____ or if there is a possibility that security has been compromised, according to a system that ensures use of quality passwords. *Local detail should be placed here.*

Systems development and maintenance

This is the responsibility of _____.
Security issues are identified and considered at an early stage when procuring or developing new information systems. Input data is validated to ensure that it is correct and appropriate. Outputs and downloaded or uploaded data are checked for validity and integrity.

Business continuity management

This is the responsibility of _____.
Business continuity management aims to reduce disruption to the running of the school that would otherwise be caused by, for example, natural disasters, accidents, equipment failures and deliberate actions. It applies to all business processes, not just those related to information management. Continuity plans, each with an identified owner, are in place within a business continuity planning framework that ensures that all the plans are consistent and a priority order exists.

Action	Responsibility: post-holder
Education and training of staff	
Identification, documentation, agreement and implementation of emergency procedures for recovery and restoration	
Conditions for activating the plans	
Emergency, fallback and resumption procedures	
Maintenance schedule for testing and updating plans	

Compliance

Intellectual property rights (IPR)

Appropriate procedures are in place to ensure compliance with legal restrictions in the use of material in respect of which there may be IPR, such as copyright, design rights or trademarks. Software is usually supplied under a license agreement that limits the number of copies that can be made of the software. Controls are in place including: maintaining an appropriate inventory or asset register of software, maintaining proof of license ownership (e.g. licences, master disks, manuals, etc), controlling the number of users, carrying out checks that only authorised software is in use and applying sanctions against unauthorised copying of software.

Pupil use of systems

This is the responsibility of _____.
The school subscribes to the NAACE acceptable use policy as recommended by Lancashire County Council's Education and Cultural Services Advisory Team. Parental consent is obtained for use of the Internet (sample letter appended). Pupils sign up to an acceptable use policy (sample appended).

Use by the wider community

This is the responsibility of _____.
All users of ICT systems are required to sign up to the school's acceptable use policy and agree to abide by the protocols laid down for staff/pupils as outlined above.

Sanctions

This is the responsibility of _____.
All users – staff, pupils, other members of the wider school community are subject to sanctions *as outlined below* if misuse of the systems is encountered.

Annex B2

Lancashire County Council - ICT Security Policy for Schools

Procedural Aspects of the Policy

	Notes	Paragraph Reference
1.	The Governing Body must ensure that the school implements an ICT Security Policy - this can either be the 'model' policy or the school can create an amended policy based upon the 'model'. This must be reviewed annually and must include Email and Internet Use Policies for Staff and Pupils	Foreword
2.	The Headteacher must nominate a System Manager or members of staff with designated systems management responsibilities. This must be documented (*in Annex B1 of the model policy*) and included in the Scheme of Delegation approved by the Governing Body. It would not be unusual for the Headteacher to nominate themselves to act in this capacity, especially in small schools. The Headteacher must ensure that the nominated member(s) of staff understands the functions of the role and is familiar with the relevant Acts	4.4.1
3.	The Headteacher must compile a census of data giving details and usage of all personal data held on computer and manually (as required under the Data Protection Act 1998) in the school, and file a registration with the Data Protection Registrar. Users should be periodically reminded of the requirements of the Data Protection Act, particularly the limitations on the storage and disclosure of information.	5.2.1 & 5.2.2
4.	The Headteacher should ensure that a copy of the relevant 'Rules for ICT Users' (*attached as Annex C1-C3*) is issued to all system users. This should include all relevant aspects of the ICT Security Policy and any other information on the use of facilities and techniques to protect the systems or data.	6.4
	This will include Inappropriate use of Email and the Internet Breaches of security - reporting procedures Use of private hardware and software User authorisation process Access rights Equipment siting, room layout, physical security Appropriate use of the school facilities	 10.1 9.1 8.2 8.4 8.4 7.1 & 7.2 8.1

5.	The Headteacher should retain a record of the distribution of the 'Rules for ICT Users' - to Staff, Students and third parties; the access rights to systems and data granted to individual users; any amendments or withdrawal of these rights due to a change in responsibilities or termination of employment or starters/leavers; the training provided to each individual user.	 6.5 6.2
6.	An inventory of all ICT equipment must be maintained and regularly updated by the Headteacher as equipment is purchased / disposed of. The inventory must be checked and verified annually in accordance with the requirements of Financial Regulations. (*Recommended Pro-forma attached as Annex B4*)	7.3.1
7.	The Headteacher should define local rules regarding the use of privately acquired hardware and software, which should be disseminated to all Users. This will also include use of non-approved email accounts.	8.2.1
8.	An inventory of all software and licence details must be maintained and regularly updated by the Systems Manager as software is purchased / disposed of. The inventory must be checked annually to ensure that the licences accord with installations. *(Recommended Pro-forma attached as Annex B5)* The Systems Manager should ensure there are clear procedures regarding the installing / copying of software. The System Manager should be familiar with the requirements of FAST (the Federation Against Software Theft)	5.4.4
9.	The Systems Manager should ensure there are clear procedures regarding installing, upgrading, repairing and disposal of equipment.	8.10 & 8.11
10.	The Systems Manager must decide on the appropriate frequency for password changes and advise on the technique for password selection based on the value and sensitivity of the data involved, and advise users accordingly. The Systems Manager must ensure there are clear procedures regarding the disposal of equipment and waste containing confidential or sensitive data.	8.6.1
11.	The Systems Manager must ensure that a Backup strategy is agreed, documented and implemented. Clear instructions must be given to Users to ensure this is followed. *(Recommended strategy attached as Annex B3)*	8.7.1
12.	The Systems Manager should confirm and implement a policy on anti-virus software for local networks, standalone systems, laptops and home PC's (particularly where data may be transferred to school). This must ensure that anti-virus software is regularly updated.	8.8.2
13.	The System Manager must distribute the "E-mail & Internet Use Policy for Schools" (*Annex A*) to all Users and ensure that they complete the relevant User declaration attached to the policy.	10.1

Annex B3

Lancashire County Council - ICT Security Policy for Schools

A Recommended Backup Strategy for Schools

All data should be backed up at least 3 times each week - say, Monday, Wednesday & Friday. Hence at least three copies of the data will always be available. (In the case of a large school, processing vast amounts of data daily, a backup every day would be preferable.)

At least one of the backups should be kept away from the school premises (in case of fire or theft).

All backups should be checked to ensure that they have been successful. (E.g. If a backup has been made to a tape, the contents of the tape should be checked to see that a file, or files exist, and that their date of creation is consistent with the date of the backup.)

LRM/FMS users are strongly recommended to backup the financial files before any reconciling (manual or automatic) is undertaken. Label the disk with the month during which the backup was taken, and keep it for at least 12 months.

A 'Long Term Backup' should be taken at the beginning of each term. This should be kept and not overwritten until the beginning of the next term. This will help protect against data corruption that goes unnoticed for several weeks, during which 'older' backups will have been overwritten by 'newer' ones.

Differing media are employed in schools for backing up purposes. E.g. Magnetic tapes, floppy disks, hard disks, Zip drives. If you suspect your principal backup medium is not working correctly (tape drives can be notoriously unreliable), use an alternative.

If possible, use more than one medium for backup anyway. For network users, the option to record onto workstation hard disks is always available. Do this as well as tape and floppy disk backup.

If you are unsure about your backups - please telephone the Westfield Centre and check whether or not your current processes are adequate and reliable.

Annex B4

Lancashire County Council - ICT Security Policy for Schools

Hardware Inventory

School:	DfES No:
School Contact:	Phone No:
Email Address:	Date of Audit:

Curriculum Systems

Curriculum Overview

Total Number of File Servers (Excluding Dedicated Multimedia Servers)	
Total Number of Other Servers	
Total Number of Networked Workstations	
Total Number of Standalone Workstations	
Total Number of Laptop PC's	

Curriculum File Servers

	Server1	Server2	Server3
Manufacturer (Eg RM, CSE)			
Model (Eg FX, RX)			
Network Operating System (Eg Windows NT, Novel)			
Educational Management System (Eg RM Connect, CSE Resource Manager)			
Version (Eg 2.31)			

If any servers have been modified, please detail below:

Annex B4

Other Curriculum Servers (e.g. Dedicated Multimedia Server, Mail Server, Espresso Server etc)

	Type of Server	Type of Server	Type of Server
Manufacturer (Eg RM, CSE)			
Model (Eg FX, RX)			
Network Operating System (Eg Windows NT, Novel)			
Application / System			
Version (Eg 2.31)			

Curriculum Workstations

Quantity	Manufacturer (Eg RM, CSE)	Model (Eg PC100)	Processor (Eg PII, AMD)	RAM	Operating System	Network/ Standalone /Laptop	Multimedia Capable	Internet Capable

Administration Systems

Administration Overview

Total Number of File Servers (Excluding Dedicated Multimedia Servers)	
Total Number of Other Servers	
Total Number of Networked Workstations	
Total Number of Standalone Workstations	
Total Number of Laptop PC's	

Administration File Servers

	Server1	Server2	Server3
Manufacturer (Eg Evesham,)			
Model (Eg Clone 5)			
Network Operating System (Eg Windows NT, Novel)			
Version (Eg 2.31)			

If any servers have been modified, please detail below:

Other Administration Servers (e.g. Bromcom)

	Type of Server	Type of Server	Type of Server
Manufacturer (Eg Evesham)			
Model (Eg)			
Network Operating System (Eg Windows NT, Novel)			
Application / System			
Version (Eg 2.31)			

Administration Workstations

Quantity	Manufacturer (Eg Evesham)	Model (Eg PC100)	Processor (Eg PII, AMD)	RAM	Operating System	Network/ Standalone /Laptop	Multimedia Capable	Internet Capable

Annex B5

Lancashire County Council - ICT Security Policy for Schools

Software Inventory

School:	DfES No:
School Contact:	Phone No:
Email Address:	Date of Audit:

Software Name/Title	Version	Publisher	No of Licences	Type of Licences	Licence No (if applicable)	Admin or Curric?	Age/KS Range

Note: Examples of Type of Licences are: Site licence, single user licence, concurrent user licence, multi user licence

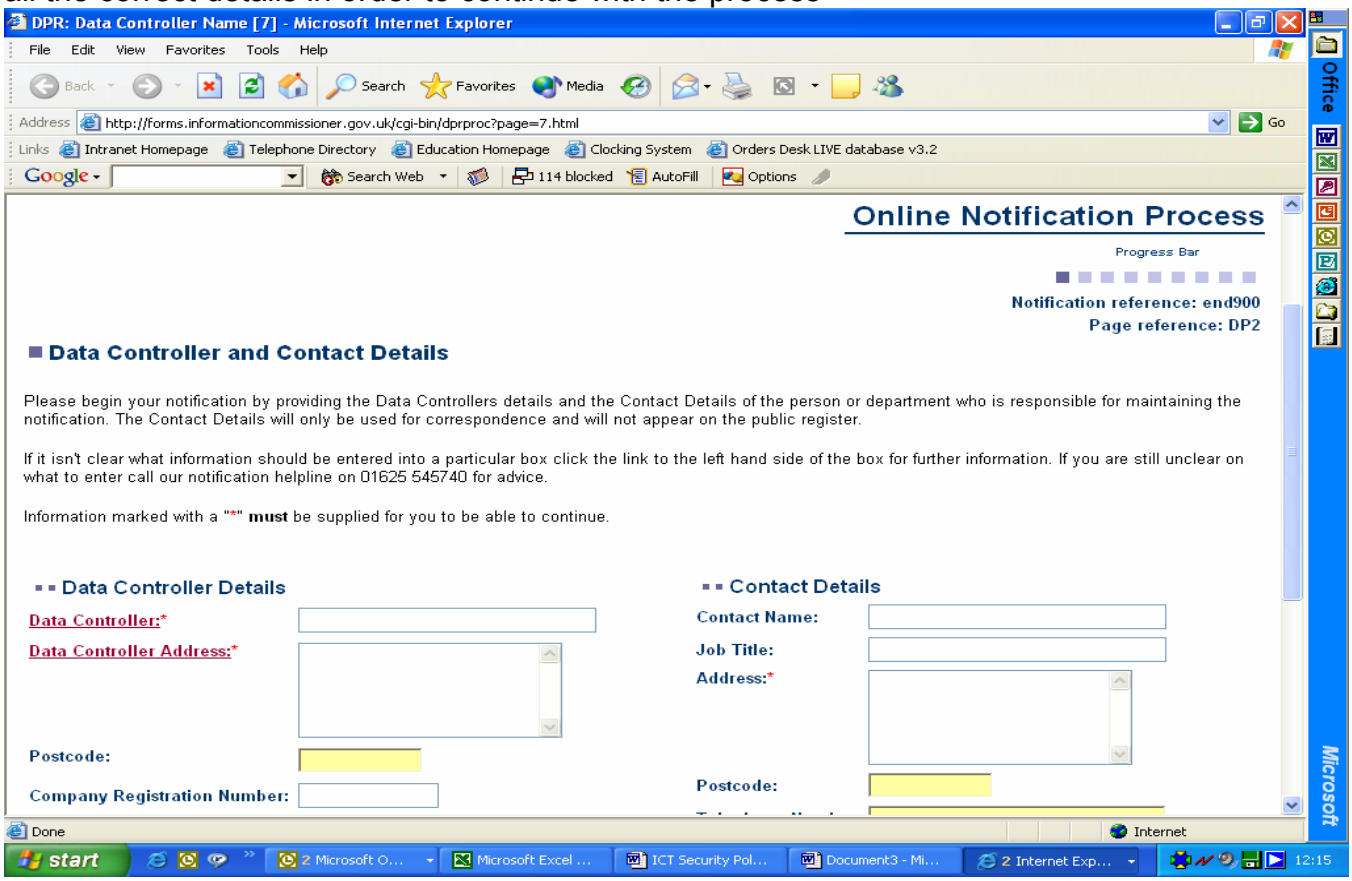
Annex B6

Guide on how to register details of your data processing with the Information Commissioner.

Click on http://www.informationcommissioner.gov.uk/eventual.aspx
Then Click on **Register / Notify** under the Quick Links Menu as shown below:

Read the guidelines and continue by clicking on **continue to Register / Notify** as below:

This should then take you to the online Notification Form. This needs to be completed with all the correct details in order to continue with the process



Once completed the form needs to sent to the Information Commissioners Office along with a fee of £35.

Annex B7

Lancashire County Council - ICT Security Policy for Schools

Security Guidelines

1. Password Policy

Passwords should be:

- unique
- alphanumeric
- at least 6 digits in length
- regularly changed, recommend at least every 90 days

Passwords should NOT be:

- written down
- easy to guess, don't use family or pet names for example

2. Monitoring Computer Use by Pupils

- Ensure Pupil use of computers is 'visual', make sure there is a Teacher present and monitoring use
- Consider logging access to the network using software tools, for example RM Tutor
- Review the layout of the room to ensure there is good 'visibility' of computer activities
- Ensure there is supervision at all times
- Publish the ‘Rules of ICT Use’ next to the computers, or consider displaying them on the screen when the computer is turned on
- Maintain an audit trail of User activity

3. Monitoring Computer Use by Staff (especially in sensitive areas)

- Use screensavers with passwords
- Consider using 'distinctive' background colours
- Think carefully about the siting / location of equipment
- Take care when disposing of paper output, floppy disks, computers etc that may contain sensitive or personal information

4. System Backup

- Make sure the system is backed up regularly and checks are made that the backup has worked
- Try to implement an automated system backup
- Make sure the instructions for re-installing data or files from a backup are fully documented and readily available
- Use 'off-site' storage for backup where possible
- Consider using different media as a secondary backup facility

5. Anti Virus Protection

- Always use an approved and recommended product
- Make sure there is a process to ensure it is regularly updated and ALL equipment is included, this is especially important for stand-alone PC's, laptops and PC's used at home
- Make sure there is a clear procedure for dealing with any actual or suspected infections
- Make sure the process for 'cleaning' infections is documented - this may involve requesting assistance from the County Council

6. Illegal or Inappropriate Use of the Network

- Make sure there are appropriate procedures in place for auditing access to the network and systems
- Regularly check the network for 'unauthorised' files
- If possible ensure auditing is performed both at the Management System level and also at the Operating System level (see section 11 below)
- Consider using appropriate software to assist with auditing - this can help monitor activities such as logons, file usage etc
- Consider using a firewall or proxy server to restrict external activity and access

7. Internet Use / Filtering

- Make sure an Internet Use policy has been adopted for each 'category' of User and all Users have signed up to it
- Define and document any local agreements / policies on restricting web sites, access to newsgroups and chat-rooms etc
- Obtain parental permission where appropriate
- Ensure there is a clear process for reporting any access to inappropriate material
- Consider restricting specific functions such as the downloading of .exe files
- Publish safe guidelines
- Make sure Internet use is supervised

8. Email Use

- Make sure an Email Use policy has been adopted for each 'category' of User and all Users have signed up to it
- Define and document any local policy on the use of email and email addresses, including the use of 'non-approved' email accounts
- Consider implementing limits on inbox sizes, size and types of attachments etc
- Be clear about what is considered 'appropriate' use of email and language
- Involve staff, parents and students in these decisions

9. Documentation

Ensure adequate documentation is available for

- The network infrastructure
- The network systems, hardware, software etc
- Administration procedures
- Housekeeping procedures
- Problem resolution

Ensure support disks, recovery disks, backups etc are available

10. Training

- Ensure there is adequate training for System Managers and Users
- Introduce 'good practice' guidelines where appropriate e.g. using screen savers with passwords
- Consider restricting the hours of use or physical access to systems

11. Authentication / Operating System Level Security

- Consider using system policies to provide additional security
- Ensure there is a rigorous policy for approval / removal of Users
- Avoid the use of 'generic' accounts
- Limit the number of Administrator and Manager accounts
- Avoid the use of Groups with Administrator or Manager rights
- Only log on as Administrator or Manager when performing functions requiring this level of access, use an ordinary level User account where this is not required
- Set clear security levels on the network and ensure these are documented and followed
- Restrict access to applications and data areas where appropriate
- Consider using 'read only' access where possible

12. Network Review

- Monitor system downtime, ensure there are support arrangements in place to react to problems with critical equipment or infrastructure
- Monitor performance of the network - ensure there is a process in place to develop and upgrade the network infrastructure and equipment as necessary
- Monitor service disruption - ensure support arrangements are in place to resolve problems in a timely fashion
- Regularly review appropriate documents e.g. Computer Security policy, Email and Internet Use policies, this could include reviewing official documents such as the BECTa 'Superhighway Safety'
- Review procedures for dealing with all security breaches or compromises, whether deliberate or innocent

Annex B8

Lancashire County Council – ICT Security Policy for Schools
Checking Specification of PC's

1. Memory - How much memory does the PC have?

How do you find out?

Go to the Desktop
Right click on **My Computer** icon
Left click on **Properties**

This brings up a window with several tabs on it; it should default to the General tab and this shows the amount of RAM (towards the bottom of the window.) It may give the amount in Kb. To convert to Mb, divide by 1024.

2. Processor - What processor does the PC have?

How do you find out?

Look on the outside of the processor box – there will be a label with information about the PC e.g. PC-5166. The PC-5 indicates a Pentium 2 processor (PC-6 is a Pentium 3 etc) and the 166 indicates the processor speed is 166 MHz. Write down the information from the label.

3. Hard Disk - What size hard disk does the PC have?

How do you find out?

Go to the Desktop
Double left click on **My Computer** icon
Right click on **C drive** or **[C:]**
Left click on Properties
This brings up a window with tabs on it; it should default to the **General** tab and this shows the capacity of the hard disk.

4. Operating System - What operating system does the PC have?

How do you find out?

Go to the Desktop
Right click on **My Computer** icon
Left click on **Properties**
This brings up a window with several tabs on it; it should default to the **General** tab and this shows the operating system.

5. Microsoft Licensing - What version of Microsoft Office / Word is installed on the PC?

How do you find out?

Left click on the **Start** button
Left click on **Settings**
Left click on **Control Panel**
Double left click on **Add/Remove Programs**
This brings up a window with a panel in it which lists all the programs on your computer. Use the scroll bar to go down the list to the Microsoft programs and you will be able to see whether Microsoft Word is installed and, if so, which version you have.

Annex C1

Lancashire County Council - ICT Security Policy for Schools

Rules and Agreements for Staff

Rules for ICT Users - Staff

	Notes	Paragraph Reference
1.	Ensure you know who is in charge of the ICT system you use, i.e. the System Manager.	4.5.1
2.	You must be aware that any infringement of the current legislation relating to the use of ICT systems :- Data Protection Acts 1984 & 1998 Computer Misuse Act 1990 Copyright, Designs and Patents Act 1988 Provisions of this legislation may result in disciplinary, civil and/or criminal action.	5.1.2
3.	ICT resources are valuable and the confidentiality, integrity, availability and accurate processing of data are of considerable importance to the school and as such all users have a personal responsibility for ICT security. Consequently, you must ensure that you receive appropriate training and documentation in the use of your ICT system and in the protection and disclosure of data held.	5.2.2, 6.2, 6.3 & 6.4
4.	Follow the local rules determined by the Headteacher in relation to the use of private equipment and software. All software must be used strictly in accordance the terms of its licence and may only be copied if specifically approved by the System Manager.	5.4.4 & 8.2.1
5.	Ensure that wherever possible your display screen cannot be viewed by persons not authorised to see the information. Ensure that equipment is sited so as to avoid environmental risks, e.g. dust, heat. Do not leave you computer logged on, i.e. where data can be directly accessed without password control, when not in attendance. These same rules apply to official equipment used at home.	7.2.1
6.	You must not exceed any access rights to systems or limitations on the use of data granted to you by the System Manager.	8.4.1

7.	The System Manager will advise you on the frequency of your password changes. In some cases these will be enforced by the system in use. You should not re-use the same password and make sure it is a minimum of 6 alpha/numeric characters, ideally a mix of upper and lower case text based on a "made up" word, but not obvious or guessable, e.g. surname; date of birth. Do not divulge your password to any person, or use another person's password, unless specifically authorised to do so by the System Manager, e.g. in cases of shared access. Do not write your password down, unless it is held securely on your person at all times or kept in a locked receptacle/drawer to which only you have access.	8.6.1
8.	The System Manager will advise you on what "back ups" you need to make of the data and programs you use and the regularity and security of those backups.	8.7.1
9.	Ensure that newly received floppy disks, CD ROMs and emails have been checked for computer viruses. Any suspected or actual computer virus infection must be reported immediately to the System Manager.	8.8.1 & 8.8.2
10.	Due regard must be given to the sensitivity of the respective information in disposing of ICT printouts, floppy disks, etc.	8.9.1
11.	Users must exercise extreme vigilance towards any suspicious event relating to ICT use and immediately report any suspected or actual breach of ICT security to the System Manager or, in exceptional cases, the Headteacher, Chair of Governors or Internal Audit.	9.1
12.	Users of these facilities must complete the declaration attached to the "E-mail & Internet Acceptable Use Policy".	10.1

Annex C1

Lancashire County Council - ICT Security Policy for Schools

Rules and Agreements for Staff

E-mail & Internet Use Good Practice

The following guidelines (some of which also apply to other forms of correspondence) tell you what is and what is not good practice when you use internal or Internet E-mail services.

You should:

- check your E-mail inbox for new messages regularly;
- treat E-mail as you would a letter, remember they can be forwarded / copied to others;
- check the message and think how the person may react to it before you send it;
- make sure you use correct and up to date E-mail addresses;
- file mail when you have dealt with it and delete any items that you do not need to keep;

You should not:

- use E-mail to manage staff where face-to-face discussion is more appropriate;
- create wide-distribution E-mails (for example, to addressees throughout the world) unless this form of communication is vital;
- print out messages you receive unless you need a hard copy;
- send large file attachments to E-mails to many addressees;
- send an E-mail that the person who receives it may think is a waste of resources;
- use jargon, abbreviations or symbols if the person who receives the E-mail may not understand them.

Annex C2

<Lancashire> School

E-mail and Internet Use Good Practice

Rules for ICT Use – Version 1

We use the school computers and Internet connection for learning.
These rules will help us to be fair to others and keep everyone safe.

- I will ask permission before entering any Web site, unless my teacher has already approved that site.
- On a network, I will use only my own login and password, which I will keep secret.
- I will not look at, change or delete other people's files.
- I will not bring floppy disks to use in school without permission.
- I will only use the computers for schoolwork and homework.
- I will only e-mail people I know, or my teacher has approved.
- The messages I send will be polite and sensible.
- When sending e-mail, I will not give my home address or phone number, or arrange to meet someone.
- I will ask for permission before opening an e-mail or an e-mail attachment sent by someone I do not know.
- I will not use Internet chat.
- If I see anything I am unhappy with or I receive messages I do not like, I will tell a teacher immediately.
- I know that the school may check my computer files and may monitor the Internet sites I visit.
- I understand that if I deliberately break these rules, I could be stopped from using the Internet or computers.

The school may exercise its right by electronic means to monitor the use of the school's computer systems, including the monitoring of web-sites, the interception of E-mail and the deletion of inappropriate materials in circumstances where it believes unauthorised use of the school's computer system is or may be taking place, or the system is or may be being used for criminal purposes or for storing text or imagery which is unauthorised or unlawful.

Edit this page to make a poster for display near computers.

Annex C2

<Lancashire> School

E-mail and Internet Use Good Practice

Rules for ICT Use – Version 2

The school computer system provides Internet access to students for learning. This E-mail and Internet Use Good Practice statement will help protect students and the school by clearly stating what is acceptable and what is not.

- School computer and Internet use must be appropriate to the student's education.
- Access must only be made via the user's authorised account and password, which must not be given to any other person.
- Floppy disks must not be brought into school unless permission has been given.
- Copyright and intellectual property rights must be respected.
- Users must respect the work of others, which might be stored in common areas on the system. Conversely, users should always try and store their files and data in their own secure area or on removable media. Files and data stored in common areas of the system must be transferred at the earliest opportunity to the users own area. Such files will be regularly removed from the system.
- Users are responsible for e-mail they send and for contacts made. E-mail should be written carefully and politely. As messages may be forwarded, e-mail is best regarded as public property. Anonymous messages and chain letters must not be sent.
- Users should report any unpleasant material or messages received. The report will be confidential and will help protect others.
- The use of public chat rooms is not allowed.
- The school ICT systems may not be used for private business purposes, unless the Headteacher has given permission for that use. Use for personal financial gain, gambling, political purposes or advertising is forbidden.
- The security of ICT systems must not be compromised, whether owned by the school or by other organisations or individuals.
- Irresponsible use may result in the loss of Internet access.

The school may exercise its right by electronic means to monitor the use of the school's computer systems, including the monitoring of web-sites, the interception of E-mails and the deletion of inappropriate materials in circumstances where it believes unauthorised use of the school's computer system is or may be taking place, or the system is or may be being used for criminal purposes or for storing text or imagery which is unauthorised or unlawful.

Edit this page to make a poster for display near computers.

Annex C2

Consent Form

For Students

<Lancashire> School **Responsible E-mail and Internet Use** Please complete, sign and return to the school secretary	
Pupil:	Form:
Pupil's Agreement I have read and understand the school 'E-mail and Internet Use Good Practice - Rules for ICT Users' document. I will use the computer system and Internet in a responsible way and obey these rules at all times.	
Signed:	Date:
Parent / Carer's Consent for Internet Access I have read and understood the school 'E-mail and Internet Use Good Practice - Rules for ICT Users' document and give permission for my son / daughter to access the Internet. I understand that the school will take all reasonable precautions to ensure pupils cannot access inappropriate materials. I understand that the school cannot be held responsible for the nature or content of materials accessed through the Internet. I agree that the school is not liable for any damages arising from use of the Internet facilities.	
Signed:	Date:
Please print name:	
Parent / Carer's Consent for Web Publication of Work and Photographs I agree that, if selected, my son/daughter's work may be published on the school Web site. I also agree that photographs that include my son/daughter may be published subject to the school rules that photographs will not clearly identify individuals and that full names will not be used.	
Signed:	Date:

Based on the Internet Policy of the Irish National Centre for Technology in Education.

<LANCASHIRE> SCHOOL
Headteacher, Ada Lovelace

Babbage Road
Lancashire
BB1 8AA

Sample Letter to Parents

1 July 2003

Dear Parents

Responsible Internet Use

As part of your child's curriculum and the development of ICT skills, <Lancashire> School is providing supervised access to the Internet. We believe that the use of the World Wide Web and e-mail is worthwhile and is an essential skill for children as they grow up in the modern world. Please would you read the attached 'E-mail and Internet Use Good Practice - 'Rules for ICT Use' document, and sign and return the consent form so that your child may use Internet at school.

Although there have been concerns about pupils having access to undesirable materials, we are taking positive steps to deal with this risk in school. Our school Internet provider operates a filtering system that restricts access to inappropriate materials. This may not be the case at home and we can provide references to information on safe Internet access if you wish. We also have leaflets from national bodies that explain the issues further.

Whilst every endeavour is made to ensure that suitable restrictions are placed on the ability of children to access inappropriate materials, the School cannot be held responsible for the nature or content of materials accessed through the Internet. The School will not be liable for any damages arising from your child's use of the Internet facilities.

Should you wish to discuss any aspect of Internet use (or to see a lesson in operation) please contact me to arrange an appointment.

Yours sincerely

Mrs A Lovelace
Headteacher

Annex C3

<Lancashire> School

E-mail and Internet Use Good Practice

Rules for ICT Use - Third Party Use

The school computer system provides Internet access to third parties, that is other than staff and students. This E-mail and Internet Use Good Practice statement will help protect third parties, students and the school by clearly stating what is acceptable and what is not.

- Access must only be made via the user's authorised account and password, which must not be given to any other person.
- Floppy disks must not be brought into school unless permission has been given.
- Copyright and intellectual property rights must be respected.
- Users must respect the work of others, which might be stored in common areas on the system. Conversely, users should always try and store their files and data in their own secure area or on removable media. Files and data stored in common areas of the system must be transferred at the earliest opportunity to the users own area. Such files will be regularly removed from the system.
- Users are responsible for e-mail they send and for contacts made. E-mail should be written carefully and politely. As messages may be forwarded, e-mail is best regarded as public property. Anonymous messages and chain letters must not be sent.
- Users should report any unpleasant material or messages received. The report will be confidential and will help protect others.
- The use of public chat rooms is not allowed.
- The school ICT systems may not be used for private business purposes, unless the Headteacher has given permission for that use. Use for personal financial gain, gambling, political purposes or advertising is forbidden.
- The security of ICT systems must not be compromised, whether owned by the school or by other organisations or individuals.
- Irresponsible use may result in the loss of Internet access.

The school may exercise its right by electronic means to monitor the use of the school's computer systems, including the monitoring of web-sites, the interception of E-mails and the deletion of inappropriate materials in circumstances where it believes unauthorised use of the school's computer system is or may be taking place, or the system is or may be being used for criminal purposes or for storing text or imagery which is unauthorised or unlawful.

Edit this page to make a poster for display near computers.

Annex C3

Consent Form

For Third Party Use

<Lancashire> School **Responsible E-mail and Internet Use** Please complete, sign and return to the school secretary	
Name:	Address:
Agreement I have read and understand the school 'E-mail and Internet Use Good Practice - Rules for ICT Users' document. I will use the computer system and Internet in a responsible way and obey these rules at all times.	
Signed:	Date:

Based on the Internet Policy of the Irish National Centre for Technology in Education.