



Acceptable Use Policy (AUP) For Visitors and Contractors

Approved by:	Governing Body	Date: Sept 2022
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Acceptable Use Agreement for Visitors and Contractors

Background

We ask all children, young people and adults involved in the life of Moat Farm Infants to sign an Acceptable Use* Policy (AUP), which outlines how we expect them to behave when they are online, and/or using school networks, connections, internet connectivity and devices, cloud platforms and social media.

Visitors and contractors are asked to sign this document before they are allowed access to the school or its pupils. Many of these rules are common sense – if you are in any doubt or have questions, please ask.

Further details of our approach to online safety can be found in the overall school Online Safety Policy

If I have any questions during my visit, I will ask the person accompanying me.

What am I agreeing to?

ACCEPTABLE USE OF THE SCHOOL'S ICT SYSTEMS AND INTERNET: AGREEMENT FOR VISITORS AND CONTRACTORS

- I understand that any activity on a school device or using school networks, platforms, internet and logins may be captured by one of the school's systems security, monitoring and filtering systems and/or viewed by an appropriate member of staff.
- I will never attempt to arrange any meeting, including tutoring session, without the full prior knowledge and approval of the school, and will never do so directly with a pupil. The same applies to any private/direct communication with a pupil.
- I will leave my phone in my pocket and turned off. Under no circumstances will I use it (or other capture device) in the presence of children or to take photographs or audio/visual recordings of the school, its site, staff or pupils/students. If required (e.g. to take photos of equipment or buildings), I will have the prior permission of the headteacher (this may be delegated to other staff) and it will be done in the presence of a member staff.
- If I am given access to school-owned devices, networks, cloud platforms or other technology:
- I will use them exclusively for the purposes to which they have been assigned to me, and not for any personal use
- I will not attempt to access any pupil / staff / general school data unless expressly instructed to do so as part of my role
- I will not attempt to gain any contact details under any circumstances
- I will protect my username/password and notify the school of any concerns
- I will abide by the terms of the school Data Protection Policy and GDPR protections School Policies | Moat Farm Infant School (MFIS) (moatfarm-inf.sandwell.sch.uk)
- I will not share any information about the school or members of its community that I gain as a result of my visit in any way or on any platform except where relevant to the purpose of my visit and agreed in advance with the school.
- I will not reveal any new information on social media or in private which shows the school in a bad light or could be perceived to do so.
- I will not do or say anything to undermine the positive online-safety messages that the school disseminates to pupils/students and will not give any advice on online-safety issues unless this is the purpose of my visit and this is pre-agreed by the school. NB - if this is the case, the school will ask me to complete Annex A and consider Annex B of 'Using External Visitors to Support Online Safety' from the UK Council for Child Internet Safety (UKCIS).
- I will report any behaviour which I believe may be inappropriate or concerning in any way to the **Designated Safeguarding Lead – Louise George (if by a child) or Headteacher – Deb Walker (if by an adult)**.
- I will only use any technology during my visit, whether provided by the school or my personal/work devices, including offline or using mobile data, for professional purposes and/or those linked to my visit and agreed in advance. I will not view material which is or could be perceived to be inappropriate for children or an educational setting.

To be completed by the visitor/contractor:

I have read, understood and agreed to this policy.

Signature/s: _____

Name: _____

Organisation: _____

Visiting / accompanied by: _____

Date / time: _____

To be completed by the school (only when exceptions apply):

Exceptions to the above policy: _____

Name / role / date / time: _____

Annex A: Suggested Booking Form

This form is provided as a template to stimulate discussions between external visitors and educational settings. Educational settings may wish to amend and adapt according to their needs and should not replace a formal contract.

PART ONE	To be completed by the Educational Setting
Name of educational setting	
Main contact and role	
Date of session	
Start time	
Duration	
Audience	
Age / Year / Key stage (if appropriate)	
Aims of the session	<ul style="list-style-type: none"> • • •
Specific topics to be covered	
Other relevant information (Including prior knowledge/training, known safeguarding concerns, safeguarding arrangements, member of staff who will be present etc.)	
PART TWO	To be completed by External Visitor
Name of external visitor	
Contact information	
DBS check or equivalent (if required)	
Title of session	
Type of session (Assembly, workshop etc.)	
Learning outcomes	<ul style="list-style-type: none"> • • •
Brief overview of the content	
Resources used	
Equipment/Resources needed	
Handouts/resources provided	
Other relevant information or queries	

Annex B: Considerations for External Visitors

External visitors to educational setting will need to discuss the aims, objectives and purpose of their visit and be clear about what is expected before delivering content. This annex is provided to enable external visitors to explore these issues but may also be helpful for educational settings to share with potential visitors.

Key points to consider may include:

- 1. What does the educational setting hope that learners or others will get from your visit?**
 - What are the desired learning objectives (the specific intentions of the session) and outcomes (what will learners know, understand or be able to demonstrate following this session)?
 - Are their hopes and expectations realistic or do you need to renegotiate?
- 2. Who will you be working with?**
 - What is the group size?
 - How old are the learners?
 - Are there any specific issues or concerns (such as special educational needs and disabilities, learners with English as an additional language or safeguarding issues) that you would need to be aware of before the session?
 - Are you comfortable with these requests or do you need to renegotiate?
- 3. What are your requirements for the session e.g. specific room layout (appropriate for the audience), IT equipment (projectors, sound), photocopying/distribution of resources, refreshments etc.?**
 - Is the educational setting able to provide this?
- 4. What do the learners or community already know about online safety?**
 - Will they have a chance to give you any questions or interests in advance of the session?
- 5. Does the educational setting need anything from you before the visit?**
 - Do you have information about yourself that you can share with the educational setting in advance?
 - This could include qualifications and security checks, example questions or case studies, or contacts with other educational settings you've worked with.
- 6. What information do you need before the visit?**
 - Is there any specific local information such as key contacts, policies and procedures etc.?
 - Do you need to survey your audience before the session to help inform your content?

7. What is the educational settings policy if a learner or member of the community tells you something that makes you concerned for their or others safety?

- What is the educational settings policy on child protection and confidentiality?
- Will the educational setting ensure that a member of staff is present during the session to safeguard both you as the visitor and the learners, or to answer any specific questions?

8. What will the educational setting do after your visit?

- Are you willing or able to leave any material or information behind for the educational setting to extend the impact/learning?
- Do you have any suggestions or ideas for them to consider after the session?
- How will/could the setting work with you to evaluate the impact of the visit?