



# Teaching and Learning Policy

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## Teaching and Learning Policy – for A level teaching

*This Teaching and Learning Policy contains information on College teaching practices and procedures that are relevant to all teaching staff. Please read this information carefully as you will be asked to sign a declaration to confirm your understanding.*

### General Responsibilities of tutors

1. Attendance: Tutors are always punctual and insist their students are likewise. Exclude students who arrive more than ten minutes late (see below)
2. Student Absences: It is essential that all students are registered using iSams and that any Lates are recorded. Absences should have an alert sent through the iSams register. In the case of lower year students this alert should be sent 10 minutes after the lesson has started. In the case of upper year students the alert can be sent at the end of the lesson.
3. Registers: It is a legal requirement that a complete and accurate record of attendance is kept. All registers are on iSams and it is essential that they are kept up to day and completed at the start of the lesson
4. Tutors' Absences: Cancelling or changing the times of lessons are a last resort and must not be done without notifying the office. In the case of illness, tutors must inform the College by 8.00am and set work for students which will take up the full lesson time. In some cases of absence Tutors may be asked to deliver their classes online. Missed classes should be made up but always check with Meena in the office before scheduling any missed classes. Tutors must not arrange to teach Fine Arts College students outside the College without the Principal's agreement.
5. Staff Meetings: these are held once a week (Wednesdays at 8.45am) at Centre Studios. Minutes are circulated by email and **must** be read promptly by all staff.
6. Information for staff: information or instructions may be circulated to staff at any time so staff should check their college email account at least once a day. Staff pigeon-holes at Centre Studios should also be checked regularly for messages and information.
7. Personal tutors: each Sixth Form student is allocated a Personal Tutor who meets tutees once a week in a group timetabled session. A list of Personal Tutors and the student in their groups is available on iSams. The Personal Tutor role is Pastoral as well as Academic. Personal tutors will meet once a week with the Deputy Head pastoral to discuss students' welfare, safety and actions going forward.

For Year 10 and Year 11 students, the Personal/Form Tutors are Karine Cooper Year 10, and Bianca Soga Year 10. Subject tutors should speak promptly to the appropriate Personal/Form Tutor about a student if they have any concerns, whether academic or pastoral. Safeguarding and Child Protection concerns must be raised as soon as possible with the Designated Safeguarding Lead, Julie Cope, or the deputy DSL's, Katie Jones and Oonagh Ryan. In the case of any academic concerns tutors must also inform their DOS's

8. Timetable: No timetable changes or room changes may be made without prior consultation with the Principal. If any change of timetable is needed, the office

must be informed. Similarly, students must not be allowed to change teaching groups within subjects without permission from the office.

9. Schemes of Work: a detailed Scheme for each course and each term must be handed in before teaching starts at the beginning of each academic year. This must be written using the College template. It is essential that this shows clearly how students will progress through the specification and exactly how regular assessment and testing will facilitate this. It should clearly state how differentiation will be achieved and (perhaps in a paragraph at the end) explain how the requirement to promote British values of democracy, the rule of law and mutual respect will be met in a general way across the course. (There are some subjects, Maths for example, to which British values will not apply.) The scheme of work should also clearly reference where appropriate Spiritual, Moral Social and Cultural development (SMSC) such as understanding and appreciation of different cultures or dealing with moral conundrums. Humanities subjects are particularly used for exploring these areas and SMSC is explicitly referenced in the Scheme of works for those subjects. The Schemes should make it possible, in the event of extended absence by a tutor, for a cover tutor to see how to continue the teaching from any point in the course.
10. Student (internal) reports: these are written regularly by all subject tutors. There are 8 Report cycles for years 10 and 12 and 6 Report Cycles for the Year 11 and 13's. These reports are spread across the academic year. An academic calendar is issued to all staff containing the dates of the Report Cycles. All reports are published on the Tuesday of the report cycle and are available to all parents and students through their apps. Reports contain an assessment of the students' progress with respect to their target grade. The assessment includes performing above expectations, in line with expectations, below expectations and well below expectations. There is also a traffic light system to register concerns. The awarding of an unsatisfactory grade in one or more subjects means that **a report Alert is sent home to parents/guardians**. The reports also contain class assessments drawn from subject gradebooks. It is **essential** for tutors to record concerns in these reports. Where students are performing below or well below expectations a narrative must be included in the report and the DOS informed (See section below on Behaviour and Sanctions, especially non-submission of work. These reports provide a vital 'paper trail' in case of complaints or disappointing exam grades. Reports are written on-line in ISAMS and published via the student and parent portals on the first Tuesday of report week. Hard copies will be available through admin if needed. These files must not be removed from the careers room except for use in the tutorials. Students discuss their reports in their tutorial period with their Personal Tutors.
11. End of term reports: these are sent to parents at the end of each term. They are written in ISAMS and printed out for parents. Grading must be as accurate as possible, and both over-optimistic and excessively critical reporting should be avoided. Reports need to be detailed and comprehensive and should include suggestions for progress/ improvement. Please check there are no mistakes in grammar and spelling. The deadlines for reports are very tight, so keeping to the dates set for completion is vital.

12. Subject Files and Teacher Files: Each Subject tutor must maintain an up-to-date Subject File. This must be accessible to the SLT and should be stored on the Shared Google Classroom Drive which contains all subject folders. Any additional information can be kept in a classroom but must be in a locked cupboard to comply with GDPR rules. The Subject Folder must contain information about all the students of a subject, and every measure of their attainment and progress over the year including differentiation etc. Marks are to be kept on gradebooks in iSams. All tutors must ensure their online folders contain their Scheme of work, appropriate sections from their specification and class lists including SEN flags. Schemes of work should be annotated throughout the year so that an accurate idea of progress is kept. It is each tutor's responsibility to know about any special needs, exam access arrangements and health issues for each student taught. You may access confidential through Julie Cope to find detailed information on students you teach. (For the rules on storing this information please see the Data Protection Policy on our website.) Important SEN, welfare and EHCP information can be found through iSams. Online Subject Files will be checked as part of an inspection of the College by the Independent Schools Inspectorate (ISI). A list of essential contents can be obtained from your Director of Studies. Subject folders will also contain a review of results both historical as well as for the most recent results and moderators/examiners feedback.
13. UCAS subject references: subject tutors write a subject reference of around 150 words to support each student's application for higher education (UCAS or Art Foundation courses) and predict a final grade (which must not be shared with the student). These are generally written in the summer term for the Lower Sixth students as they begin their applications. All references are written through the iSams portal on a report cycle
14. Tidiness: It is the responsibility of each tutor to ensure that rooms are left tidy at the end of each class. Wastepaper should be put in the paper Recycling Bin, where available, bin, chairs or easels put in place, and boards cleaned. Insist students clear up their own mess.
15. Contacting parents: subject tutors must not contact parents directly by telephone or email. This communication must be made through Personal Tutors or through the office.
16. Personal contact details: do not give students or parents your home number, mobile number, personal email address or your personal College email address. All correspondence must go through the administrators at [mail@hampsteadfinearts.com](mailto:mail@hampsteadfinearts.com).

*See the College Safeguarding Staff Code of Conduct for more information.*

## Tuition and College Procedures

**Teaching is a personal interaction so tutors' methods will vary and will also depend on subject and size of class. There is a considerable difference between teaching GCSE and A level students. However, some basic principles can be applied:**

1. All students are afforded respect unconditionally.
2. A varied means of delivery of subject matter and varied class activities are usually advisable. Encourage discussion; many of our students have been spoon-fed at previous schools and we want to encourage them to think and work for themselves.
3. Students' questions must always be answered. If appropriate, invite students to answer each other's questions. However, do ensure that students leave the room feeling that their question(s) have been satisfactorily addressed.
4. Dictation is almost always to be avoided, and hand-outs can be of limited value unless used as a springboard for discussion and/or later used as the basis for some form of testing; in other words we have to ensure they are read!
5. We should not just want to be liked. However informal the class, there should always be a distinction between teacher and taught. Do, however, always be civil to students - they have come to Fine Arts College because they wish to be treated as students rather than schoolchildren. Be wary of using sarcasm as it can cause distress and trigger complaints.
6. Needless to say, favouritism towards students or discrimination or distinctions of any kind must not occur.
7. It is most important that tutors speak to students about colleagues and the College only in admiring and supportive terms. As professionals we should present a united front to the students and should not do or say anything that can be construed as critical or undermining of colleagues or the College.
8. Students frequently do not know what is expected of them. Build up a set of examples of previous students' work to illustrate what is required. (Remove names from these.) Make sure that students are planning their work/essays so that this essential stage becomes second nature. Early in the year students should be made familiar with the assessment objectives for examinations and coursework/controlled assessments, although it can often be preferable to describe these in layman's terms rather than in frightening examiner terminology. For some subjects discussing the examiners' mark schemes can be very important.
9. Short talks and presentations by students make a pleasant break for everybody, and help prepare students for higher education.
10. **Homework:** as a rough guide, Lower Sixth students should be given 2-3 hours per subject per week, Upper Sixth students 4 hours and Lower School students 1- 2 hours per subject per week. This should include reading, research, essay-writing, coursework, sketchbook work etc as appropriate. Academic subjects should require at least one substantial piece of written work a week. For each Report cycle there is an associated assessment that becomes a tracking Data point. These assessments are evidenced in the SOW as well as gradebooks. All homework must be set on google classroom as an assignment so that a clear date for submission is given and a clear record of progress/feedback is also evident. Parents will have access to email alerts

about homework set as well as deadlines missed. Google classroom has been enabled with plagiarism checker to ensure the validity of students work.

11. **Marking:** the purpose of marking, as well as to record progress, is chiefly to help students improve their work with the help of our feedback. Students should be reminded to read feedback and act on it. It is crucial to mark thoroughly and return work quickly. Marking should always include specific suggestions as to how work can be improved. Check regularly that each student understands what they need to do to improve their grades. All marks must be recorded as evidence of students' progress and attainment and copies placed in Subject Files. Marking Samples are collected for each assessment cycle to ensure quality of feedback.
12. **Testing and assessments:** In Years 10 and 12, we have a system of 8 assessments per year including an End of Year Examination, taken in the Hall/Stables. Year 11 and 13 students will have a system of six assessments which includes a Mid Term Mock Examination in the Autumn Term a Mock exam taken in the Hall in the Spring term and the GCE/GCSE Examinations in May/June. All assessments are marked against the examiners criteria and the previous year's grade boundaries. Grade boundaries for subjects are to be recorded on the google shared drive where a spreadsheet exists for that purpose. Mock Examinations should ideally be as close as possible to the format of the final exams and be marked according to the examiners' assessment criteria. Students should not be given any advance indication of the content of these exams that might detract from them as an accurate measure of students' current standard of work.  
 Ahead of the formal assessment weeks and the Mock Examinations, tutors must give John Hicks the assessment papers for each student (labelled with the student's name). Tutors must follow up to make sure that all of their students sit these assessments. If intervention is required to make this happen, subject tutors need to speak to their Director of Studies, who, in turn may refer the student to the Deputy Head-Academic. If further action is still required the student in question will be referred to the Head. Tests and assessments must be marked promptly and entered into the gradebooks. Tutors are asked to use the data provided by these curriculum-based assessments to raise standards. We want to monitor student performance and continuously identify areas for improvement.  
 In addition to the above system, tutors may want to continue the quick tests in lessons of learned material such as quotations, terminology, dates etc
13. **Revision Classes:** we do not give study leave, rather we teach right up to the final examinations, and revision classes continue during the exam period. Tutors must keep up pressure on the students to attend these classes.
14. **Predicted grades:** ON NO ACCOUNT, give students or parents any information they can construe as a prediction of final results (overall grade or coursework grade), either in writing or verbally. Doing so can lead to serious complaints if that outcome does not materialise. If a student finds out the predicted grade that we have to provide for the UCAS form, the tutor must emphasise that this is the most optimistic view, that it depends entirely on how hard the student works and that it is not a guarantee. If a student or parent asks for the predicted grades we have a system whereby the parents should email Margaret who will reply with a formal response giving the grades but with a number of caveats.

15. Policies: It is essential that teaching staff read and are very familiar with all College policies. This knowledge is a legal requirement and will always be checked during an inspection. The policies are Anti-Bullying, Behaviour and Sanctions, Child Protection and Safeguarding, Keeping Children safe in Education (from the DfE) Staff Safeguarding Code of Conduct, PSHE (wellbeing), Curriculum, Complaints Procedure, Data Protection, Disabilities and Learning Difficulties, Lesson Observations, E-safety, Educational Visits, Health and Safety, including First Aid, Fire and Lockdown, this Teaching and Learning Policy and the Student Contracts (A level student contract and GCSE student contract).
16. Lesson observations: these are carried out regularly by the DOS's as well as SLT. Their purpose is to strengthen teaching and learning and to share best practice among tutors, with the overall aim of improving outcomes for students. Individual notice of formal observations will be given by the DOS or SLT however SLT 10 minute observations will not have any notice as it is more helpful for everyone if a 'normal' lesson is observed rather than something that has been specially prepared. The tutor will receive feedback from the observer and will have the chance to discuss the findings. Particular focus on the incorporation of FBV and SMSC is a requisite of observations.
17. We also encourage tutors to observe each other's lessons informally, where possible, as this can be a helpful way of exchanging and generating ideas about good practice and teaching techniques.

### **Course Content, Examinations and Coursework**

1. Information about the content and requirements of a particular course can be obtained from the relevant examination board website. Tutors must regularly check these websites for updates. Tutors are responsible for finding out all details concerning their course such as the detailed specification, texts and other materials required, coursework specification, titles and deadlines, requirements for controlled assessments, assessment objectives, mark schemes, changes to course content, exam dates etc. It is imperative that tutors regularly check that they are teaching the correct syllabus as exam boards continually revise them. It is possible and may be advantageous to change from one board to another if desired – but these changes often need a year's notice or more and have to be approved by the Deputy Head Academic, Head and Principal.
2. Teaching and Learning at FAC are guided by the fundamental British values (democracy, rule of law, individual liberty and tolerance and respect towards those of different faiths and beliefs), These three key characteristics are a focus for pupils' academic growth, for effective teaching, and for the sharing of good practice amongst teaching staff.
3. Past papers can provide a useful indication of the requirements of a syllabus, and also help to show the slant of a particular board. Past papers are available to download on the exam board websites. It is important to check that they are still relevant if a specification has changed. John Hicks is Examinations Officer – please speak to him if you have any problems accessing information from the exam boards.



4. Tutors should avoid being too opinionated about which questions, texts or topics may or may not come up in final exams. These predictions are often wrong. The whole syllabus must always be taught.
5. Most subjects provide mark schemes for exam papers. These should be consulted. All the boards publish examiners' reports at varying intervals, which sometimes contain a direct statement of expectations, marking policy and samples of work. See the boards' websites or ask the Examinations Officer.
6. Any direct communication with the examination boards must go through the Examinations Officer.
7. It is essential to check with your DOS on a regular basis for any information and updates
8. The exam boards run training days to update tutors about the specifications they offer. Attendance at these can be useful - speak to your DOS if you would like to go to one.
9. Tutors should set their own deadlines for coursework well in advance of those of the exam boards. The dates of submission of coursework drafts must be recorded by tutors and it can be advisable to photocopy drafts in case the work is not improved and re-submitted. Tutors should set submission deadlines well in advance of the examiners' deadlines so that there is time to inform each student of the grade they can expect and for the student to have time to appeal this mark internally. The tutor should check, as far as possible, for plagiarism and malpractice. This may consist of copying between students for example or copying from the internet. Students must be warned not to show academic coursework, even in an early draft form, to other students. (Different principles apply to creative subjects, please speak to Karen Staples.)
10. Tutors should plan for and set their own dates for controlled assessments, in consultation with the Examinations Officer and, if appropriate, the Deputy Head-Academic.
11. Exam entry details of students – please give this information promptly to the examinations officer when requested.

### **Promoting Good Behaviour**

Expectations of student conduct and the ethos and values of the College should be both explicitly and implicitly reinforced in lessons and personal tutorials and through the PSHCE programme, called 'Well-being' for Years 10 and 11 and 'Enrichment' for Years 12. Personal tutorials are compulsory as are the Careers/Enrichment talks for the Lower Sixth.

The College recognises that good behaviour is an essential part of effective teaching and learning. It is important for tutors to be aware of the behaviour expected of students so that they can reinforce this; guidance and support for staff are provided during the induction of new staff and below in this Teaching and Learning Policy. (See also the A level Student Contract and the GCSE Student Contract.)

Tutors should lead by example through fostering supportive interaction between colleagues, students and parents based on mutual respect, self-discipline, courtesy and good humour. Tutors should challenge behaviour or language from students that indicates prejudice of any

kind. Tutors should be alert to any indications of bullying among students and should raise this with the student's Personal/Form Tutor or with the Designated Safeguarding Lead, Julie Cope or the, Deputy DSL's Katie Jones and Oonagh Ryan. All incidents of bullying will be investigated and recorded in the Bullying Incident book.

Staff are encouraged to acknowledge, and show they value, good behaviour by students. Opportunities to endorse and acknowledge good behaviour arise in both formal and informal settings, oral and written comments on the students' work and during interaction with students during and outside lessons.

### **Behaviour and Sanctions**

Tutors should initially deal with problems of laziness or disruption themselves. Common problems are discussed below, along with measures to deal with repeated behaviour issues. A system of rewards and sanctions is now in place and tutors can award these appropriately through the use of iSams. Homework and the lack thereof may warrant a sanction but in all cases homework should be chased up with the parents by having an email sent by tutors through admin to parents. The email should contain details of the homework missed as well as a new date for submission

#### **Lateness and unauthorised absence from lessons**

Sixth Form students should be excluded from a lesson if they are 10 or more minutes late. Work should be set by the tutor and the student asked to see Meena who will then direct the student to do this work in a study space within the College. The student must report to the tutor at the end of the lesson to hand in the completed work, they should then be admitted to the second hour of a double lesson. Years 10 and 11 students who arrive late are not excluded from lessons.

Tutors should alert through iSams registration a Student's absence as soon as possible, during or at the end of the lesson. Parents will be informed of unauthorised absences or lateness the same day. All personal tutors will receive absent alerts. They should also be informed of lateness immediately after the lesson, by e-mail.

#### **Disruptive behaviour in class**

Tutors should tell a student's Personal about persistent disruptive behaviour and this will be discussed with the student either immediately or in the next personal tutorial. Disruptive behaviour can include 'low-level' disruption such as chatting, if persistent and thought by the tutor to be affecting the learning both of those involved and of other students. A series of behaviour classifications exist on the rewards and sanctions module and these can be given to students. Parents will then receive notifications of the reward or sanction through their app.

#### **Non-submission of work**

Tutors are responsible for ensuring homework is being done. This may involve informing parents via email of missed homework (as outlined above) and alerting their DOS of persistent offenders. All students are expected to meet all deadlines set for homework. Make it clear to students that after an absence, if appropriate, they are expected to find out the homework they have missed and catch up with it. They are also expected to hand in work of

the required length that meets the tutor's expectations, taking account of students' individual ability.

The process for dealing with a lack of submission is as follows:

- Give a warning and ask for the missing work to be submitted by the end of the day or the next morning, or agree a new hand-in date.
- If the student fails to deliver the homework on the new date then Parents must be informed by sending an email via admin
- A note on the lack of work on the next fortnightly report and give a below expectation appraisal which will mean parents/guardians will be alerted
- Year 10 and 11 students who miss more than one homework should receive a sanction on iSams

Tutors of Years 10 and 11 students should speak to the Head of Year and if necessary, the Deputy Head Academic, who will decide the action to be taken.

For repeated non-submission of work or repeated submission of inadequate work the tutor should inform the student's Personal Tutor and flag up the concern with their DOS. And again inform the parents via email through admin. The subject tutor can also:

- Give a 'below expectations' on the weekly or fortnightly report, which will mean the parents are alerted to the report.

If there is still no improvement, a meeting may be called with the student, the Personal/Form Tutor, Deputy Heads and/or Head. Further or severe problems will mean a meeting is arranged with the Head/Principal and the student's parents.

In the fortnightly reports tutors should indicate progress by awarding expectation levels incrementally, for example a below expectation should be given before a well below expectation etc. Avoid jumping from 'above expectation' in one report to a 'well below expectation' in the next. A narrative in the comments should always be included where students are performing below expectations.

Beware persuasive students who may give plausible excuses. This can lead to a student falling seriously behind with work. Act promptly!

### **Detention**

The purpose of detention is almost always to give the student a supervised opportunity to catch up with work. Detention may be imposed after College between 5pm and 6pm. In extreme circumstances students may be given detention during a holiday period or on an INSET day.

### **Formal warnings**

Persistent or severe behaviour problems may lead the Principal and/or Head to begin the formal warning process:

Stage 1 – Oral warning

Stage 2 – Written warning

Stage 3 – Final written warning

#### Stage 4 – Temporary or permanent exclusion

Circumstances in which a permanent exclusion may be imposed include verbal or physical abuse of a tutor or a student, drug or alcohol use, vandalism and truanting, among others. Serious incidents should be reported as soon as possible to the Principal or Vice-Principals.

*See the full College Policy on Behaviour and Sanctions for more information.*

#### Scholarships and prizes

The College offers scholarships each year to deserving students. The award is made to an existing Lower Sixth student to cover their final A level year. They must have demonstrated outstanding achievement and commitment to their courses. The closing date for applications from students is the end of January.

Prizes for effort and achievement are awarded to a number of students at the end of the summer term.

#### Members of Staff

Principal	Candida Cave	
Head	Emmy Schwieters	History of Art
Deputy Head Academic	Craig Winchcombe	Media
Deputy Head Pastoral	Julie Cope	DSL
Director of Careers	Margaret Park	
Director of Welfare	Oonagh Ryan	Classics/PSHE
Health & Safety & Premises Manager	Sarmad Ismail	
Directors of Studies:	Edmund Knox	Spanish Director of Studies: Languages
	Akhil Merchant	Head of English Director of Studies: Classics
	Karen Staples	Head of Fashion and Textiles Director of Studies: Art
	Terri Murray	Film Studies Director of Studies: Audio Visual Arts
	Nir Shaki	Philosophy and Religious Studies Director of Studies: Humanities
	Larry Bliss	Science Director of Studies: Science and Maths
Teaching staff:	Mike Burles	Head of Graphics
	Sam Brearley	History
	Karine Cooper	French
	Joe Eleini	Maths

	Maria Kelesedi	Graphics
	Joanna Ghosh	Fashion/Textiles
	Consuelo Giorgi	Photography
	Sophie Winby	Head of Drama Lamda
	Suzanne Holtom	Fine Art
	Mathew Wilson	History of Art
	Katie Jones	Fine Art/SEN Co
	Daniel Jewison	English
	Natalie Keen	Head of Media Studies
	Steven Kern	Business
	Chris Kenny	Head of Fine Art
	Dominik Klimowski	Head of Photography
	Luigi La Falce	Italian
	Lekha Menon	History of Art and Classics
	Lucy Wood	Geography
	Jonathan Healey	Music and Music Technology
	Adam Rodaway	Biology
	Bianca Soga	Sociology Head of Year 11
	Gabriela Lesniewska	Art
	Marco Bilyk	Politics
	Spike Leighton	Media and Drama Teaching assistant
	Maria Gracia Chinchilla Arragon	Spanish
	Andrea Osborn	Economics and Head of Maths
	Paula Tulliver	Psychology
	Bryony Reiss	SEN
	Lyndsey Roberts	SEN
	Lauren O'Donnell	English
	Ben Clements	Media
	Hina Kamal	Maths
Support Staff:	Meena Sunner	Director of Admissions, Head Administrator

	Leanne Slavin	Director of Compliance
	Sigrid Assan	Compliance Assistant
	Mandy Collinson	Financial Controller
	John Hicks	Exams Officer
	Tobin Schwieters	Maintenance
	James Theocharous	IT Support
	Gabriella Ince	Accounts assistant
	Violet Comrie	Principal PA and Admin Support

**September 2023**  
**Reviewed by: CW**

## **APPENDIX 1**

### ***Acceptable Computer use policy for College staff***

#### **Access and professional use**

- All computer networks and systems belong to the College and are made available to staff for educational, professional and administrative purposes only.
- Staff are expected to abide by all College e-safety rules and the terms of this acceptable use policy. Failure to do so may result in disciplinary action being taken against staff.
- The school reserves the right to monitor internet activity and examine and delete files from the College's system.
- Staff have a responsibility to safeguard pupils in their use of the internet and report all e-safety concerns to the Designated Safeguarding Lead.
- Copyright and intellectual property rights in relation to materials used from the internet must be respected.
- E-mails and other written communications must be carefully and professionally written and polite in tone and nature.
- Anonymous messages and the forwarding of chain letters are not permitted.
- Staff will have access to the internet as agreed by the College but will take care not to allow pupils to use their log-on to search the internet.

#### **Data protection and system security**

- Staff should ensure that any personal data sent over the internet will be encrypted or sent via secure systems. Where personal data is taken off the school premises via laptops and other mobile systems, the information must be encrypted beforehand.
- Use of any portable media such as USB sticks or CD-ROMS is permitted where virus checks can be implemented on the College ICT system using SOPHOS software.
- Downloading executable files or unapproved system utilities will not be allowed and all files held on the College system will be regularly checked.
- Sharing and use of other people's log-ins and passwords is forbidden. Users should ensure that they log-out when they have finished using a computer terminal.
- Files should be saved, stored and deleted in line with College policy.

*Please see the College E-Safety Policy for more information.*