University Schools Trust
A transformational education

Cyril Jackson School
Part of University Schools Trust
Inspiring Minds Through Opportunity

Acceptable Use: Parents Policy

September 2026

Title:	Acceptable Use Parents Policy
Source:	CJPS
Document Owner:	Yessica Gimenez
Review & Update By:	Yessica Gimenez
Advisory Committee:	CJPS Committee
Approval Committee:	CJPS Committee
Date Approved:	September 2026
Date of Publication:	September 2026
Date of Next Review:	September 2027
Required on Website:	Yes

0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
2022/2023 September	All Sections	Formatting
2022/2023 September	All Sections	Update to logo
2023/2024 September	Pupil Intenet Use	Update to IT provider
2023/2024 September	Remote Learning	Update to remote learning
2023/2024 September	All Sections	Date Change
2025/2026 September	All Sections	Formatting
2026/2027 September	All Sections	Date change and spelling

Contents

0. Document Control 3
1. Definitions 5
2. Scope of the Policy and Aims 5
3. Links to Legislation and Guidance Documents 5
4. Roles and Responsibilities 6
5. Information Technology 6
6. Contacting the School 6
7. Email Protocol 7
8. GDPR 8
9. Pupil Internet Use 9
10. Equipment and Systems 11
11. Remote Learning 11
12. Agreement 12
13. Appendices 12

1. Definitions

The "Trust" refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

"The school" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context the term "School" may refer to a singular academy or to all of the academies within the Trust but as separate entities.

"Schools" have a legal duty to work in partnership with families and to involve all those with parental responsibility in their child's education.

2. Scope of the Policy and Aims

This policy document sets out the school's procedures to minimise the risks the school, staff and children face when using digital technology such as E-mail, Internet, intranet and network resources, learning platform, remote learning, software, equipment and systems.

3. Links to Legislation and Guidance Documents

3.1. Relevant Internal Documents

This policy should be read in conjunction with the following policies and documents.

- Child Protection Policy
- Complaints Policy
- Drugs Policy
- Health and Safety Policy
- Data Protection Policy
- Home School Agreement
- Internet Safety Policy

3.2. Relevant External Documents

Relevant external documents to refer to are the:

- Health and Safety at Work etc Act 1974
- Education Act 1996
- Education Act 2002, see below for further detail
- Children Act 2004
- Equality Act 2010
- Children and Families Act 2014
- DfE (2026) 'Keeping Children Safe in Education (KCSIE)
- GDPR
- Freedom of Information Act 2000 (FOIA)

4. Roles and Responsibilities

4.1. The Trust / School Committee

The Trust / School Committee is responsible for ensuring the school's Acceptable Use: Parents Policy is implemented effectively.

4.2. Headteacher

The headteacher is responsible for reviewing the Acceptable Use: Parents Policy annually.

4.3. Parents

Parents are responsible for reading, understanding and abiding by the Acceptable Use Parents Policy.

5. Information Technology

New technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school.

The internet and other digital information and communications technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. They also bring opportunities for staff to be more creative and productive in their work.

All users should have an entitlement to safe access to the internet and digital technologies at all times.

This policy covers the use of digital technologies in school: i.e. email, Internet, intranet and network resources, learning platform, software, equipment and systems. It is intended to ensure:

- Parents and carers are aware of what the school is doing to help your child become a responsible user of technology and stay safe at school.
- Parents and carers are aware of the importance of e-safety and are able to support your child with keeping safe and behaving well online at home. Parents and carers use agreed communication/contact methods with staff.
- The school will aim to ensure your child has good, safe access to ICT for learning and, in return, expects your child to use the equipment responsibly.

6. Contacting the School

Ideally, parents and carers should contact the school by calling the school office on 020 7987 3737. This is the most efficient method of communication and will enable the admin team to action your

query immediately. We also encourage parents to arrange to meet with their class teacher to discuss any concerns, parents can do this by contacting the admin team.

Alternatively, parents and carers can email the admin team or the admin mailbox on admin@cyriljackson.towerhamlets.sch.uk.

Parents and carers should not use email for any urgent/emergency requests as a response can take up to two working days.

7. Email Protocol

During the school day, teaching and learning staff will only check or send emails when they are not in class.

Communicating directly with teaching and learning staff via individual emails is not permitted. All email communication for the attention of teaching and learning staff should be handled centrally using the admin mailbox.

Parents should understand teaching and learning staffs' main priority during the school day is teaching and will prioritise this before answering emails, for this reason it is vital the central admin mailbox is used to ensure a rapid response from the correct member of staff.

Parents should use the central admin mailbox rather than individual staff email addresses to ensure their email is actioned promptly.

The correct email for parents to contact staff is listed below:

admin@cyriljackson.towerhamlets.sch.uk

Cyril Jackson is a professional environment, and as such, we expect all emails between staff and parents to be written in a professional manner and using the correct language.

Parents should only communicate with staff using official school systems. Any such communication will be professional in tone and manner. Parents should not use aggressive or inappropriate language and never send a message you wouldn't want to be shown to others including members of staff. Parents and staff should beware of sending emails when angry or upset, take care with tone and avoid the use of capitals as it can be construed as 'shouting.'

When sending an email to the school, parents should:

- clearly state in the subject the purpose of the email
- include a FAO (for the attention of) to ensure their email is actioned promptly.
- state clearly the response or action they require from the staff. Parents should make expectations clear in regards to the purpose of their email.
- Stick to no more than 5 key issues per email. Group them into bullet points so that staff can clearly understand what you are emailing about and what you expect them to do

- Avoid talking about multiple things in the same bullet point Avoid grouping questions together
- If there are multiple staff members that parents would like to email, please specify in the beginning of the email who the email is addressed to and what action you require from whom.
- The length of emails should be kept to a minimum – if the information needs to be longer it could be sent in an attachment.

It may seem obvious, but stating clearly what kind of action you require from our staff saves time for everyone involved.

In cases of emergency, the school may need to send a whole school email or text message after 7pm, however this should be reserved for emergencies and should be authorised by the Headteacher beforehand.

Staff are encouraged to respond to parent emails within 48 working hours, even if the response is brief and promises a later reply.

It is highly inappropriate to chase staff for a response to an email before 48 working hours have elapsed. If a response is required urgently, it may be best to consider another form of contact rather than an email.

Parents should not expect an immediate response to emails. Staff are not expected to check emails outside working hours and are strongly advised not to check them at weekends.

Staff are not expected to check emails when off sick or on leave.

8. GDPR

Under the General Data Protection Regulation (GDPR), Cyril Jackson School is doing everything in our power to prevent a breach of personal data. This includes ensuring the security of personal data parents send by email.

Authorised staff are permitted access to the admin mailbox, they forward emails to the required staff member only.

When attaching a document that contains personal data to an email, we encourage parents to enable password protection on the document.

The Freedom of Information Act 2000 (FOIA) was introduced to promote greater openness and accountability across the public sector and requires all maintained schools to be clear and proactive about the information they will make public.

Parents also have the right to request all data a public body holds on their child. Parents should ensure they do not include anything on email they would not like shared with staff and senior leaders.

9. Pupil Internet Use

The purpose of internet use in school is to raise educational standards, to promote pupil achievement, to support the professional work of staff and to enhance the school's management information and business administration systems.

Internet use is a part of the statutory curriculum and a necessary tool for staff and pupils. Internet access is an entitlement for students who show a responsible and mature approach to its use.

Benefits of using the Internet in education include:

- supervised access to world-wide educational resources including museums and art galleries
- inclusion in government initiatives
- supervised educational and cultural exchanges between pupils world-wide cultural, vocational, social and leisure use in libraries, clubs and at home
- access to experts in many fields for pupils and staff
- staff professional development through access to national developments, educational materials and good curriculum practice
- communication with support services, professional associations and colleagues
- improved access to technical support including remote management of networks
- exchange of curriculum and administration data with the LEA and DfE mentoring of pupils and provide peer support for them and teachers

The school internet access has been designed expressly for pupil use and will include filtering appropriate to the age of pupils for all.

Pupils will be taught what Internet use is acceptable and what is not and given clear objectives for Internet use.

Internet access will be planned to enrich and extend learning activities. Access levels will be reviewed to reflect the curriculum requirements and age of pupils.

Staff should guide pupils in on-line activities that will support the learning outcomes planned for the pupils' age and maturity.

Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation.

Unsuitable websites or online content should be reported immediately to the school's IT support team.

Staff will ensure that the use of Internet derived materials by staff and by pupils complies with copyright law.

Pupils should be taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.

Pupils will be taught to acknowledge the source of information used and to respect copyright when using Internet material in their own work.

Only supervised pupils may only use approved e-mail accounts on the school system.

Pupils must immediately tell a teacher if they receive offensive e-mails or are approached by individuals/organisations who are seeking to involve them through radicalising activities.

Pupils must not reveal details of themselves or others in e-mail communication, such as address or telephone number, or arrange to meet anyone.

Pupils must not access any social media sites whilst in school.

Access in school to external personal e-mail accounts may be blocked.

Excessive social e-mail use can interfere with learning and may be restricted.

E-mail sent to an external organisation should be written carefully and authorised before sending, in the same way as a letter written on school headed paper.

The forwarding of chain letters is not permitted.

The point of contact on the Web site should be the school address, school e-mail and telephone number. Staff or pupils' home information will not be published.

Pupils' full names will not be used anywhere on the Web site, particularly in association with photographs.

Web site photographs that include pupils will be selected carefully and written permission from parents or carers will be obtained before photographs of pupils are published on the school Web site.

Pupils will not be allowed access to public or unregulated chat rooms.

Children should use only regulated educational chat environments. This use will be supervised and the importance of chat room safety emphasised.

A risk assessment will be carried out before pupils are allowed to use a new technology in school. Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.

Mobile phones will not be used during lessons or formal school time.

The sending of abusive or inappropriate messages in any form is forbidden.

In common with other media such as magazines, books and video, some material available via the Internet is unsuitable for pupils. The school will take all reasonable precautions to ensure that users

access only appropriate material. However, due to the international scale and linked nature of Internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer.

The school can not accept liability for the material accessed, or any consequences of Internet access.

The headteacher will ensure that the Internet policy is implemented and compliance with the policy monitored.

The school will work in partnership with parents, the LEA, DfE and the LGFL to ensure systems to protect pupils are reviewed and improved.

Filtering strategies will be selected by the school, in discussion with the filtering provider where appropriate. The filtering strategy will be selected to suit the age and curriculum requirements of the pupil.

Pupils will be informed that Internet use will be monitored A partnership approach with parents is encouraged.

10. Equipment and Systems

The school will monitor the use of any loaned school digital technology and communications systems.

Parents agree and accept that any computer or laptop loaned to them by the school is provided solely to support their children's educational growth.

Parents should not install or attempt to install programmes of any type on a machine, or store programmes on a computer, nor should they try to alter computer settings. If changes must be made a request can be made to the ICT Lead and will be actioned by TQS.

Parents should not disable or cause any damage to school equipment, or the equipment belonging to others.

Parents will immediately report any damage or faults involving equipment or software, however this may have happened.

11. Remote Learning

Remote or home learning is understood as a hybrid approach that combines learning in school with distance learning, including online learning.

Remote or home learning is a flexible model that can support a project or course of study to progress whilst not requiring teachers and learners to be in the same physical space at all times.

It is important to consider remote or home learning within the ongoing development of the whole school and things may change over time and there is no 'one size fits all' ideal.

By incorporating a remote or home learning model, routines will change and pose specific challenges to the wellbeing and mental health of staff, learners and parents. The move to remote or home learning will equally affect the ability of schools to respond to these challenges and provide support to students and staff.

See Appendix 2 for remote learning.

12. Agreement

I agree that I have read and understood this agreement, and ensure that I will abide by each principle.

Parent Name	
Parent Signature	
Date	

13. Appendices

13.1. Appendix 1 –

ACCEPTABLE USE POLICY (AUP): Parent signature

I agree to abide by all the points above. I understand that it is my responsibility to ensure that I remain up-to-date and read and understand the school's most recent e-safety policies.

Signature…… Date……

Full Name……(printed)

Job title……

13.2. Appendix 2 – Remote Learning Arrangements

Arrangements for remote or home learning model for teaching and learning during a pandemic.

This document aims to clarify the implementation of remote or home learning across the school, outlining Health and Safety guidelines, and directions to ensure your child's needs are met as much as we possibly can in this difficult time. In order to deliver a coherent range of curricular experiences,

our staff are committed to giving pupils access to learning activities which will meet their needs, building upon prior learning.

13.3. Teaching & Learning: Roles And Responsibilities

The role of staff:

- To provide new learning as well as reinforcement and consolidation of prior learning.
- To build upon the skills learned during lockdown as appropriate.
- To promote an ethos of inclusion, respect, fairness and equality
- To ensure that cyber resilience and internet safety is central to all digital technology.
- To provide support and guidance for pupils
- To keep abreast of research and national agenda
- To engage with effective learning and teaching resources e.g. Oak Academy To foster an open pathway of communication between the school and home where appropriate
- To adhere to government Safeguarding and Health and Safety guidelines

Staff will:-

- Select an appropriate teaching and learning approach with learning tasks that are complementary and coherent across learning environments
- Provide broad, general education remote learning tasks
- Provide targeted support to learners with particular needs
- Provide Follow up Literacy, Numeracy and Health and Wellbeing tasks for the days your child is not attending school
- Feedback to pupils in response to questions or requests through Google Classroom either individually or as a whole class.
- Consider the most important elements of teaching and learning that are needed and which elements will be more difficult to explain remotely. Focus classroom work on key ideas and modelling.
- Make use of remote sessions to check knowledge, independent practice, extended writing pieces to consolidate what they have learned.
- Be mindful that extra support may be required where parents and guardians are less able to themselves
- Please give teachers time to respond to questions or queries, please also remember the majority of children will still be in school and will require the teachers' immediate presence.

The role of the pupils:

- To ensure everyone feels valued, respected and included
- To contribute their views during remote learning
- To engage in learning through our digital platform - Google Classroom To offer peer support and guidance through shared learning
- To complete remote learning tasks online

The role of parents:

- To support the school values
- To foster an open pathway of communication between the school and home where appropriate

- Utilise Google Classroom to access remote learning materials which support, complement and consolidate school learning.
- Ensure you child completes remote learning tasks online

13.4. Guidelines For Home Learning And Teaching

We know that the idea of supporting your child's learning can seem daunting. It is important to remember that you are not expected to become a teacher and that your child does not need to learn in the same way as they do in school. The most important aspect is the relationship that you already have with your child, this will enable you to support and reassure them during this unusual time.
On the days that you are engaging with remote learning, plan the day out in advance with your child, doing this will help to reduce pressure or anxiety. Ensure that they have a range of short 'chunks' of time when they are engaged in an activity.

Not all activities should require direct adult support, plan so that your child can undertake some activities independently in order to ensure that you can continue to work at home, if necessary.
It is important to make sure that your child isn't working online all day- factor in time for breaks, lunch, shared activities, time outdoors and fresh air. A variety of different activities such as board games, puzzles or outdoor games can help your child to further develop skills such as problem solving, turn taking, cooperating with others and resilience.

The time students have at home could allow them opportunities to read more widely. Get them to explore some of the shorter texts and extracts to enrich a topic or simply to give them enjoyment.
For learners that are more independent, time spent learning at a distance may involve the role of the teacher as one to provide support, feedback and instruction on a needs basis while students work through the curriculum area and its content. This gives students a high degree of control over their learning and supports their self- directed and goal oriented learning.

Where we can, teachers may also consider how to create and maintain a culture of collaboration and trust – through dialogue as well as learning tasks – that contribute to the sense of community, transcending different learning environments. This facilitation may also help dispel the teacher's own anxieties around different (potentially more distant) relationships with pupils who are less frequently in-school.

13.5. Safeguarding

Keeping teachers safe when providing remote education is also essential. Remote education is a new experience for both staff and pupils, so it's important that schools understand how to approach safeguarding procedures online. We cannot emphasise enough the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns. If you have any concerns please phone the school office

or email the admin team at admin@cyriljackson.towerhamlets.sch.uk. All information will be treated in confidence and where necessary reported to the appropriate agencies.

The vast majority of our learning will be pre recorded lessons containing voice-overs or materials from other platforms. If however we do provide live classes here are some basic principles to safeguard everyone during blended learning:

Staff and children must wear suitable clothing, as should anyone else in the household.

Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.

The live class should be recorded and backed up elsewhere, so that if any issues were to arise, the video can be reviewed.

Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.

Language must be professional and appropriate, including any family members in the background Schools should risk assess the use of live learning using webcams.

Data Controllers need to reassure themselves that any teaching/learning software and/or platforms are suitable and raise no privacy issues; or use cases against the providers terms and conditions (for example, no business use of consumer products)

Moving forward through developing a blend of in-school and distance learning, teachers can support students and help to individualise learning; increase learners' autonomy, motivation and agency; improve learning skills towards becoming self- directed learners.

The school will undertake regular reflection and continuous development: The blended learning approach– particularly as it is a new approach for the school – requires constant adaptation of teaching based on reflection (self- evaluation and by others) and feedback, in order to respond to the learners' needs effectively.