



west lothian
college

E-Mail and Computer Network Responsible Use Policy

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E-Mail and Computer Network Responsible Use Policy

By using the email and network facilities and services, you agree to adhere to this policy. Please note you should also read the IT Acceptable Use Policies which relate to staff and students/visitor use.

In the policy detail below, the term 'network resources' refers to all network activity, including file storage, email and "Internet access" (defined as use of Web browsing and Social Networking applications such as Facebook and Twitter).

Staff and students have access to services provided by the College computer network. Currently, these services include file storage, printing, Virtual Learning Environment, email and Internet access.

- 1 There is no guarantee of privacy of electronic mail or of Internet access. Systems Administrators have access to email, Internet usage information and files stored on the network as part of their network monitoring rights and the College reserves the right to monitor email content and traffic (including Internet access) across the network. For additional information on email privacy see below.
- 2 Email and Internet filtering technologies are used to ensure a safe and secure network. Download of certain file types is restricted to maintain security. These technologies are automated and, as a consequence, may prevent email delivery or access to specific web sites that are, in fact, appropriate. If this is suspected then network users are encouraged to use the Request Access function within St Bernard iPrism to draw attention to a website's validity – staff will receive an automated message if an email is blocked on the basis of banned file attachments.
- 3 Network systems record email usage and Internet access and activity. Unless authorised by the Deputy Facilities Manager, Systems Administrators will not monitor the content of email messages or disclose any of the logged or otherwise collected information. You must complete the College's IT Access Form should you wish the Deputy FM Manager to access another user's account.
- 4 Access to staff files will not normally be given to another member of staff unless authorised following consultation with the relevant college manager. In such circumstances the manager will be consulted prior to action being taken.
- 5 To conserve disk space on the server, users should archive and delete email and old files on a regular basis. Attachments should be detached and stored in a personal storage area until used then deleted. This could include local storage such as memory sticks as well as centralised storage on the servers.

- 6 College network resources are provided to facilitate a person's activities as an employee, student of the College or registered user with West Lothian Council's Library Service, specifically for learning and teaching, training, administrative or research purposes.
- 7 Incidental and occasional personal use of e-mail and Internet access is permitted so long as such use a) does not disrupt or distract the individual from the conduct of College business (eg due to volume, frequency or time expended) or restrict the use of those systems to other legitimate users and b) complies with this policy.

The College does not take responsibility for the delivery of personal email. Personal Internet based accounts can be used in accordance with this policy.

Use of network services is a withdrawable privilege rather than a right. Any such use must not interfere with the user's duties or studies or any other person's use of the network and must not, in any way, bring the College into disrepute. Priority must always be granted to those needing facilities for academic work.

Commercial work, that is work not undertaken for the College's benefit and which uses network services, requires explicit permission from the Principal; such use may be liable to charge.

- 8 The sender of e-mail must be clearly and accurately identified. You will not attempt to mislead others as to your identity, either by providing false information when subscribing to, or posting to, individuals or discussion groups, or by forging the headers and addresses in an email message.
- 9 Alteration of the source of electronic mail, message or posting is unethical and could have legal implications. This activity is not permitted and will lead to the withdrawal of network services and/or face disciplinary procedures.
- 10 Breaches of this policy will be dealt with as follows –
 - Access to network services will be suspended.
 - The matter will follow the normal College disciplinary procedures.
- 11 Inappropriate use of network resources will result in appropriate disciplinary action, for example, activity involving:
 - Copyright or trade secret material.
 - Information or posting related to criminal activity.
 - Obscene, offensive, threatening or harassing material or posting.
 - Subversive or threatening material or posting.

- Unauthorised commercial activity i.e. for personal financial gain, advertising or political activity.
- Services or access for which a fee is chargeable.
- Sending of unwanted e-mail (usually advertisements) or images and chain letters.
- Computer virus or any other malicious software.
- Unauthorised installation of software on any College computing device.
- Hacking and computer misuse.
- Contact with extremist groups (see below):

The Government has defined extremism in the Prevent guidance as: “vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces”.

Any academic staff who need to undertake research in relation to these groups should discuss this with their Line Manager in the first instance. Approval for this research should be passed to Facilities who can adjust security settings, as these will normally block access to extremist group websites.

Any non-authorized contact with extremist groups may have to be reported to the Police, in keeping with Prevent guidance.

12 Flaming is not permitted in any communication. A flame is when you call someone names, are overtly rude, or are blatantly sarcastic or condescending. All communication must be stated in polite terms. In discussion groups a large audience will see your messages, so be careful what you write.

You must also comply with the general ‘Netiquette’ rules of the Internet community.

These include, but are not restricted, to the following:

- Be polite
- Use appropriate language; do not swear or use vulgar language
- Do not harass or disrupt other users
- Do not reveal the personal email address, home address or telephone of any person.
- Do not intentionally violate any network security or interfere with the network systems.

Email Privacy

- Users of the email system must assume that all e-mail is not secure unless encrypted.

- Users may not, under any circumstances, monitor, intercept or browse other users' e-mail messages unless authorised to do so.
- Network and computer operations personnel, or system administrators, may not monitor other users' e-mail messages other than to the extent that this may occur in the normal course of their work.
- In all other circumstances, monitoring, interception and reading of other users' e-mail by network and computer operations personnel or system administrators may only occur with the permission of the relevant Assistant Principal. In such circumstances, the Principal must be notified as to the reasons for, and the circumstances of, that monitoring as soon as is practicable.
- The College reserves the right to access and disclose the contents of a user's e-mail messages, in accordance with its legal and audit obligations, and for legitimate operational purposes. Encryption keys must not be used without prior agreement with system administrators.

It is the responsibility of each individual to ensure they comply with this policy. If you are in doubt as to the legitimacy of a given course of action please discuss this with you Line Manager.

Additional information can be found at –

Regulation of Investigatory Powers Act 2000
<http://www.hms.gov.uk/acts/acts2000/20000023.htm>

Regulation of Investigatory Powers Act 2000 Chapter 23 Explanatory Notes
<http://www.hms.gov.uk/acts/en/2000en23.htm>

The Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000
<http://www.hms.gov.uk/si/si2000/20002699.htm>

Review

This Policy will be subject to review every three years or whenever any change affects any part of it by the Facilities Manager.

Section 2: The Equality Impact Assessment Process

Phase 1: Screening and Prioritisation

The first phase of the Equality Impact Assessment (EIA) is to screen the policy, practice, strategy etc to establish if it has an impact upon anyone because of a protected characteristic (age, disability, ethnicity, gender, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation).

A single EIA should be conducted and recorded for each individual policy, practice, strategy etc.

Please complete the following:

Name of policy/ practice/strategy/ decision	Named individual responsible for policy/practice/strategy/ decision	Name of person conducting initial EIA
E-Mail and Computer Network Responsible Use Policy	G Hotchkiss	G Hotchkiss

Supporting notes to help in the completion of Phase 1

- Consider impact in terms of the protected characteristics and other groups who may experience disparities in opportunity.
- Make use of existing knowledge, experience, research and consultation.
- Caution is needed not to consider a policy or practice 'equality neutral' just because no evidence of adverse impact exists (e.g. you might find little research exists with regard to equality areas such as sexual orientation).
- When thinking about positive impact consider ways to tackle discrimination, promote equality of opportunity and promote good community relations.

Q1. Given the aims of the proposed policy, practice, strategy, decision is it likely that there will be a negative impact on one or more of the groups named above. Or is it clear at this stage that it will be equality neutral?

Protected Characteristic	Impact (explain)
Age	Neutral
Disability	Neutral
Gender reassignment	Neutral
Pregnancy and maternity	Neutral
Race	Neutral
Religion or belief	Neutral
Sex	Neutral
Sexual orientation	Neutral

Comments:

Q2. For which groups are there likely to be a negative impact? What is this impact likely to be, and what plans could be built in to address negative impacts and to add measures which promote a positive impact at this stage?

Protected Characteristic	Impact (explain)
Age	N/A
Disability	N/A
Gender reassignment	N/A
Pregnancy and maternity	N/A
Race	N/A
Religion or belief	N/A
Sex	N/A
Sexual orientation	N/A

Comments:

Q3. At this stage, how could the policy, project, strategy, decision etc promote positive impacts for any of the groups named above?

Q4. Is a full impact assessment required? ~~YES~~ / NO (use box to explain rationale behind decision)

Signature of named individual responsible for policy	Signature of individual responsible for carrying out initial impact assessment (if different from previous)	Date of completion of initial impact assessment
G Hotchkiss		07/07/16

In the event of a full impact assessment being required this document must be attached and used as part of that process

Phase 2: Full Equality Impact Assessment

Once Phase 1 has been completed and it has been deemed necessary to conduct a full EIA for a given policy, procedure or project the following questions should also be worked through.

Q5. Summarise the evidence that describes the current situation for those groups where an impact has been initially assessed, and the sector or geographical area in which this policy/practice / strategy decision will operate.

Comments:

Q5. Supporting Notes

- Consider impact in terms of age, disability, ethnicity, gender, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation and other groups who may experience disparities in opportunity.
- Look at existing evidence, research & data or statistics (both quantitative & qualitative).
- Are any of these groups under or over represented, do they have access to the same resources and is the reality of their experience the same?
- Is it useful to consider the underlying causes of any inequalities?

Q6. Where the initial impact assessment indicated that there is potential for this policy, project, strategy, decision etc to have a negative impact on one or more group, provide further information.

Protected Characteristic	Impact (explain)
Age	
Disability	
Gender reassignment	
Pregnancy and maternity	
Race	
Religion or belief	
Sex	
Sexual orientation	

Comments:

Q6. Supporting Notes

- Is this impact likely to be different for different groups?
- Are some equality groups excluded from the benefits?
- Are there barriers to certain communities enjoying the benefits?
- Are certain sub-groups disadvantaged e.g. Gypsies and Travellers or Somali community?
- Does it challenge or reinforce stereotypes?
- Does it give different groups real choice?

Q7. Where the initial impact assessment showed that there is potential for this policy, project, strategy, decision etc to have a positive impact, such as tackling discrimination, promoting equality of opportunity for one or more groups, provide information.

Protected Characteristic	Impact (explain)
Age	
Disability	
Gender reassignment	
Pregnancy and maternity	
Race	
Religion or belief	
Sex	
Sexual orientation	

Comments:

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Q7. Supporting Notes

- Is this impact likely to be different for different groups?
- Will this project help communication between groups?
- Does it support education for Black, Asian and Minority Ethnic (BAME) groups where needed?
- Is there a focus on reducing barriers for a specific group e.g. disabled people?
- Are jobs created accessible to all?
- Does this strategy extend the provision of affordable childcare?
- Does it harness the potential of refugees and asylum seekers to contribute to Scotland's economy?

Q8. Given your answers to the previous questions, how will your delivery plans be revised to reduce or eliminate negative and to enhance positive impacts?

Comments:

Q8. Supporting Notes

- If the assessment shows adverse impact consider if the project is legal and how this adverse impact can be reduced. This might include finding another way to meet the objectives, introducing new steps to meet specific needs for specific groups. Can the adverse impact be justified by overall aims or by other legislation? If the strategy, policy, project, etc are unlawful it must be changed. Ensure any changes don't disadvantage another group.
- If the assessment shows that no adverse or positive impact is likely (equalities neutral) this might be acceptable but consider if measures could be added to promote WLCs equality aims.
- If the assessment shows your policy, project, strategy, etc is not likely to result in adverse impact and does promote equality then there may be little revision required. Some policy, project, strategy, etc have a differential impact because they are designed to promote equality for a specific group. This can be justified as part of a wider strategy but a clear rationale should be given.

Q9. Where the initial EIA indicates that this policy, project, strategy, decision etc may impact adversely upon community relations and cohesion, the gender pay gap, attitudes toward disabled people, the involvement of disabled people in public life, or require special steps to be taken for disabled people, provide further information.

Additional Considerations	Impact (explain)
Community relations and cohesion	
The gender pay gap	
Attitudes toward disabled people	
Involvement of people in public life	
Special steps for disabled people	

Q10. Where the initial impact assessment indicated that this policy, project, strategy, decision etc provides an opportunity to promote equality in terms of community relations and cohesion, the gender pay gap, attitudes toward disabled people, the involvement of disabled people in public life, or require special steps to be taken for disabled people, provide further information

Additional Considerations	Positive Impact (explain)
Community relations and cohesion	
The gender pay gap	
Attitudes toward disabled people	
Involvement of people in public life	
Special steps for disabled people	

Q11. Given your answers to the above questions how will your delivery plans be revised to reduce or eliminate negative impacts and to enhance positive impacts?

Comments:

**Q12. How have the different stakeholders / beneficiaries / staff who are affected by this policy / practice / strategy etc been consulted?
Please note any important issues**

Comments:

Q12. Supporting Notes

- Has relevant consultation already taken place?
- If not how and when will consultation take place?
- Will this be direct consultation with groups that share a protected characteristic and / or organisations that represent them?
- What steps will be put in place to ensure full participation is possible e.g. using sign language interpreters for events, provision of crèche facilities arranging meetings in local community venues at different times of day, questionnaires available online etc.
- How will those consulted be informed of the outcome of the process?
- Is it possible to carry out a joint consultation with a similar project or a project in the same geographical area?

Q13. How will the real impact of this policy, project, strategy, decision etc on groups be monitored to ensure all targets set are met?

Comments:

After the Assessment

Once an EIA has been conducted it is important to make certain that correct monitoring and review mechanisms are in place to ensure that predicted outcomes and outputs are delivered. These should be factored into the initial EIA process and timelines for the review and development of the item agreed and published along with the policy, project, strategy, decision etc.

If circumstances change or unexpected situations develop that could impact upon a policy, project, strategy, etc the relevant items should have another EIA conducted upon them as necessary in light of the changed circumstances.

EIA should be published on the College website.

Annex A: Supporting information, guidance

Information and advice is available on the internet to help you to understand the issues which are addressed through the EIA process and more generally as part of the Equalities agenda. The following are useful resources to consider for some of the questions posed by the EIA process. Further web based searching is encouraged to help expand and develop issues and ideas more fully.

Useful links

<http://www.equalityhumanrights.com/scotland/> - Equality and Human Rights Commission Scotland

<http://www.scotland.gov.uk/Topics/Statistics> - Scottish Government Statistics

<http://www.scotland.gov.uk/library5/social/gpgc-00.asp> - Guidance on how to ensure that equalities groups are included in consultation exercises.