

Kesh Primary School and Community Nursery



Using I.C.T. Policy

Ratified by Board of Governors in:
June 2024

Signed:

Chairman of Board of Governors

Next Review:
June 2027

Signed:

Principal

Purpose

This policy reflects Kesh Primary School's values and philosophy in relation to the teaching of, and learning with, ICT. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the CCEA documents related to UICT and the Levels of Progression.

ICT is used to facilitate and enhance teaching and learning across the curriculum.

This document is intended for;

- All teaching staff
- All staff with classroom responsibilities
- School Governors
- Parents
- Inspection Teams

Introduction

Information and Communication Technology prepares pupils to participate in a rapidly changing world, in which work and other activities, are increasingly transformed by access to varied and developing technology. We, at Kesh Primary School, recognise that Information and Communication Technology is an important tool in both the society we live in and in the process of teaching and learning.

At Kesh Primary School, our vision is to create motivated 'life-long learners' through the use of ICT to enhance learning and teaching across the whole curriculum. As ICT is continually developing and new technologies emerging, we as a school strive to prepare the children with the skills and knowledge to prepare them for a future where ICT is an Integral part of society.

At Kesh Primary School, pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and without discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of sources. The uses of ICT

throughout the curriculum encourage critical thinking, imagination and creativity, problem solving, initiative and independence, teamwork and reflection. ICT is used for collaborative learning and it is a platform to showcase skills. ICT also supports different learning styles - audio, visual and kinaesthetic.

ICT forms part of the School Development Plan and is reviewed annually.

ICT Vision

Kesh Primary School fully acknowledges the role of ICT, digital and multimedia technology in enhancing learning & teaching and empowering learners.

In Kesh Primary School, we believe that:

- ICT is embedded throughout the curriculum and as such supports the raising of standards in literacy and numeracy.
- ICT practice should build upon pupils' prior knowledge and provide opportunities for pupils to develop as independent and collaborative learners.
- Commensurate with their age and abilities.
- There is a need for balance between the development of ICT skills and the application of these skills to the curriculum.
- The ICT curriculum is well planned and co-ordinated across the areas of learning demonstrating suitable progression.
- ICT supports the Thinking Skills & Personal Capabilities framework within the Northern Ireland Curriculum and enables pupils to plan, do and review their work.
- To use ICT to develop an online community for pupils, parents/carers, Board of Governors, other schools and the wider community.

Other relevant policies:

- Addressing Bullying
- Positive Behaviour
- Digital Safeguarding
- Child Protection and Safeguarding
- Staff Code of Conduct
- Pupil Code of Conduct
- Special Educational Needs
- Data Protection
- GDPR policy
- Use of Mobiles and Digital Devices

Roles and Expectations

Learners:

- Pupils will acquire a range of up to date multi-media ICT skills and competences and have opportunities to apply these across the curriculum.
- Pupils' work is stored under their c2k accounts in files, folders and Google Drive.
- Engage in online learning
- Pupils should have opportunities to engage in the assessment of their own and others' work in ICT.
- Pupils have a clear understanding of 'e-learning' and know how to remain safe.
- Pupils should have equitable access to ICT resources and ICT should be utilised to enable access to the curriculum for children with special needs - including newcomer and gifted pupils.

Kesh Primary School meets the requirements set out within the Northern Ireland Curriculum and develops the use of the 5 E's within the tasks and activities already being carried out.

- Explore
- Express
- Exchange
- Evaluate
- Exhibit

We hope that by enabling our pupils to use these 5Es we can provide them with a firm foundation from which they can build the skills they will need to enable them to become confident, creative, independent and responsible life-long learners.

Explore

Pupils should be enabled to:

- Access and manage data and information;
- Research, select, process and interpret information;
- Investigate, make predictions and solve problems through interaction with digital tools;
- Understand how to keep safe and display acceptable online behaviour

Express

Pupils should be enabled to:

- Create, develop, present and publish ideas and information using a variety of digital media;
- Manipulate a range of assets to produce multimedia products.

Exchange

Pupils should be enabled to:

- Communicate safely and responsibly using a range of contemporary digital methods and tools;
- Exchange, share, collaborate and develop ideas digitally.

Evaluate

Pupils should be enabled to:

- Talk about, review and make improvements to work, reflecting on the process and outcome

- Consider the sources and resources used, including safety, reliability and acceptability.

Exhibit

Pupils should be enabled to:

- Manage and present their stored work;
- Showcase their learning across the curriculum;
- Use ICT safely and responsibly to share their work.

Desirable Features

It is our aim to give our pupils a broad and balanced experience of using ICT. As such, we endeavour to enable our pupils to develop their skills in using the 5Es across all of the desirable features identified by CCEA throughout their primary education. These are:

- Computational Thinking and Coding (Interactive Design)
- Digital Art and Design (Working with Images)
- Digital Audio (Music and Sound)
- Digital Storytelling: Film and Animation (Film and Animation)
- Digital Storytelling: Presenting (Presenting)
- Digital Storytelling: Publishing (Desktop Publishing)
- Managing Data

Teachers:

- All curriculum, subject, key stage co-ordinators, teaching staff Learning Assistants are aware of the contribution of ICT to enrich learning & teaching.
- To integrate ICT into curriculum planning, classroom teaching and the assessment of children's work
- Teachers use ICT to produce high quality learning materials and support innovative approaches to learning.
- To ensure that any ICT resource/software used in the classroom is appropriate to curriculum needs and children's learning needs.
- Teachers will engage ICT to support whole-class teaching via surface-pros/chromebooks/PCs and Smartboards.
- ICT is celebrated and shared within the school and we encourage collaborative work between classes, schools and other organisations.
- ICT is assessed in line with the requirements of the Curriculum and the school uses ICT to record and manage pupil assessment data.
- Are confident in the use of ICT to support their role.
- Have a support network within the school to develop their ICT knowledge, skills and understanding, seeking advice and training when deemed necessary.
- Will engage pupils in regular and well-informed discussions about their use of ICT and how to improve it, including how to stay safe.
- Ensure pupils' work is stored on their c2k network or Google Drive, accessing these from their personal c2k account.
- Implement targets from the ICT Action Plan for the current year into their personal development and teaching of the curriculum to develop/introduce focused skills.
- To ensure that all ICT equipment stored in the classroom/resource areas is looked after.

- That all health and safety practices are carried out.
- To discuss with the children rules for using devices and internet.
- To implement the Internet Safety Policy.

Assessment

ICT is assessed both formatively and summatively using the 5Es, as identified by the Northern Ireland Curriculum and the Levels of Progression laid out by CCEA. Throughout the year teachers will assess pupils' skills and abilities, tracking these each term, which is recorded and passed on to the next teacher. Formative assessment occurs on a lesson by lesson basis based on the learning intentions of the lesson. These are conducted informally by the class teacher and are used to inform future planning. Examples of pupils' work is stored centrally on the 'Staff Drive ICT folder' section of the school system. This enables internal moderation of levels to ensure consistency across the school and in line with the curriculum, and internal moderation of samples of levelled work is carried out by the ICT coordinators, and where appropriate and possible, involves all the teaching staff.

The Role of the ICT Co-ordinator:

- It is the responsibility of the ICT Co-ordinators to assist all teachers with the implementation of this policy.
- The ICT Co-ordinators have the responsibility for the management of the resources that are required for the implementation of this policy.
- The ICT Co-ordinators will attend relevant courses and disseminate information regarding new developments in ICT to other members of staff. The ICT Co-ordinators will be responsible for the updating of Policy and Internet guidelines and informing staff of aforementioned documents.
- It will be the responsibility of the ICT Co-ordinators to ensure that the system for reviewing this policy is initiated.
- The ICT Co-ordinators will liaise with the Principal, Senior Management Team and Board of Governors, when appropriate, in order to identify priorities and areas for development.
- The ICT Co-ordinators will be responsible for updating Action Plans in association with the SLT and of keeping staff informed of developments - monthly staff meetings
- The ICT Co-ordinators will be responsible for any staff INSET in the development of ICT.
- The ICT Co-ordinators will support, guide and motivate colleagues in the implementation of ICT in their practice and will strive to develop professionally and lead by example.

Parents:

- Support and understand the e-learning of their children.
- Can access information that allows them to support and develop their children's learning.
- Know how to protect their children within online communities.

The role of the Parent

Parents will:

- Support and understand the e-learning of their children.
- Access information that allows them to support and develop their children's learning via My School, online learning platforms and the school website.
- Know how to protect their children online via Internet Safety Talks, Parent Workshops and other school communications.
- Use their child's online learning platform for homework activities
- Download TheSchoolApp and provide an email address so communication between school and home can be established electronically

Curriculum Development and Organisation:

Each class is allocated times for access to ICT, on a weekly basis. Each class is connected to a wireless network and also to a c2k managed network, with routers in each room to enhance coverage.

Strategies for use of ICT

Teaching & Learning

Teacher's planning is differentiated to meet the range of needs in any class including those children who may need extra support, those who are in line with the average expectations and those working above average expectations for children of their age.

A wide range of styles are employed to ensure all children are sufficiently challenged:

- ICT is not only taught as a distinct subject, but it is a tool to be used as appropriate throughout the curriculum
- ICT is an entitlement for all our pupils and therefore everyone is given equal access regardless of gender, additional needs, race/ethnic origin, religion, culture, linguistic background or ability.
- We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child (Levels of Progression, CCEA ICT Tasks and Teacher suggested tasks).
- Common tasks are set that are open-ended and can have a variety of responses.
- Use of ICT at home will continue to be encouraged through projects, homeworks and the use of Learning NI (LNI) which can be researched through a home computer system or at the local library.
- Children should continue to be encouraged to access and make use of the school website which is regularly updated - www.keshprimary.co.uk

!

ICT Competences:

At Kesh Primary School we endeavour to help our pupils to develop competence in the use of ICT.

ICT competence is concerned with:

- Learning *about* ICT - developing the knowledge and skills required to use ICT effectively and to apply these in a range of contexts.
- Learning *through* ICT - developing the skills required to access and use information from a range of electronic sources, interpret it and use it effectively.
- Learning *with* ICT - applying the skills in their own learning either at school, at home or in the community.

ICT and the NI Curriculum

ICT will be used across the curriculum to develop the pupils' skills and enhance other subject areas. Strategies used within the curricular areas may include:

Literacy

- Children learn how to draft, edit and revise text.
- Children can create, develop, present and publish ideas and opinions visually or orally.
- They learn how to improve the presentation of their work by using desktop publishing and presentational software
Online research to enhance understanding and knowledge

Numeracy

- Children use ICT in Numeracy to collect data, make predictions, analyse results and present information graphically.
- They can explore mathematical models e.g., use of Beebots, Probots and spreadsheets.
- Introduce, reinforce and support new and prior learning.

Personal Development and Mutual Understanding (PDMU)

- Pupils develop a sense of global citizenship by using the internet.
- Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse of ICT
- Pupils gain a knowledge and understanding of the interdependence of people around the world.

The Arts

- Children will have opportunities to develop their creativity through a range of networked software and digital technology
- They can explore the internet to gain access to a wealth of images and information as stimuli.

World Around Us

- ICT transcends the barriers of distance and opens up the world as an easily accessible global community allowing children to experience the past, present and future of the world they live in.

Inclusion and Accessibility

The Northern Ireland Curriculum states that “All pupils, regardless of race, class or gender, should have the opportunity to develop ICT capability.”

It is our policy to ensure this by:

- Ensuring all the children are exposed to an appropriate and progressive curriculum
- Keeping a record of children’s ICT use to ensure equal access and fairness of distribution of ICT resources;
- Providing curriculum materials and software which are in no way class, gender or racially prejudice or biased.

We are currently investigating ways in which parents can be supported in developing their knowledge of curriculum requirements for ICT and how they can support their children.

The school’s ICT facilities are available for use by all pupils and staff. All children will be given access to ICT regardless of gender, race, physical or sensory needs. We recognise that ICT offers particular opportunities for pupils with different and additional needs as well as newcomer children and children who are gifted and/or talented. For pupils with learning difficulties and/or physical or sensory needs, appropriate use of ICT can often enhance access to aspects of the curriculum. In co-operation with the LSC we will endeavour to provide, wherever and whenever possible, appropriate software and hardware to enable such access. Regular training for new software and devices are made available to all staff.

ICT can cater for the variety of learning styles which a class of children may possess.

Using ICT can:

- increase access to the curriculum;
- raise levels of motivation and self-esteem;
- improve the accuracy and presentation of work;
- address individual needs.

We aim to maximise the use and benefits of ICT as one of many resources to enable all pupils to achieve their full potential. If the situation arises, the school will endeavour to provide appropriate resources to suit the specific needs of an individual or groups of children.

Progression, Monitoring, Assessing and Evaluating

Progression

- All children develop and learn at their own pace.
- Progression is assured through a range of increasingly challenging activities covering all areas of ICT and embedded in the NI Curriculum.
- All teachers use the CCEA ICT Accreditation Tasks as a marker for progression through the levels.

Monitoring

- Evidence covering all areas of ICT is gathered within the school 'Staff Drive.'
- Each class teacher is responsible for giving each pupil a level and will send samples to the ICT Coordinators for monitoring purposes - Staff folder on c2k.
- The ICT Coordinators will assess samples of work levelled by class teachers to ensure accurate levelling, as well as whole staff collaboration.

It is the responsibility of the ICT Coordinators to review samples of the children's work during the year - End of Term Tasks. This allows the co-ordinator to monitor the standard and progress made by a select number of pupils. However, it should be noted that it is the responsibility of each teacher to provide this evidence and ensure it is received by the ICT coordinators.

Samples of pupils ICT work will also be displayed throughout the school.

Assessment

- Formative assessment is on-going using the Levels of Progression, Desirable features and Using ICT Assessment Guidance booklets. These assessments are conducted informally by the class teacher and are used to inform future planning.
- Evidence gathered each year is assessed by the ICT Coordinators.
- ICT will also be assessed for the Pupil Profile.
- Reporting to parents is achieved through parent consultation meetings, which take place in the Autumn and Spring Terms. An annual end of year report will focus upon the child's ICT skills and competence in a variety of applications.

Evaluation

- The ICT Coordinators evaluates the use of ICT in teaching and learning through the Action Plan evaluation which is then presented to the Board of Governors yearly in the Third Term.

The ICT Coordinators will devise a yearly Action Plan for ICT and will complete reflections, when appropriate and an end of year Evaluative Report. The ICT Coordinators also regularly reports to the Teaching Staff, Principal and Senior Leadership Team to highlight strengths and weaknesses in ICT and indicates areas for further development. Teachers are also encouraged to disseminate their areas of expertise to other members of staff and to also highlight areas they wish to improve in their own Personal Development. The Action Plan is presented clearly to all Teaching Staff and Learning Assistants at the start of each new school year so that all members of staff are aware of the foci for the incoming school year.

Acceptable Use Statement:

The computer system is owned by the school and may be used by children to enhance their learning, and by staff to enhance their professional activities including teaching, research, administration and management.

The school recognises that technologies such as the internet and email will have a profound effect on children's education and staff professional development in the coming years. The school's 'Acceptable use of the Internet and Digital Technologies Policy' has been drawn up accordingly. (see appendices 1, 2 and 3)

The installation of software or hardware unauthorised by the school, is forbidden.

The school reserves the right to examine or delete any files that may be held on its computer systems or monitor any Internet sites visited.

Care of Equipment:

- The individual in whose care it is trusted should maintain all ICT equipment in a clean and serviceable state.
- All equipment should be switched off at the end of the working day.
- Any technical fault should be reported to the ICT co-ordinator(s).

Internet Safety

Internet access is planned to enrich and extend learning activities. The school has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. (see Digital Safeguarding Policy)

Although the school offers a safe online environment through filtered internet access which is monitored by C2K, we recognise the importance of teaching our children about online safety and their responsibilities when using communication technology.

Parents' permission is required for pupils to have access to this resource and are required to sign an agreement form when their child enters Kesh Primary School highlighting procedures on internet and use of images in school. On the school website there is an internet safety tab with differentiated activities/resources/links suited to the ages of the children in the school to raise their knowledge and understanding of e-safety.

Steps we take to protect children in school:

Use of a Filtered Service

Access to the Internet on connected devices is provided through a filtered service. All access is provided through the C2K service (which is designed to filter out unsuitable material). All devices use the 'C2K Wireless Network' which is also filtered by C2K.

Supervision

No filtering service is 100% effective; therefore, all children's use of the Internet is supervised as closely as possible by an adult/teacher.

Planned Activities

Use of the Internet is a planned activity. Aimless surfing is not allowed. Children are taught to use the Internet in response to a need e.g., a question which has arisen from work in class. Websites are previewed by teachers and revisited to ensure that they are suitable for children's curriculum needs and ability levels.

Search engines are used selectively. Teachers will choose the search engine and topic and discuss sensible search words which have been tried out beforehand. Where possible, teachers will use QR codes to lead children directly to a particular website.

Restrictions on E-mail

P4-7 children are given individual web-based e-mail addresses. These accounts are filtered by C2K. The children would only be accessing emails in school when supervised by a teacher/adult.

Use of Agencies

Our pupils are regularly instructed on how to stay safe on the Internet and how to use communicative technology appropriately. Each year we celebrate Safer Internet Day and organise appropriate talks with external agencies. We also hold information sessions for parents and provide copies of policies on our website. Our Primary 7 children participate in the PSNI Bee Safe programme and 'Are You Wise?' programme.

Internet Safety Rules

Children are taught to be 'Internet Wise' (netiquette). Children are made aware of internet safety rules and are encouraged to discuss how to cope if they come across inappropriate material e.g., SMART tips.

As part of our annual consent information, parents will be expected to discuss with their child, agree to and sign an Acceptable Usage Agreement on behalf of their child. (See Appendix 2) All reasonable and appropriate steps have been taken to protect pupils. The school recognises that despite employing safety procedures, in some circumstances, the Internet may give children access to undesirable information or images.

Children are regularly reminded that should they encounter inappropriate material online they must immediately:

- Leave their device
- Inform an adult

Should a child or teacher encounter unsuitable material on the Internet, this will be reported to ICT co-ordinator and Principal using a reporting log (Reporting Log - Appendix 1). This information will then be logged with C2K via the C2K helpdesk number.

Points for Teachers to Consider

Internet use should be planned, task orientated and educational, within a regulated and managed environment

- Supervision is the key strategy. Children should have a teacher or learning assistant present when using the Internet. Computers should be positioned so that it is possible for adults to see materials on screen.
- Teachers should ensure that the privacy settings are correct and that their account does not compromise their professional position. It is therefore essential that staff do not make disparaging remarks about employer/colleague/parents or pupils. Doing so in presence of others may be deemed as bullying and/or harassment. This may result in disciplinary action.
- Children should know why they are using the Internet. Teach children to use the Internet in response to a need e.g., to answer a question which has arisen from work in class.
- Search engines require careful use and planning/supervision. Children can be bombarded with information and yet fail to find the material they need.
- Children can become overwhelmed by too many website addresses. A small appropriate choice is much more effective. 'Bookmarks' is a useful way to present this choice. Sites should always be previewed and revisited to be checked out.

- Discuss with pupils the rules for responsible Internet use. It is not enough to protect children from materials; we must teach them to become Internet Wise. Children need to learn to recognise and avoid the risks. Children need to know what to do if they come across inappropriate material or if a stranger digitally approaches them.

Access to ICT

ICT resources are deployed throughout the school to maximise access, to enhance teaching & learning and to raise attainment. To enhance the teaching and learning and to enable regular teaching of ICT our school has a wide variety of devices and extensions. These include and are not limited to micro:bits, chromebooks, iPads, coding devices, talking tins, headphones, cameras, etc. To support the cross curricular nature of ICT each class is equipped with

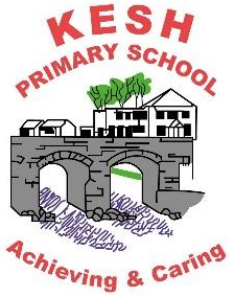
- a Smartboard.
- Key Stage iPads
- Printer access for networked computers and Teacher Surface-Pros only
- The teachers organise to share the iPads/Chromebooks in their own Key stages so that a larger group/whole class iPad teaching and learning can be enhanced.

Other Uses of ICT within Kesh Primary School

- Assessment Manager - collecting data, tracking progress, setting targets
- Pupil Profile
- SIMS - Attendance, SEN information
- LMS
- Staff Communication - e-mail, WhatsApp Groups - Teaching Staff, Staff, Learning Assistants, BOG, SLT
- PTM/PTE/Language Link/Dyslexia Screening/NGST/CATs
- Parents :
 - The MySchoolApp - for sending secure messages to parents
 - Outlook - Each teacher has class email lists for parents to use when appropriate
 - Principal has all parents emails on Outlook for sending emails when needed
- Online courses if and when required/available.
- Use of Google Classroom or Seesaw

Appendices:

- 1) Acceptable Use Agreement for Foundation Stage - Years 1 and 2 (page 15)
- 2) Acceptable Use Agreement for Key Stage 1 - Years 3 and 4 (page 16)
- 3) Acceptable Use Agreement for Key Stage 2 - Years 5, 6 and 7 (page 17)
- 4) Kesh Primary School Permission form - whole school (pages 18 and 19)



Kesh Primary School and Community Nursery

44 Crevenish Road, Kesh, Co Fermanagh, BT93 1RF

Email : bstewart413@kesh.enniskillen.ni.sch.uk

Tel: 028 68631441

www.keshprimary.co.uk



Digital Safeguarding

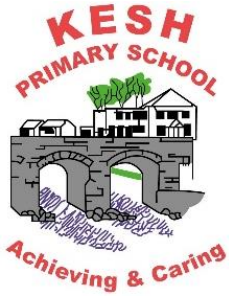
Acceptable use Policy

Year1 and Year 2

This is how we stay safe when we use ICT
resources including Seesaw

- I will ask an adult if I want to use the computers / tablets.
- I will only use activities on the computer / tablet that an adult has told me I can use.
- I will take care of the computer and other equipment.
- I will ask for help from an adult if I think something is wrong on the computer / tablet.
- I will tell an adult if I see something that upsets me on the computer / tablet.
- I know that if I break the rules, I might not be allowed to use a computer / tablet.





Kesh Primary School and Community Nursery

Email : bstewart413@kesh.enniskillen.ni.sch.uk

Tel: 028 68631441

www.keshprimary.co.uk



This is how we stay safe when we use computers: Year 3 and Year 4

- I will ask an adult if I want to use the computers / tablets.
 - I will only log onto the *My School* learning platform using my own username and password
 - I will only use activities on the computer / tablet that an adult has told me I can use.
-
- I will be kind and considerate when using ICT for communication
 - I will take care of the computer and other equipment.
 - I will ask for help from an adult if I think something is wrong on the computer / tablet.
 - I will tell an adult if I see something that upsets me on the computer / tablet.
 - I will be responsible for my behaviour when using ICT because I know that if I break the rules, I might not be allowed to use a computer / tablet.





Kesh Primary School and Community Nursery

44 Crevenish Road, Kesh, Co Fermanagh, BT93 1RF

Email : bstewart413@kesh.enniskillen.ni.sch.uk

Tel: 028 68631441

www.keshprimary.co.uk



Acceptable use Policy - Year 5, Year 6 and Year 7

I understand that I must use computers and the internet in a responsible way to ensure that there is no risk to my safety. This is how we stay safe when using computers and devices.

- I understand that adults in school will monitor my use of the computer, digital devices and the internet.
- I will keep my username and password safe. I will not share it or use any other person's username and password. I understand that I should not store a password where it is possible that someone may see it.
- I will keep safe when I am on-line by following the 'Think then Click' and 'SAFE' rules displayed in the Computer Room and classrooms.
- I will not share personal information about myself or others when online (which could include names, addresses, email addresses, telephone numbers, age, school address, passwords etc.).
- I will tell an adult about anything that makes me unsafe or feel uncomfortable online.
- I understand that the computers and devices in school are mainly to be used for learning and that I will not use them for personal or leisure use.
- I will be polite and responsible when I communicate with others online unless I have permission.
- I will not knowingly search for, or open games/sites which are not appropriate for me
- I will not use my own personal devices (mobile phones / USB devices etc.) in school, unless I have permission.
- I understand the risks of uploading information and will not try to upload or download anything in school.
- I will tell an adult about any damage or faults with computers or devices.
- I will not open any links in emails or any attachments to emails, unless I know and trust the person that sent the email.
- I understand that I am responsible for my actions, both in and out of school and if I fail to follow the Acceptable Use Policy rules, I may lose my access to the school computer and internet.





Kesh Primary School and Community Nursery

44 Crevenish Road, Kesh, Co Fermanagh, BT93 1RF

Email : bstewart413@kesh.enniskillen.ni.sch.uk

Tel: 028 68631441

www.keshprimary.co.uk



- **Photograph Permission**

During the year there will be occasions when photographs or videos will be taken. E.g., prize winners, school plays or group photographs. Such photographs may be published in the press or used on our School Website. It is also school practice to include a photograph of each pupil in his/her school file. In order to comply with the Department of Education regulations it is necessary to obtain permission for such photographs.

- 1 School may use pupil's images in our printed or electronic publications
- 2 School may use pupil's images in the local press
- 3 School may use pupil's images on our website
- 4 School may record pupil's images on our promotional videos

For the safety of our pupils, we would ask parents NOT to place photographs, taken during school events such as Class Assemblies and Sports Events, which include pupils other than their own child on social networking sites such as Facebook and Twitter.

- **Internet Permission**

On entry to Kesh Primary School pupils will be given personalised access to the Internet. Access to web sites is restricted by a firewall but additionally we require pupils to be responsible in their use of the Internet and to abide by the school's guidance. They will also have access to various Apps/Programs for Educational purposes.

As the parent or legal guardian, I grant permission for my son or daughter to use the electronic mail, the Internet and educational apps/programs. I understand that pupils will be held accountable for their own actions.

- **Digital Safeguarding (E-Safety)**

I have received and read the *Digital Safeguarding Rules* with my child. I will encourage and support their understanding of, and need for, digital safeguarding and responsible use of digital devices.

- **Audio/Visual resources**

I understand that from time to time class teaching may include the use of video resources which hold a PG rating. These will have been fully assessed and approved by the class teacher.

- **School Regulations**

Pupils are expected to exhibit high standards of behaviour at all times and to obey school's rules, showing respect for the authority of the School. I will endeavour to support and reinforce, with my child, the high standards of behaviour expected by the school.

- **Intimate Care**

I understand that from time to time my child may require staff to help them get cleaned and changed after incidents such as a fall, being ill or a toileting issue.

Please Note: 'Use of Inhaler Permission Form' and 'Walking Home Permission Form' must be signed and forwarded separately to the class teacher.

I acknowledge receipt of -

- Child Protection Information
- Comments and Concerns Information
- Digital Safeguarding Rules
- **Kesh Primary School Permission Form**
- Safe Collection/Walking Home Permission
- Use of Inhaler Permission

I have read and have accepted the above statements.

Name of Child Date:
.....

Signature of Parent/Guardian..... (Please Type)

Please fill in any additional information or exceptions to the above statements that you wish your child's teacher to be made aware of.