



ICT Policy

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Introduction

This document is a statement of the aims, principles, strategies, and procedures for the use of Information and Communications Technology (ICT) throughout the school.

Information and Communications Technology is concerned with the handling of electronic information (which can consist of text, numbers, images and sounds) and involves creating, collecting, holding, processing, presenting and communicating this information in a variety of ways for a variety of purposes. ICT encompasses all digital technology including, but not limited to computers, iPads and peripherals such as cameras, audio devices, Artificial Intelligence (AI) tripods, whiteboards, green screens, control equipment and programmable toys.

Information and Communication Technology (ICT) contributes to the school curriculum by preparing all young people to participate in a rapidly changing society in which work and other forms of activity are increasingly dependent on ICT. ICT plays an increasingly significant role in today's society and it is therefore vital that our young learners are equipped to utilize these ever changing technologies in order to enhance their development. The subject develops pupils, information skills, including the ability to use information sources and ICT tools to help them find, explore, develop, analyse, exchange and present information and to support their problem solving, investigative and expressive work. It is through ICT that our young learners also become confident individuals, successful learners, responsible citizens (both offline & online), effective contributors to society and facilitate the process of lifelong learning.

An essential part of ICT capability is discriminating about information and the ways in which it may be used, and making informed judgements about when and how to apply aspects of ICT to achieve maximum benefit. Pupils also develop understanding of the implications of ICT for working life and society. The use of ICT significantly enhances teaching and learning in other subjects by enabling rapid access to knowledge, information and experiences from a wide range of sources. The use of ICT throughout the curriculum encourages critical thinking, imagination and creativity, problem solving, initiative and independence, teamwork and reflection.

What is Using ICT?

Using ICT describes the ability to handle and communicate information, solve problems, pose questions and to be creative through the use of technology.

The focus on Using ICT means that pupils should have opportunities to transfer their knowledge, understanding and skills in a variety of meaningful contexts across the curriculum.

The Curriculum requirements for Using ICT are set out under headings often described as the 5 E's: Explore, Express, Exchange, Evaluate and Exhibit. It is therefore up to the school to ensure that when planning, all of the five E's are covered each year from Foundation up to Key Stage 2.

Aims of I.C.T

Through the use and teaching of ICT the school aims to:

- Support all children in using ICT with purpose and enjoyment;
- Help all children to develop the necessary skills to exploit the potential of ICT;
- Help all children to become self-sufficient users of ICT;
- Allow staff and children to gain confidence in, and enjoyment from, the use of ICT;
- Allow staff to develop professionally by enhancing their teaching skills; management skills and administrative skills;
- Allow staff and pupils to act as responsible digital citizens, workers and makers.
- Help all children to evaluate the benefits of ICT and its impact on society;
- Meet the requirements set out in the Northern Ireland Curriculum as fully as possible and helping all children to achieve the highest possible standards of achievement;
- Use ICT to develop partnerships beyond the school;
- Celebrate success in the use of ICT;
- Encourage pupils with access to devices at home to contribute to and enhance their school work and homework;
- Use ICT to keep parents informed of all aspects of school life;
- Support staff so that they are able to adapt to the continually changing challenges presented by ICT and in so doing ensure that our pupils receive an ICT education in line with their ability, access and needs;
- Ensure ICT is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities;
- Develop a whole school approach to ICT ensuring continuity and progression in all requirements of the ICT Northern Ireland Curriculum and
- Make classrooms exciting and dynamic places to learn, recognising that ICT is an exciting medium for learning and increases motivation of pupils and encourages different learning styles.

Objectives:

In order to fulfil the above aims it is necessary for us to ensure:

- All Using ICT statutory requirements are covered as set out in the Northern Ireland Curriculum;
- Continuity of experience throughout the school both within and among year groups;
- Systematic progression through Foundation Phase to K.S.2;
- ICT is taught with a cross curricular approach;
- All children have access to a range of ICT resources;
- ICT experiences are focussed and purposeful to enhance learning;
- Children's experiences are monitored and evaluated;
- Resources are used to their full extent;
- Resources and equipment are kept up to date as much as possible;
- Staff skills and knowledge are kept up to date;

I.C.T in the curriculum

At Taughmonagh Primary School we work towards offering all pupils, at a level appropriate to their ability, opportunities to develop their skills in Using ICT across the curriculum.

The Northern Ireland Curriculum requirements for Using ICT are set out under the 5E's (Explore, Express, Exchange, Evaluate and Exhibit) all of which should be covered yearly from Foundation to Key Stage 2. To enable all pupils to be digital citizens, digital workers, and digital makers. By planning for all 5 E's pupils should be enabled to:

Explore

- Access, select, interpret and research information from safe and reliable resources;
- Investigate, make predictions and solve problems through interaction with digital tools.

Express

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

Exchange

- Communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.

Evaluate

- Talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.

Exhibit

- Manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.

Teachers should also give pupils opportunities to develop knowledge and understanding of E-Safety and acceptable online behaviour. See E-Safety Policy.

It has also been recommended by CCEA (2019) that these five E's are covered in a variety of ways to meet non-statutory guidance statements called Desirable Features. The categories for Desirable Features for primary schools are, Digital Storytelling: Film & Animation, Digital Storytelling: Presenting, Digital Storytelling: Publishing, Computational Thinking and Coding, Managing Data, Digital Audio, Online Communication, Digital Art & Design. These set out the type of evidence teachers should look for when observing a pupil and assigning a level to a piece of work.

Principles for the Teaching and Learning of ICT

With ICT resources available in each classroom, including access to a class set of iPads, it is still essential that the ICT equipment is used appropriately to model ICT skills and allow children to practice, develop and extend those skills already taught.

In the classroom setting the organisation of the C2K resources must be such that there is a demonstrable equality of access and that the skills taught elsewhere maybe further developed through the use of games etc.

All ICT teaching must adopt the following organisational and pedagogical strategies as appropriate to the activity being taught.

- Planning activities that allow sufficient time for all individuals to take part.
- Effective teaching input (whole class, group or individual) to allow completion of task without further teacher intervention.
- Planning short, time limited, skills focused activities.
- Identify clear learning objectives in planning and teacher input.
- Working individually, in pairs, or in small groups.
- Splitting larger projects into clearly defined pieces with different groups or individuals taking on responsibility for specific parts.

- Maintaining ICT registers/task lists etc. to encourage individuals to complete tasks at appropriate times when equipment is available, and to provide evidence of equality of access.
- Clear instructions in the event of being “stuck” or equipment failure (e.g. use of class “experts”).
- Allow opportunities for work to be printed for display, evidence, etc.
- Allow opportunities for work to be shared, peer assessed and celebrated for displays and evidence etc.

Roles & Responsibilities

Board of Governors

The Board of Governors are responsible for approving the initial policy and any future amendments made to it. The Board of Governors will delegate the responsibility of ICT in the school to the Principal/Senior Management as noted below.

Senior Management

The overall responsibility for the use of ICT rests with the senior management of a school. The Principal, in consultation with staff will:

- Determine the ways ICT should support, enrich and extend the curriculum;
- Decide the provision and allocation of resources (management of ICT budget);
- Decide ways in which developments can be assessed, and records maintained;
- Ensures that ICT is used in a way to achieve the aims and objectives of the school;
- Ensure that there is an ICT policy, and identifies an ICT co-ordinator;
- Ensure continuity between year groups;
- Oversee health and safety policy and practice;
- Ratify the School Development Plan for ICT and
- Liaise with the designated E-Safety teacher - development and implementation of the school's E-Safety Policy in line with other Child Protection Policies.

ICT Coordinator

There is a designated ICT Coordinator to oversee the planning and delivery of ICT within the school.

The ICT Coordinator will be responsible for:

- Raising standards in ICT as a Northern Ireland curriculum subject;
- Facilitating the use of ICT across the curriculum in collaboration with all subject coordinators;
- Providing or organising training to keep staff skills and knowledge up to date;
- Advising colleagues on planning, delivering and assessing ICT;
- Monitoring the delivery of the ICT curriculum and reporting to the headteacher on the current status of the subject;
- Presenting exemplary practice in the teaching of ICT;
- Ensuring progression in ICT;
- Suggested purchasing plans for hardware and software;
- Organising ICT resources;
- Identifying what ICT support is needed by individual staff;
- Reviewing and revising ICT policies;
- Creation of a school portfolio of evidence;
- Liaising with the school ICT Technician on School ICT priorities
- Co-ordinating and overseeing equipment maintenance (managing hardware or software failures);
- Updating I.C.T. Lines of Progression and schemes and
- Liaising with assessment coordinator with regards to the assessment of Using ICT (levelling pupils).

Subject Coordinators

There is a clear distinction between teaching and learning in ICT and teaching and learning with ICT. Subject coordinators should identify where ICT should be used in their subject schemes of work. This might involve the use of short dedicated programs that support specific learning objectives or involve children using a specific application which they have been taught how to use as part of their ICT study and apply those skills within the context of another curriculum subject.

Subject Coordinators work in partnership with the ICT Coordinator to ensure all Northern Ireland Curriculum Using ICT requirements are being met appropriately.

The Classroom Teacher

Even though whole school Coordination and support is essential to the development of ICT capability, it remains the responsibility of each teacher to plan and teach appropriate ICT activities and assist the ICT Coordinator in the monitoring and

recording of pupil progress in ICT. It is important that the class teacher is involved in the planning and implementation of Using ICT and that they offer their pupils appropriately levelled tasks which cover the 5 E's.

Using ICT will be taught by class teachers through links with existing cross curricular topics from Foundation to Key Stage 2. Lines of Progression and schemes of work linked with these topics will be followed to ensure appropriate progression. It is also the job of class teachers to seek advice or help from the ICT Coordinator when required and also to report any problems/failures in hardware or software.

Parental Involvement

Parents will be kept informed of what is happening in school through the use of the Taughmonagh Primary School website, Seesaw, Facebook, X (Formerly Twitter), as well as occasional parent information/support sessions when appropriate.

Assessing, Monitoring, Progression and Evaluating

Assessing and Evaluating:

Assessment of ICT will be carried out by the class teacher and the ICT subject coordinator in each Key Stage through close monitoring of pupil attainment; monitoring the effectiveness of UICT tasks and scrutiny of children's work. Teacher's planners will also be scrutinized to ensure full coverage of the Using ICT curriculum requirements and discussions will be held with teachers regarding assessment analysis.

Summative assessment will be managed by the class teacher who will monitor the progress of individual children's attainment while formative assessment will guide annual and termly planning, ensuring that present tasks are offering appropriate levels of challenge and consolidation.

Internal Standardisation

As with Communication and Using Mathematics the school will carry out internal standardisation. This can be completed at anytime during the school year and a declaration of Internal Standardisation form for Using ICT will be completed as part of evidence for external moderation.

External Moderation

To ensure that teachers have interpreted and applied the Levels of Progression for Using ICT appropriately the school may be at times externally moderated. When such times occur, the ICT Coordinator will submit electronic pupil portfolios of work to CCEA for each of the levels assessed in their Year 4 and 7 classes.

As required by CCEA, Year 4 and Year 7 class teachers must make a summative judgment about the Using ICT level achieved by each pupil. To inform their judgment, teachers should consider the pupil's responses to a number of Using ICT Assessment Tasks that they have carried out during the Key Stage and using the Levels of Progression, select a level which best fits the pupil's work. These teachers will then report one overall level for Using ICT to the parents of pupils in Years 4 and 7 by the end of June.

Progression

Pupils should be given opportunities to develop and build on their UICT skills year on year as they progress through the key stages. The assessment of these skills will be based on teacher assessment of pupils' UICT competence on ICT work done across the Areas of Learning.

It is therefore essential that pupils are provided with opportunities to experience all areas of ICT (coverage of the 5 E's) and that pupils' skills are applied and assessed in a cross-curricular context (through the use of CCEA Assessment Tasks).

At Foundation and Key Stage 1 pupils explore ICT and learn to use it confidently and with purpose to achieve specific outcomes. They start to use ICT to develop their ideas and record their creative work. They become familiar with hardware and software.

During Key Stage 2 pupils use a wider range of ICT tools and information sources to support their work in other subjects. They develop their research skills and decide what information is appropriate for their work. They begin to question the plausibility and quality of information. They learn how to amend their work and present it in a way that suits its audience.

Progression within the school will be firmly linked with the Levels of Progression for Using ICT which describes the types and range of performances that pupils working at each level should demonstrate.

The expected levels for most pupils at the end of each Key Stage are:

End of KS1 – Level 2

End of KS2 – Level 4

Monitoring

Evidence covering all areas of Using ICT will be gathered by the class teacher. The ICT Coordinator will monitor the standard and progress made by pupils by gathering appropriate evidence during each school year. This is in preparation for the statutory assessment of Using ICT by every teacher from P3-P7 as well as assisting the

school in the self-evaluation process, identifying areas of strength as well as those for development.

Inclusion and Equal Opportunities

Taughmonagh Primary School's ICT facilities are available for use by all pupils and staff. All children are given access to ICT regardless of gender, race, physical or sensory disability. ICT can impact on the quality of work that children can produce and it can increase their confidence and motivation. We check resources, software and documentation to ensure that gender and ethnicity are reflected in a balanced way without stereotyping.

The SENCO and ICT Coordinator jointly advise teachers on the ICT support which can be provided to individual children with particular physical, linguistic and educational needs, including gifted and talented pupils. Software is available to all staff and pupils to enable them to access all areas of the curriculum e.g., dictation, text2read.

Children with access to ICT at home are encouraged to use it for educational benefit and E-Safety guidance is offered to both pupils and parents where appropriate. (See E-Safety Policy)

Teaching and Learning Styles

When delivering the Northern Ireland Curriculum for ICT, teachers are expected to employ a range of strategies and to use their professional judgement, alongside the use of CCEA Level descriptors, to make decisions on the most appropriate teaching and learning style for the class, groups of pupils or individual pupils.

These may include:

- Using the computer / IWB to demonstrate something to a group of pupils or the whole class;
- Leading a group or class discussion about the benefits and limitations of ICT;
- Individual or paired work;
- Collaborative group work;
- Pupil led demonstrations / peer mentoring;
- Differentiated activities planned to allow different levels of achievement by pupils or to incorporate possibilities for extension work and
- Teacher intervention where appropriate to reinforce an idea or teach a new point.

Resource Management - Hardware and software

The current provision and organisation of ICT hardware is detailed in the hardware audit. The majority of our hardware and software is supported and maintained by

C2K and therefore all issues/failures must be reported to the ICT Coordinator who will contact C2K regarding these problems.

The majority of peripherals such as whiteboards, cameras, Tripods, green screens are not supported by C2K so therefore for help and issues with these, teachers must report to the ICT Coordinator also.

Software in the school has been carefully chosen by C2K to support and enhance the teaching and embedding of ICT across the school. Online resources are also accessed to support the teaching and learning of ICT as well as school purchased software such as Seesaw for Schools, Jolly phonics, Letter Join, Charanga and Bug Club.

As the school has a Chromebook trolley, a timetable will be created to ensure equality of access for every class. This will be reviewed and revised regularly.

The Digital Library Boxes including a wide range of ICT resources can be accessed by all classes, when appropriate. This includes peripherals such as Tripods and VR Headsets.

Health and Safety

We will operate all ICT equipment in compliance with Health & Safety requirements. Children will also be made aware of the correct way to sit when using the computer and the need to take regular breaks if they are to spend any length of time on computers. Regular attention will be drawn to the issue of safe use of equipment particularly the following:

- Comfort - users should be comfortably positioned with easy access to all equipment.
- Space - There should be enough space around a workstation including special educational equipment and peripherals.
- Seating – this has been chosen so that it is the correct height for knees to fit comfortably under the desk.
- Monitors - These should be moved to suit the needs of the users.
- Keyboards - Users should have the option to have their keyboard flat or tilted and move it to a comfortable position.
- Cables - Are covered and secure. Children are not to lug or unplug equipment.

All pupils are taught to handle equipment correctly and to switch computers on and off using the correct procedures. The dangers of electricity are stressed and all of the above are presented so as to ensure the pupils respect the equipment and respect other people's work on the computer. All users are also reminded of the need to take regular breaks when using ICT equipment. The pupil ICT code of practice is displayed in rooms and on the Chromebook trolleys.

C2k manages all security and safety with particular reference to the internet and what is available within school. The files and network system are backed up in school daily and the virus checker is updated regularly when possible.

Safeguarding Children: E-Safety (See E-Safety Policy)

At Taughmonagh Primary School we believe that the use of ICT in schools brings great benefits. To live, learn and work successfully in an increasingly complex and information-rich society, our children must be able to use technology effectively. The use of these exciting and innovative technology tools in school and at home has been shown to raise educational standards and promote pupil achievement. Yet at the same time we recognize that the use of these new technologies can put young people at risk within and outside the school.

The school has developed a separate policy which details our approach to e-safety and safeguarding children and staff when using technology both within and beyond the school. Our PDMU policy also addresses the importance of the teaching of E-Safety.

The levels of progression for Using ICT also include the statement “Pupils should demonstrate, when and where appropriate, knowledge and understanding of E-Safety including acceptable online behaviour.” This means that E-Safety should be embedded across teaching and learning at a level appropriate to each pupil ensuring that all pupils have opportunities to develop their knowledge and understanding in this area.

Appropriate Legislation, including Copyright and Data Protection

All software loaded on school computer systems must have been agreed with the ICT Coordinator. All our software is used in strict accordance with the licence agreement.

We don't allow personal software to be loaded onto school computers. For data protection, please refer to the school's Data Protection Policy.

Use of YouTube

All teachers in the school have been given “Advanced Internet” access which allows them to use YouTube and shopping websites in school. YouTube will not be accessible by pupils. Teachers have been asked to sign a document which details appropriate use of YouTube as a teaching tool in their classroom. (See Figure 3)

E-Safety – please see E-Safety Policy for details on Internet Access/Safety, use of images and mobile phones

The use of electronic devices in schools continues to rise and it is important that we create a shared culture of responsibility with school, pupils and parents to reduce the possibility of harm.

The internet and computer software materials are very popular with children and offer a range of opportunities for fun, learning and development. But although children are confident with the technology, they are still developing critical evaluation skills and need our help to make wise decisions. We have a 'duty of care' and should ensure that children are protected from exploitation and access to potentially inappropriate material.

Internet Access/Safety

In Taughmonagh Primary School access to the internet is through the C2K system, which is a secure system which allows pupils to access the internet through a protected and filtered system. The C2K firewall will block pupils from accessing any material online which is felt inappropriate. Children have their own e-mail which is monitored by C2k regularly to ensure usage is within guidelines appropriate to the pupil's age and understanding. Children will have access to their own Seesaw class and Google Classroom to use for classwork and homework. These are monitored by the class teacher and ICT Administrators in school.

Teachers should only send or receive emails & messages (Seesaw & Google Classroom) from pupils through their C2k and Seesaw/Google Classroom accounts and the nature of the emails/messages should only be related to school work. Teachers should not contact pupils using other email accounts.

E-Safety is taught through our PDMU scheme.

Annually we involve all classes in Internet Safety Awareness Day through the use of a wide variety of online safeguarding sources at an age-appropriate level.

Individuals, who work with children and young children, should be extremely careful in corresponding with people on social networking sites and should never be in contact with pupils through these sites.

Permission from parents, for their children to use the Internet/Apps/Seesaw/YouTube/Google Classroom etc will be included on the blue permission compiled by the Principal at the start of the year. The Safer Schools App signposts staff and parents to online dangers from existing and new/emerging social media apps and website in a combined effort to stay-up-to-date and protect children online.

Use of Images

Parents are asked to give permission for their child's photographs to be used by the school, either on printed publications, on the school website or an outside agency/media. This is within the GDPR requirements of 2018. (Figure 3 – Teacher section only).

Mobile Phones

We understand that some parents like their child to carry a mobile phone in-case of an emergency. Pupils are permitted to have a phone in their school bag, but it must be handed to the teacher/office and off during school hours.

Teachers should never give their telephone number to pupils for any reason and should not have a child's telephone number for any reason. Teachers should only use school Ipad cameras to take photos, not personal mobiles.

No photographs or videos should be taken using mobile phones or digital cameras on school premises or when at the swimming pool, day trips or school residential. The school has iPads, which are used for educational purposes, and photographs are deleted from these cameras after use. Some photos are stored for evidence in pupil digital portfolios (Seesaw & Google Classroom).

Figure 1

ICT CODE OF PRACTICE

Using the Internet in Taughmonagh Primary School

Pupil Name _____

Please read the rules listed below. These rules are designed to keep you safe and to make sure you know what is expected from you when you are using the computers in class.

Once you have read the rules, sign and date this form.

- I will access the school computers with my own login and password, which I will keep to myself.
- I will not change any settings on the computers without my teacher's permission.
- I will not delete anything from the computer without my teacher's permission.
- I will only bring in USB sticks from outside school if I have been asked.
- I will not access or change other people's work.
- I will ask permission before using the internet.
- I will only message people I know, or my teacher has approved.
- The messages I send will be polite and responsible.
- I understand that my teacher can look at my computer files at any time.
- I will never give out personal information or passwords.
- I will report any unpleasant material or messages sent to me to a trusted adult.
- I understand that if I do not follow these rules I will not be allowed to use the internet or any of the school's ICT equipment.

Pupil Signature: _____

Today's Date: _____

Figure 2

Taughmonagh Primary School

ICT Code of Practice Agreement for Pupils – iPad usage

The school has iPads to enhance learning. We can access the internet on these ipads and will follow the internet Code of Practice.

I will take good care of any iPad I am using.

I will never leave the iPad unattended.

I will keep food and drinks away from my iPad since they may cause damage to the device.

I will not disassemble any part of an iPad or attempt any repairs.

I will protect any iPad I am using by only carrying it whilst it is in a case.

I will use the iPad in ways that are appropriate.

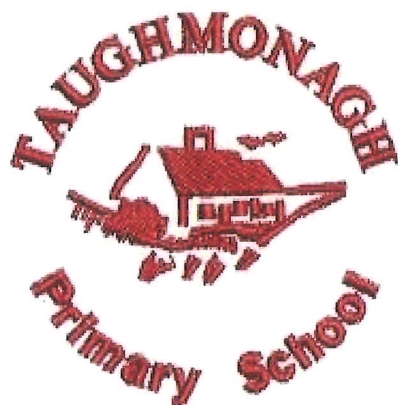
I will only photograph people with their permission.

I will only use the camera or the microphone when my teacher tells me to.

I will never share any images or movies of people in a public space on the Internet, unless I am asked to do so by my Teacher.

I will access the Internet safely on the iPad.

Figure 3: Acceptable use, use of
YouTube, Use of pupil images staff
agreements.



Taughmonagh Primary ICT & E-Safety Staff Agreement

2023/24

Please read all parts of this agreement carefully and sign to show understanding and acceptance of all aspects.

YouTube – Teacher Responsibilities

As YouTube is now available to teachers in school it is important that we are all aware of how to use this website correctly.

Teachers must be aware of the following:

There is inappropriate content on this website and we must be careful when navigating through the website and searching for clips. Perhaps this should be done out of the sight of children.

Teachers must watch any clips in their entirety before showing them to their class.

Teachers must judge the content of the clip to be appropriate to the age level watching it.

It is the teachers own personal responsibility to use this website safely and appropriately.

Using Pupil Images

Conditions of Use

1. This form is valid for 1 academic year from the date of signing. Your consent will automatically expire after this time.
2. We will not include details or full names (which means first name and surname) of any person in an image on the website, or in printed publications, without good reason and only with your express consent.
3. We will not include personal e-mail or postal addresses, or telephone numbers on our website or in printed publications.
4. We may use group images with very general labels, such as 'Choir' or 'making Christmas decorations'.
5. We will only use photos for purposes the parents have consented to on the blue permission form.
6. We will only use images of pupils who are suitably dressed; to reduce the risk of such images being used inappropriately e.g. we will not publish material from swimming lessons.



Acceptable Internet Use Policy for Staff

All school equipment is owned by the school, and may be used by pupils to further their education and by staff to enhance their professional activities including teaching, research, administration and management. The school's E-safety Policy has been drawn up to protect all parties – the pupils, the staff and the school. To ensure that staff are fully aware of their professional responsibilities when using information systems, they are asked to sign this code of conduct. Staff should consult the school's E-Safety Policy for further information and clarification. Specifically:

- The information systems are school property and I understand that it is a criminal offence to use a computer for a purpose not permitted by its owner.
- I understand that school information systems may not be used for private purposes, without specific permission from the Headteacher.
- I understand that the school may monitor my network area and Internet use to ensure policy compliance.
- I will respect system security and I will not disclose any password or security information to anyone other than an appropriate system manager.
- I will not install any software or hardware without permission.
- I will ensure that personal data is kept secure and is used appropriately, whether in school, taken off the school premises or accessed remotely.
- I will respect copyright and intellectual property rights.
- I will report incidents of concern regarding children's safety to the school's designated Child Protection Coordinator.
- I will ensure that any electronic communications with pupils are compatible with my professional role.
- I will promote E-safety with pupils in my care and will help them to develop a responsible attitude to system use and to the content they access or create.

The school may exercise its right to monitor the use of the school's information systems, including Internet access, the interception of email and the deletion of inappropriate materials where it believes unauthorised use of the school's information system may be taking place, or the system may be being used for criminal purposes or for storing unauthorised or unlawful text, imagery or sound.

iPad Acceptable Use Policy Taughmonagh Primary School

The policies, procedures and information within this document applies to all iPads or any other IT handheld device used in School.

Users Responsibilities

Users must use protective covers/cases for their iPad.

The iPad screen is made of glass and therefore is subject to cracking and breaking if misused: Never drop or place heavy objects (books, laptops, etc.) on top of the iPad.

Only a soft cloth or approved laptop screen cleaning solution is to be used to clean the iPad screen.

Do not subject the iPad to extreme heat or cold.

Do not store or leave unattended in vehicles.

Users may not photograph any other person, without that persons' consent.

The iPad is subject to routine monitoring by Taughmonagh Primary School. Devices must be surrendered immediately upon request by any member of staff.

Users in breach of the Responsible Use Policy may be subject to but not limited to; disciplinary action, confiscation, removal of content or referral to external agencies in the event of illegal activity.

Taughmonagh Primary School is not responsible for the financial or other loss of any personal files that may be deleted from an iPad.

Safeguarding and Maintaining as an Academic Tool.

iPad batteries are required to be charged and be ready to use in school.

Items deleted from the iPad cannot be recovered.

Memory space is limited. Academic content takes precedence over personal files and apps.

The whereabouts of the iPad should be known at all times.

It is a user's responsibility to keep their iPad safe and secure.

iPads belonging to other users are not to be tampered within any manner.

If an iPad is found unattended, it should be given to the nearest member of staff.

Lost, Damaged or Stolen iPad

If the iPad is lost, stolen, or damaged, the ICT Co-ordinator and Head Teacher must be notified immediately.

Prohibited Uses (not exclusive):

Accessing Inappropriate Materials – All material on the iPad must adhere to the ICT Responsible Use Policy. Users are not allow to send, access, upload, download or distribute offensive, threatening, pornographic, obscene, or sexually explicit materials.

Illegal Activities – Use of the school's internet/e-mail accounts for financial or commercial gain or for any illegal activity.

Cameras – Users must use good judgment when using the camera. The user agrees that the camera will not be used to take inappropriate, illicit or sexually explicit photographs or videos, nor will it be used to embarrass anyone in any way. Any use of camera in toilets or changing rooms, regardless of intent, will be treated as a serious violation.

Images of other people may only be made with the permission of those in the photograph.

Posting of images/movie on the Internet into a public forum is strictly forbidden, without the express permission of the Teacher or in the case of staff use; a member of the Senior Leadership team.

Use of the camera and microphone is strictly prohibited unless permission is granted by a teacher.

Misuse of Passwords, Codes or other Unauthorised Access: Users are encouraged to set a passcode on their iPad to prevent other users from misusing it.

Anything downloaded from the Apple store using a personal Apple ID will be visible even when signed-in using your school Apple ID. The same goes for photographs.

Any user caught trying to gain access to another user's accounts, files or data will be subject to disciplinary action.

Malicious Use/Vandalism – Any attempt to destroy hardware, software or data will be subject to disciplinary action.

Jailbreaking – Jailbreaking is the process of which removes any limitations placed on the iPad by Apple. Jailbreaking results in a less secure device and is strictly prohibited.

Inappropriate media may not be used as a screensaver or background photo. Presence of pornographic materials, inappropriate language, alcohol, drug or gang related symbols or pictures will result in disciplinary actions.

Individual users are responsible for the setting up and use of any home internet connections and no support will be provided for this by the school.

Users should be aware of and abide by the guidelines set out by the School safety policy.

Taughmonagh Primary School reserves the right to confiscate and search a school iPad to ensure compliance with this Responsible Use Policy.

ICT & E-Safety Staff Agreements:

By signing below, you confirm you have read, understand and accept the Acceptable use policy, use of Youtube in the classroom, the Acceptable use of iPads and the use of pupil images within the ICT & E-Safety Policy.

[illegible][illegible]

