I.C.T. POLICY

Holy Rosary Primary School.
March 2022

As a Rights Respecting School, our foundations for promoting the holistic success of our pupils is grounded in the United Nations Convention on the Rights of the Child (UNCRC).

The Rights Ambassadors from Holy Rosary Primary School have contributed to this policy by sharing the convention articles which they believe can underpin a broad, balanced and safe environment in which they can develop both in and with the use of I.C.T.

Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 15: You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 17: You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29: Education must develop every child's personalities, talents and abilities to the full. It must encourage the child's respect for Human Rights as well as respect for their parents, their own and other cultures and the environment.

Purpose

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

This policy should be read in conjunction with the Scheme of Work for ICT which sets out in detail what pupils in different classes and year groups will be taught and how ICT can facilitate or enhance work in other curriculum areas.

This document is intended for;
- All teaching staff
- All staff with classroom responsibilities
- School governors
- Parents
- Inspection teams.

Copies of this policy are kept centrally and are available from the principal and the subject co-ordinator.

Introduction and Vision for I.C.T.

Our central vision for all teachers and learners in H.R.P.S. is that Information and Communication Technology (I.C.T.) help to develop our pupils and the wider curriculum in a wide variety of ways.

Our vision is that our pupils become confident learners of and users in up to date and appropriate I.C.T. tools.

That it enables them to use information sources and ICT tools to help them find, explore, develop, analyse, exchange and present information.

That ICT is taught and used to assist pupils for their future roles within a society which is underpinned by ICT.

That due to the significant role that ICT plays in everyday life, both at home and work, it is vital that all our pupils have the knowledge and understanding of ICT that will allow them to function in an arena which is undergoing rapid change.

That the use of ICT assist in the teaching and learning in all other subjects by enabling easy and quick access to knowledge, information and experiences from a wide range of sources.

That the use of ICT throughout the curriculum encourages critical thinking, imagination and creativity, problem solving, initiative and independence, teamwork and reflection.

That I.C.T resources, when used effectively, can bring significant changes to the nature and quality of teaching and learning throughout the curriculum.

That I.C.T will promote, support, enhance and enrich the curriculum in a unique way. It can contribute to all subjects and will support the development of skills such as Literacy and Numeracy, communication, problem solving, information handling, social and interpersonal skills and independent learning skills.

That I.C.T is a significant medium of communication and dominant means of accessing, managing and transmitting information.

School Philosophy.

We at Holy Rosary recognise that:-

- The teaching and learning process continues to undergo profound transformation - ICT has indeed created and driven momentum for 'transformational change'.

- Concentration is not on learning about technology but learning through technology.

- Teaching and learning theory has been supported by technological advances and the focus is moving from the device to its deployment in curriculum delivery.

- lCT must be embedded in curriculum planning, delivery and ethos.

- Individual children respond to different stimuli, visual, auditory and kinaesthetic.

- Every teacher and every classroom should have access to high quality Information Technology that supports curriculum delivery and management.

- ICT provides huge opportunities for learning through interactivity and collaboration.
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- Children are growing up in the world of The Internet and a rapid development of knowledge, communications and entertainment devices.

- Children are at this time moving quickly in the development of skills and knowledge through their use of high-quality ICT in their homes and in everyday life.

- There are many opportunities for children and teachers to develop skills of information gathering and problem-solving through ICT.

- There has been a range of increasingly sophisticated ICT through all school activity, from teaching and assessment to communication and administration.

- Teachers are at this time 'learners with children'.

What is Information Communications Technology (ICT)?

The Strategy for Educational Technology for Northern Ireland defines Educational Technology as the use of Information and Communications Technology (ICT) to 'enhance and enrich' the learning experience of the child and our commitment to the values of these definitions is reflected in the extensive development in the technology infrastructure in school.

Holy Rosary Primary School recognises that ICT offers great opportunity for enhancement of the skill levels of all staff enabling us to be the most effective teachers that we can be.

The C2K system provides the central educational technology structure in our school.

The Classnet system supports our Wi-Fi system for the effective use of iPads throughout the school. For further info see E-Safety & Classnet Filtering policies

The system is supported by designated printing stations across the school.

I.C.T. at Holy Rosary Primary School comprises a wide variety of devices and systems that handle electronically retrievable information. These consist of desktop computers, laptops, iPads, programmable bots and interactive smartboards.

Holy Rosary Primary School is committed to ensuring that pupils and teachers have access to highest quality equipment innovation and provision. In recent years, the school has deployed significant financial resources to consolidate and build further our ICT infrastructure.

All classrooms have a class set of iPads and an Interactive smartboard. The iPads have allocated apps relevant to that year group and the smartboards provide projection of desktop computers and iPads.

Holy Rosary Primary School will continue to seek to ensure that identified innovative devices that support pupil learning and curriculum delivery with effective school management are made available in our school.

See E-Safety Doc.

Why should our pupils use ICT?

1. Information and Communications Technology, across the curriculum, has the potential to transform and enrich pupils' learning experiences and environments.

2. It can empower pupils, develop self-esteem and promote positive attitudes to learning.

3. The creative use of ICT has the potential to improve pupils' thinking skills, providing them with opportunities to become independent, self-motivated and flexible learners.

4. Using ICT describes the ability to handle and communicate information, solve problems and pose questions through the use of information and communication technologies in a variety of contexts across the curriculum.

5. It includes collaboration within and beyond the classroom; allowing pupils the opportunities to share and exchange work; and exhibit and showcase their learning. (C2K Software Collaborate/Showbie/ Google classroom/ vlogging/Email/Podcasting) See eSafety Doc.

6. ICT enables pupils to undertake activities which would be difficult to pursue in another way.

7. ICT can motivate and enthuse pupils.

8. In the information society in which we live, pupils need to develop ICT skills in order to access relevant information. See E-Safety Doc.

9. ICT gives pupils immediate access to richer source materials.

10. ICT has the flexibility to meet the individual needs and abilities of each pupil catering for both low and high achievers.

11. ICT offers potential for effective group work and collaborative learning.

12. ICT supports different types of learners: audio, visual and kinaesthetic.

13. ICT Coding will create an environment for thinking skills and problem solving. It combines mathematics, logic and algorithms, and teaches you a new way to think about the world. Software is the language of our modern world.

14. ICT equips pupils with a relevant and beneficial skillset, that helps prepare them for an ever expanding and technological society.

Aims

In recognising the powerful energy of technology as an educational tool, and the need to equip our children with the necessary skills to benefit fully from it, in Holy Rosary we aim:

- To develop and monitor structured progression in Using ICT.
- To ensure ICT is embedded in the planning and delivery of all aspects of the curriculum.
- To ensure that children develop understanding and confidence in using new and innovative software and hardware within our school.
- To ensure that children develop a sense of ownership of their own space on the network and an appreciation of secure use of password and username.
- To create and foster the recognition of the need to 'stay safe' while using ICT both in school and at home.
- To educate children in the importance of secure use of their username and password.
- Allow children to follow an Internet Safety Programme of study.
- To work with parents to promote a sense of confident, responsible use of ICT.
- To use our comprehensive variety of audio, visual and ICT tools to present the curriculum in an interactive and collaborative style that enhances and enriches children's learning experiences and facilitates understanding and learning for all pupils.
- To give the children opportunities to discover hidden talents, to foster creativity and resource skills and to allow a meaningful curriculum through the use of digital photography and video facilities including movie making, music composition, video-conferencing, e-mailing, storyboarding$_1$ web-authoring, independent researching, use of Learning NI etc. See e- Safety Doc.
- To encourage children of all abilities to use presentation apps to present their work in an orderly way, thereby raising their self-esteem and providing them with a rich source of motivation.
- To allow children to work at a speed consistent with their ability.
- To encourage children to discover the value of sharing, especially in their learning.
- To encourage team learning and working.
- To provide the fun through which children will learn
- To cater for differentiation
- To provide children with opportunities for multi-sensory learning
- To make accessible all the most immediate and up-to-date information to the children.
- To make the children familiar with the language associated with computer technology.
- To heighten children's awareness of the impact of ICT in all our lives.
- To further promote home/school links and to foster parental involvement.
- To offer parents opportunities to develop their knowledge of lCT along with skills and confidence in its use.
- To promote ICT and other skills development across all staff.
- See E-Safety Doc.

<u>The 5 e's:</u>

The curriculum Requirements for Using ICT are set out under headings described as the 5 'E's.

Our aims at Holy Rosary Primary School are that our pupils should be enabled to develop skills to

Explore
Pupils should be enabled to:
- access, select, interpret and research information from safe and reliable sources;

- investigate, make predictions and solve problems through interaction with digital tools.

Express
Pupils should be enabled to:
- 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
Pupils should be enabled to
- communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.

Evaluate
Pupils should be enabled to:
- 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
Pupils should be enabled to:
- manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.

Curriculum Development and Organisation.

At Holy Rosary Primary School, we recognise that Information and Communications Technology skills encompass all curriculum areas. The I.C.T. scheme is integrated to ensure that delivery of I.C.T. is linked to subjects across the curriculum. Each I.C.T task is linked to the classes termly topic and takes on board the statutory requirements of other national curriculum subjects whilst equipping pupils with I.C.T. skills. The organisation of equipment must afford all children and staff every opportunity to acquire these skills and become familiar with the range of hardware available in the school and its potential for researching, viewing, recording and enhancing curriculum delivery and administration. There is an outline of the available electronic media resources available in the "Resources" section of this policy.

Teaching and Learning Style.

As the aims of I.C.T. are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. Some I.C.T. lessons will involve direct instruction on how to use hardware or software in 'skills' lessons but once taught we aim to use these ICT capabilities to support teaching across the curriculum. So, for example, children might research a history topic by researching information from a range of websites. A maths lesson may involve plotting a graph on an app or computer programme. We encourage the children to explore ways in which the use of ICT can improve their outcomes, for example, how a piece of writing can be edited and published well or how the presentation of a piece of work can be improved by use of appropriate images or sound.

Strategies for the Use of I.C.T.

- I.C.T. is a cross curricular skill where emphasis is placed on transferring, applying and 'using' the acquired I.C.T. skills effectively, to enhance the curriculum area.
- I.C.T. should be integrated into each learning area to support and enrich children's learning.
- All pupils are given equal access opportunities through management of I.C.T. use and resources.
- I.C.T. is offered as an entitlement for all pupils- it should not be perceived as a reward nor should it be removed as a punishment.

The contribution of ICT to teaching in other curriculum areas:

I.C.T. contributes greatly to the delivery and outcomes of teaching and learning tasks across the whole curriculum at Holy Rosary P.S.
For example, within

Literacy : Children are given the opportunity to develop role-play tasks by bringing them to life using the Green Screen, iMovie, Stop motion animation, flipgrid etc. They can share these tasks with their class and parents through use of the interactive smartboards and Showbie/ Google classroom.

Writing skills are developed through use of keyboard skills and publishing apps. Children learn how to edit and revise text. Children learn how to publish and present tasks using appropriate apps or programmes eg Using Pages, Word, PowerPoint, Adobe spark, Book Creator, Keynote or Publisher and research can be undertaken through the use of websites and links through Showbie/ Google classroom

W.A.U.: I.C.T. and use of the internet enables pupils to research topics. It enables children to present and deliver their information and conclusions in the most appropriate way. It allows children to collaborate with their peers in class or in other parts of the world through discussion forums, email or video conferencing.

Numeracy: Many I.C.T. activities build upon the mathematical skills of the children. Pupils use I.C.T. in numeracy to collect data, analyse results and present information on Data Management programmes such as Excel, and Number Graph. Children develop deep mathematical thinking using coding programmes such as Scratch, Scratch junior and j2code. Children acquire skills in investigation for example with direction and distance using Bee Bots and Spheros.

P.D.M.U.: ICT makes a contribution to the teaching of P.D.M.U and P.A.T.H.S as children learn to work together in a collaborative manner. They develop a sense of global citizenship and good Digital Citizenship when using the Internet, email and social media. Through the discussion of moral issues related to electronic communication, and Internet Safety, children develop a view about the use and misuse of ICT, and they also gain a knowledge and understanding of the interdependence of people in a globally digital community in a globally digital age.

Health and Safety.

Pupils are encouraged to follow good practice while using ICT equipment for their own safety, the safety of others and the care of the equipment.

- Pupils will comply with the rules outlining the usage of ICT equipment.
- Pupils are encouraged to sit up straight at the computer keeping lower backs against the chair with feet flat on the floor where possible.
- Pupils should sit one hand span from the keyboard.
- Pupils should position the screen to avoid glare.
- Pupils should make sure that the top of the monitor is at eye level. The screen should be between 50-70cms from the user.
- Eyestrain – Pupils should avoid long periods on the computer/ iPad (1 hour maximum). Advise children to take short breaks during a task. Allow children to rest for at least 30 minutes before beginning another computer/ iPad activity.
- Pupils ensure their hands are clean and dry before using the computer
- Pupils are encouraged to press buttons and switches gently and to use both hands
- Pupils are not allowed to connect or disconnect any ICT equipment.
- Pupils are made aware of the dangers of mains electricity and the safe use of electrical appliances especially when charging ipads. Mains electricity is not to be used by pupils.
- Teaching staff are made aware that there is a slight risk of triggering epileptic seizures from excessive screen flicker.
- It is the responsibility of staff to ensure that classroom ICT equipment is stored securely, cleaned regularly and that their class or themselves leave the ICT Suite clean and tidy after use.
- Food and drink should not be consumed near ICT equipment.
- An adult should always supervise children when they are accessing information via the Internet. The service provider classnet does filter information (see filtering policy) but staff are ultimately responsible for information accessed by pupils through links in Showbie/Google Classroom.

Inclusion.

It is central to Holy Rosary Primary School's ethos that each child, regardless of age, gender, religion ability or background, has equal opportunity to acquire competence, knowledge and skills in ICT, which will enable him or her to fully realise their individual potential.

We recognise that ICT offers particular opportunities for pupils with special educational needs, gifted children and newcomer children. 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

- Help with access to the curriculum

- Improve the accuracy and presentation of work

- Address individual needs.

We aim to maximise the use and benefits of I.C.T. 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 individuals or groups of children.

Use of Portable Equipment.

The school provides portable ICT equipment such as laptop computers, ipads, Beebots, Beebot Mats, Spheros/ Spheros mats and green screens/green screen stands to enhance the children's education and to allow staff to make efficient use of such equipment to enhance their own professional activities.

Equipment may be in the care of a specific individual, or a specific classroom and it is expected that it should be properly secured when not in use.

Any difficulties or damage should be reported to the ICT co-ordinator. Certain equipment (e.g. spheros and beebots) will remain in a communal area, and may be taken out for use according to staff requirements. It is expected that they should be returned to the same communal area once used.

Where a member of staff is likely to be away from school through illness, professional development (such as secondment etc.) arrangements must be made for any portable equipment in their care to be returned for school.

In the event of illness, it is up to the school to collect the equipment if the individual is unable to return it.

Care of Equipment.

The individual in whose care it is trusted should maintain all I.C.T equipment in a clean and serviceable state.

- All equipment should be shut down /switched off at the end of the working day.

- All portable equipment should be properly secured at the end of the working day

- Any technical fault should be reported to the ICT co-ordinator.

- The use of solvent cleaners and polishes is not allowed without express permission from the ICT co-ordinator.

Data Protection Act.

Any individual has the right in law to view information held about him or her on a computer system.

Care should be taken about any sensitive information concerning child protection issues and should not be composed or saved on the school system.

Cyberbullying.

Cyberbullying can be defined as 'the use of I.T., particularly mobile phones and the internet, deliberately to upset someone else'. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

Holy Rosary Primary School is committed to protecting pupils and staff from potential harm deriving from their use of the internet, mobile telephones and other electronic and digital technology or systems. The School's I.T. network is secure but is subject to continuous monitoring in the interests of safeguarding the wellbeing of all members of the School community.

The School's 'E-Safety', 'Acceptable Use' and 'Mobile Phone' policies aim to ensure that pupils are responsible in their use of IT, making sure that they safeguard their own wellbeing, do nothing that adversely affects others, adopt good practice to enable the efficient operation of the School network and do not waste time.

Copies of these policies are located in the I.C.T. Suite, on the school network and on the school website www.holyrosarypsbelfast.com. They define what constitutes safe and acceptable use of the internet and any other electronic and digital services.

Every February the school celebrates Safer Internet Day. The P.S.N.I. delivers a talk at an Internet Safety Assembly each year in the autumn term.

Holy Rosary Pupils are educated on the subject of Staying Safe Online through a programme of study throughout the academic year. The programme is delivered to all year groups and covers the areas of cyberbullying, stranger danger, the dangers of social networking sites, good Digital Citizenship and their Digital Footprint. It compromises of fun and informative games, video clips websites and worksheets.

We encourage our pupils to report instances of this or any other dangerous or suspicious online behaviour. Our digital leaders receive e safety training during meetings. They help by educating their peers on how to stay safe online and encourage pupils to report suspicious or dangerous activity.

All staff have a responsibility to safeguard the welfare of pupils online by educating them, supporting them and reporting any instances of Cyberbullying or other dangerous or suspicious online activity in line with school procedures and the anti-bullying policy.

Role of the ICT Co-ordinator (including other teachers that are part of the ICT Curriculum Team):

The responsibilities include:

➢ To provide leadership, coordination, communication and direction of I.C.T. development across the school.

➢ Maintenance of an ICT policy that reflects current technology and attitudes.

➢ Provide an annual action plan and financial plan for the maintenance and development of the school's ICT resources.

➢ To work with School Management to make sure that aims are realised.

➢ Maintenance of a Scheme of Work that reflects current resources, National Curriculum, staff and child skills.*)*

➢ Monitoring of implementation of the Scheme of Work throughout the school including issues such as equality of access, planning and assessment etc.

➢ To co-ordinate the development of assessment and monitoring strategies.

➢ Plan and implement INSET programmes according to staff needs, as agreed with the Principal.

➢ Commit to personal development.

➢ Organisation and distribution of hardware and software throughout the school.

➢ Maintain central resources (audited annually) such as software masters, ink and control and monitoring equipment in an organised and accessible manner.

➢ Maintain the network software infrastructure including the addition and deletion of users, e-mail accounts, new software etc.

➢ To liaise with other curriculum co-ordinators regarding the purchase of resources for their subject area.

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➢ To provide support in the delivery of the school's Scheme of Work through monitoring and advice, this will include reporting to the Principal when appropriate.

➢ To monitor new developments in ICT (through the attendance of appropriate INSET) and integrate these into action plans, schemes of work and policies where appropriate.

➢ Ensure that Health and Safety guidelines in ICT are followed, including

  - Setting up and moving equipment;
  - Establishing appropriate working conditions.
  - Ensuring electrical safety checks are carried out by the relevant authority.
  - Report equipment failure faults to Maintenance Service.

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Homework

Pupils are encouraged to make use of their own devices or devices provided by the school (chrome books/ iPads) to access Showbie/ Google classroom and complete assigned homework and reading as well as access appropriate websites to support classroom activities. Parental supervision is expected as per parent/child contract.

Staff Development

All teachers have participated in CPD training days to up skill staff on the effective use of ICT. The continued development of ICT capability is very important. Opportunities for further development of staff both teaching and non-teaching will be provided in accordance with the school development plan.

Assessment:
Each pupil's progress will be carefully monitored and assessed as follows:
- Teacher's observations and questioning during classroom activities.
- Peer and self-assessment with whole class on completion of I.C.T. Tasks.

Individual pupil e-portfolios.
- C2K: ICT work will be saved into pupil 'My Documents' area on the network. This area will be kept for the entire time that they spend at this school. Each unit of work will be assessed on completion and on-going records will be kept with the class until the end of Primary 7.

- Ipad : Tasks carried out on mobile technology will be saved to Showbie eFolders and these will show the progression of tasks for each year group.

- During the year, the ICT subject leader has specially-allocated time for carrying out the vital task of reviewing samples of the children's work and for visiting classes to observe the teaching of ICT.

- Examples of children's work will be displayed around the school and on the school website where possible.

- The ICT subject leader regularly discusses the ICT situation with the principal and provides an annual summary report in which he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

- Reporting to parents is achieved through parent consultation meetings, which take place throughout the year. An annual report, within each child's school report, will focus upon attitudes of the child to their ICT skills and competence in a variety of applications.

Acceptable Use

Acceptable Use Statement.

The computer system is owned by the school and may be used by children to further their education 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 and the school's Internet Access Policy has been drawn up accordingly.

The Installation of software or hardware unauthorised by the school, whether legitimately licensed or not is expressly forbidden.

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

Internet Access Policy Statement:

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. An E-Safety and Internet Access policy has thus been drawn up to protect all parties and rules for responsible internet use and will be displayed next to computers with Internet Access. Although the school offers a safe online environment through filtered internet access we recognise the importance of teaching our children and their parents about online safety and their responsibilities when using communication technology.

Note: All of our PCs and pupil laptops are C2K filtered.
All iPads are filtered through Classnet and have safari disabled.
Pupils may only access websites which have been specifically chosen for their area of study through links on Showbie/ Google classroom.

The school has internet access in every classroom.
Parents are requested to complete permission forms which include permission for children to use the internet.
These forms are completed in May/June prior to entry to P.1. (or in the case of a new pupil, on entry to the school.) Forms are kept by the class teacher and are passed to the next teacher at the end of each school year.

Parents and pupils are informed of guidelines for safe use of the internet and pupils sign an agreement to adhere to these rules.

Using the Internet

Guidelines for Pupils' Internet Access

Pupils may only access the Internet and electronic mail, when in the presence of a member of staff. Pupils are responsible for good behaviour on the Internet just as they are in the classroom. School staff may access any file held on any computer storage system or media that is part of or connected to the school network. The school reserves the right to access any data drives or other media brought into school and to monitor all communications. Pupils should thus be aware that their files will not always be private. The following are not permitted:

1. Sending or displaying offensive messages or pictures.
2. Using obscene language.
3. Using electronic mail to harass, insult or otherwise annoy others.
4. Using other people's passwords.
5. Accessing any other person's work or files without permission.
6. Malicious damage to computers, software and other hardware.
7. Violating copyright laws.
8. Intentionally wasting limited resources.

Remember:

- Don't give your name to anyone you meet online. Use a nickname instead.
- Don't tell anyone where you live.
- Don't tell anyone which school you attend.
- Don't arrange to meet new *"Online Contacts"* in real life.
- Don't send anyone a picture of yourself without asking your parents.
- Don't download anything without asking your parents' permission.
- If anything makes you feel uncomfortable on the internet report it to your parents or teacher.

Internet Publishing Statement (School Website & Twitter)

The school wishes the school's website www.holyrosarypsbelfast.com and Twitter account @holyrosaryps to reflect the diversity of activities, individuals and education that can be found at Holy Rosary Primary School. However, the school recognises the potential for abuse that material published on the Internet may attract, no matter how small this risk may be. Therefore, when considering material for publication on the Internet, the following principles should be borne in mind:

- No video recording may be made or published without the written consent of the parents/legal guardian of the child concerned, and the child's own verbal consent.

- Surnames of children should not be published, especially in conjunction with photographic or video material.

- No link should be made between an individual and any home address (including street names).

- Where the person publishing material suspects that there may be child protection issues at stake then serious consideration must be taken as to whether that material may be published or not. In the case of a simple piece of artwork or writing, this may well be fine, but images of that child should not be published. If in doubt, refer to the initial consent form completed prior to entry to the school or to the person responsible for child protection.

- No material may be published on the school web site or Twitter page without approval of the ICT co-ordinator or the Communications Co-ordinator.

Holy Rosary Primary School
March 2022