



Wibsey Primary School

Computing Policy

Purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of Computing. 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 scheme of work for Computing which sets out in detail what pupils in different classes and year groups will be taught and how Computing can facilitate or enhance work in other curriculum areas. Each Year group has a Switched on Computing unit plan which gives a break down of how each strand for computing can be taught.

Copies of this policy are kept on the Teacher Drive and are available on the school website.

Introduction

The use of information and communication technology is an integral part of the national curriculum and is a key skill for everyday life. Computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At Wibsey Primary School we recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to use it effectively. The purpose of this policy is to state how the school intends to make this provision.

Aims

The school's aims are to:

- Provide a relevant, challenging and enjoyable curriculum for ICT and computing for all pupils.
- Meet the requirements of the national curriculum programmes of study for ICT and computing.
- Use ICT and computing as a tool to enhance learning throughout the curriculum.
- To respond to new developments in technology.
- To equip pupils with the confidence and capability to use ICT and computing throughout their later life.
- To enhance learning in other areas of the curriculum using ICT and computing.
- To develop the understanding of how to use ICT and computing safely and responsibly.

The national curriculum for computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Are responsible, competent, confident and creative users of information and communication technology.

Objectives

Foundation Stage

It is important in the foundation stage to give children a broad, play-based experience of computing in a range of contexts, including outdoor play. Computing is not just about computers. Early years learning environments should feature computing scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities to 'paint' on the whiteboard or program a toy. Recording devices can support children to develop their communication skills. This is particularly useful with children who have English as an additional language.

Key stage 1 Pupils should be taught to:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug a simple program
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve content
- Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about content or contact on the internet or other online technologies

By the end of key stage 2 pupils should be taught to:

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs
- Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
- Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Planning

As the school develops its resources and expertise to deliver the ICT and computing curriculum, modules will be planned in line with the national curriculum and will allow for clear progression. The Switched on Computing scheme of work covers all aspects of the curriculum from Foundation up to Year 6. Units of work can be easily adapted by teachers and used to enhance the teaching and learning in other areas of the curriculum.

Assessment and record keeping (also see assessment policy)

Teachers regularly assess capability through observations and looking at completed work. Key objectives to be assessed are taken from the national curriculum to assess key ICT and computing skills each term. Assessment grids have been developed in line with the 'Switched on Computing' scheme of work and are to be completed at the end of each unit. Each term this is tracked on the target tracker to show progress across the school.

Assessing ICT and computing work is an integral part of teaching and learning and central to good practice. We assess the children's work in ICT and computing by making informal judgements as we observe the children during lessons. Once the children complete a unit of work, we make a summary judgement of the work for each pupil as to whether they are working towards, working within, met expectations or are working at mastery. On completion of each unit of work an examples of work are saved on scratch pad and examples are selected for moderation and evidence by the Computing co-ordinator.

Curriculum Development & Organisation

Each class is allocated a time in the ICT suite to accomplish their Computing scheme of work units. This scheme is integrated to ensure that delivery of Computing is linked to subjects where possible and takes on board the statutory requirements of other national curriculum subjects. Each class can book the mobile netbooks which are equipped with Clicker 6 to support struggling children of SEND pupils. A calendar for this is available on PrimaryEmail and accessible to all staff.

Key Stage 1 and Lower Key Stage 2 have access to Ipods in their classrooms to further enhance the curriculum. Years 5 and 6 have 8 Microsoft Surface's per class to be used in a cross curricular way and to aid children in research.

IPads have recently been purchased for use in Key Stage 1 and Lower Key Stage 2. These are to be used to support the teaching and learning of computing and to enhance learning in all areas of the curriculum.

Clever Touch Smart Boards are located in all classrooms as well as the ICT suite. These are used as a teaching resource across the curriculum.

Key Stage 1 and Lower Key Stage 1 have access to 18 IPads per year group. These are to be used to enhance the teaching learning across the curriculum as well as providing a resource for coding, multimedia and research.

Teaching & Learning

Teachers' 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 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:

- Children may be required to work individually, in pairs or in small groups according to the nature or activity of the task.
- Different pace of working
- Different groupings of children - groupings may be based on ability either same ability or mixed ability.
- Different levels of input and support

- Different outcomes expected

The ICT Team will review teachers' ICT plans to ensure a range of teaching styles are employed to cater for all needs and promote the development of ICT capability.

Equal Opportunities

The National 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 children follow the scheme of work for Computing
- 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 prejudiced or biased
- monitoring the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged

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.

Gifted and Talented

Children that are gifted and talented in computing will be identified by their teacher as working at greater depth in computing. These students will be added to the Gifted and Talented register and will be given further activities to develop their understanding and deepen their learning. A gifted and talented half day also takes place for children who are identified on the register.

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. An internet access policy has thus been drawn up to protect all parties. SMART rules for responsible internet use are displayed in each classroom as well as on the desktop of pupils. This policy forms 'Appendix A' of this policy.

Although the school offers a safe online environment through filtered internet access we recognise the importance of teaching our children about online safety and their responsibilities when using communication technology. It is the policy of the school that during 'wet playtimes' etc. children are not allowed to use the internet without supervision.

Management Information Systems (MIS)

ICT enables efficient and effective access to and storage of data for the school's management team, teachers and administrative staff.

The school complies with LA requirements for the management of information in schools. We currently use SIMS which operates on the school's administrative network and is supported by the LA.

Only SLT and administration staff have access to 'admin' section of the server which is accessed using a password. Only trained & designated members of staff have authority and access rights to input or alter the data.

The school has defined roles & responsibilities to ensure data is well maintained, secure and that appropriate access is properly managed with appropriate training provided.

School liaison, transfer and transition

The school is connected to the BLN network which enables the transfer of information electronically.

Email is now used frequently to liaise with the LA, governing body, other schools and, where possible, parents.

Future developments regarding our school management information system will enable the transfer electronically of data to aid transfer and transition to or between or within schools.

Inclusion

We recognise ICT offers particular opportunities for pupils with special educational needs and gifted and/or talented children and /or children with English as an additional language for example.

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 individual or groups of children.

Roles & responsibilities

Senior Management

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

- determines the ways ICT should support, enrich and extend the curriculum;
- decides the provision and allocation of resources ;
- decides 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;
- ensures that there is an ICT policy, and identifies an ICT co-ordinator.

ICT Leader

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

The ICT leader will be responsible for:

- raising standards in ICT as a national curriculum subject;
- facilitating the use of ICT across the curriculum in collaboration with all subject Leaders;
- providing or organising training to keep staff skills and knowledge up to date;
- advising colleagues about effective teaching strategies, managing equipment and purchasing resources;

- monitoring the delivery of the ICT curriculum and reporting to the SLT and the Head teacher on the current status of the subject.

The Subject Leaders

There is a clear distinction between teaching and learning in ICT and teaching and learning with ICT. Subject leaders 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 are applying those skills within the context of another curriculum subject.

Subject leaders work in partnership with the ICT leader to ensure all National Curriculum statutory requirements are being met with regard to the use of ICT within curriculum subjects.

The Classroom Teacher

Even though whole school co-ordination 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 co-ordinator in the monitoring and recording of pupil progress in ICT.

Monitoring

Monitoring ICT will enable the ICT leader to gain an overview of ICT teaching and learning throughout the school. This will assist the school in the self-evaluation process identifying areas of strength as well as those for development

In monitoring of the quality of ICT teaching and learning the ICT Leader will:

- Scrutinise plans to ensure full coverage of the ICT curriculum requirements
- Analyse children's work
- Observe ICT teaching and learning in the classroom
- Hold discussions with teachers
- Analyse assessment data

There is an annual review of this policy by the ICT Leader. A major review involving the ICT Team and SLT will take place every three years.

Health & 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.

The school has an alarm system installed throughout. Each computer system has individual security against access to the management system. The BLN manages the intranet for security and safety. The files and network system are backed up regularly by PrimaryT. The virus checker is updated regularly.

Home school links

Children are given the option to complete some homework tasks, when appropriate, using ICT out of school. Teachers are sensitive to the fact that children may not have access to ICT or may not wish to use it to complete tasks out of school. Any work brought into school must be scanned for viruses.

A school contact form is available via the school website. More parents are now using this to contact staff, arrange meetings etc.

We have a school website which will promote the school's achievements as well as providing information and communication between the school, parents and the local community.

Appropriate legislation, including copyright and data protection

All software loaded on school computer systems must have been agreed with the designated person in the school.

All our software is used in strict accordance with the licence agreement. We don't allow personal software to be loaded onto school computers. Please refer to the school's Data protection policy.

Effective and efficient deployment of ICT resources

ICT resources are deployed throughout the school to maximise access, to enhance teaching & learning and to raise attainment.

To enable regular and whole class teaching of ICT the school has an ICT suite which all classes in key stages 1 & 2 uses for approximately 1 hour per week to develop their ICT skills.

To support the cross curricular nature of ICT 30 mobile netbooks are available to book out to enhance ICT across the curriculum. This is also used for additional tasks which require the use of ICT as well as presenting teaching materials for those classes with a digital projector.

Six Ipods are available in each class from years 1 to 4. These are used to enhance ICT within lessons and for key skill activities to raise attainment and engagement in learning.

There are 72 Ipads in school. 18 Ipads are designated to each year group to provide opportunities for cross curricular Computing and developing competency in using equipment and programming.

A Clever touch smart board is located in each classroom.

A consistent interface is provided on all machines to enable familiarity. Subject specific titles and any specialist equipment e.g. sensors, are kept in the ICT boxes within the resource room or with the ICT Leader. All equipment is 'collected in' at the end of year and checked on the equipment & software audit. Each class has a camera that is the responsibility of the class teacher.

A curriculum 'peer to peer' network enables internet access on all machines as well as storage and access to shared files.

We aim extend the availability of ICT equipment i.e. visualizers, as well purchasing and installing extra digital projectors and possibly interactive whiteboards in the near future.

October 2016



Wibsey Primary School

Internet Policy

The school e-Safety Coordinator is:

N. Cooper/K Yates/J. Barlow as Child protection named contacts.

e-Safety Implementation by:

Hannah Smith ICT Leader & Primary Technology Staff

For young people the internet, and the increasing number of digital devices they use to connect to it, is an integral part of their everyday lives. Whether they use it to express themselves or to stay in touch with friends, for entertainment or education, the internet can provide tremendous benefits and must use it safely.

UK Council for Internet Safety (2012)

The Green Paper *Every Child Matters*¹ and the provisions of the *Children Act 2004*², *Working Together to Safeguard Children*³ sets out how organisations and individuals should work together to safeguard and promote the welfare of children.

¹ See The Children Act 2004 [<http://www.opsi.gov.uk/acts/acts2004/20040031.htm>]

² See Every Child Matters website [<http://www.everychildmatters.gov.uk>]

³ Full title: Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children. See Every Child Matters website [http://www.everychildmatters.gov.uk/_files/AE53C8F9D7AEB1B23E403514A6C1B17D.pdf]

The 'staying safe' outcome includes aims that children and young people are:

- safe from maltreatment, neglect, violence and sexual exploitation
- safe from accidental injury and death
- safe from bullying and discrimination
- safe from crime and anti-social behaviour in and out of school
- secure, stable and cared for.

Much of these aims apply equally to the 'virtual world' that children and young people will encounter whenever they use ICT in its various forms. For example, we know that the internet has been used for grooming children and young people with the ultimate aim of exploiting them sexually; we know that ICT can offer new weapons for bullies, who may torment their victims via websites or text messages; and we know that children and young people have been exposed to inappropriate content when online, which can sometimes lead to their involvement in crime and anti-social behaviour.

It is the duty of the school to ensure that every child in their care is safe, and the same principles should apply to the 'virtual' or digital world as would be applied to the school's physical buildings.

This Policy document is drawn up to protect all parties – the students, the staff and the school and aims to provide clear advice and guidance on how to minimise risks and how to deal with any infringements.

E-Safety encompasses Internet technologies and electronic communications such as mobile phones as well as collaboration tools and personal publishing. It highlights the need to educate pupils about the benefits and risks of using technology and provides safeguards and awareness for users to enable them to control their online experience.

Wibsey Primary School Internet Policy was developed and agreed by the whole staff and has the full agreement of the Governing body. The policy was developed from the NGfL policy and government guidance. The policy was approved at a meeting of the Governing body.

Purpose

The purpose of Internet use in school is to raise educational standards, to promote pupil achievement, to support the professional work of staff and to enhance the school's management information and business administration systems. Internet use is a part of the statutory curriculum and a necessary tool for staff and pupils. Internet access is an entitlement for students who show a responsible and mature attitude.

Benefits

- access to world-wide educational resources including museums and art galleries;
- inclusion in the National Education Network which connects all UK schools;
- educational and cultural exchanges between pupils world-wide;
- access to experts in many fields for pupils and staff;
- professional development for staff through access to national developments, educational materials and effective curriculum practice;
- collaboration across support services and professional associations;
- improved access to technical support including remote management of
- networks and automatic system updates;
- exchange of curriculum and administration data with the Local Authority and DoE;
- access to learning wherever and whenever convenient.

Internet Content

The school Internet access will be designed expressly for pupil use and will include filtering provided by the Education Authority or a third party and be appropriate to the age of pupils. The school will work in partnership with parents, the LA or third party provider, DfE and the Internet Service Provider to ensure systems to protect pupils are reviewed and improved. Pupils will be taught what is acceptable and what is not acceptable and given clear objectives regarding Internet use. Staff should guide pupils in on-line activities that will support the learning outcomes planned for the pupils' age and maturity. Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location and retrieval.

The school will where possible ensure that the use of Internet derived materials by staff and by pupils complies with copyright law. Pupils should be taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.

Safeguards

If staff or pupils discover unsuitable sites the URL (address) and content must be reported to the Safeguarding lead and child protection named contacts in school. This information will also need to be given to the computing lead and the network provider (BLN).

PREVENT

All staff are PREVENT trained and vigilant when children are using computing equipment and the internet. All concerns are to be passed to the PREVENT lead in school. PREVENT procedures must be followed by all members of staff.

E-mail

Pupils may only use the approved Primaryemail e-mail accounts on the school system. Pupils must immediately tell a teacher if they receive offensive e-mails. Pupils must not reveal personal details of themselves or others, such as address or telephone number, or arrange to meet anyone in e-mail communication. Whole-class or group e-mail addresses should be used at Key Stage 2 and below. Year 3 will use internal e-mail as part of their curriculum.

School Web Site

The point of contact on the Web site should be the school address, school e-mail and telephone number. Staff or pupils' home information will not be published. Web site photographs that include pupils will be selected carefully and will not enable individual pupils to be identified. Images of individuals will not be used and the names of pupils shown in any photographs will not be included. Furthermore, pupils' full names will not be used anywhere on the Web site. Written permission from parents or carers will be obtained before photographs of pupils or their work can be published on the school Web site. Children's work will only be identified by first name and/or year group. The school will keep a record of all pupils who do not have consent for use of their work or photographs on the school website.

Social Networking

Wibsey will block/filter access to social networking sites and newsgroups unless a specific use is approved. Pupils will be advised never to give out personal details of any kind which may identify them or their location and should be advised not to place personal photos on any social network space. Pupils should be advised on security and encouraged to set passwords, deny access to unknown individuals and instructed how to block unwanted communications. Pupils should be encouraged to invite known friends only and deny access to others.

Emerging Internet uses

Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed. Pupils will not be allowed mobile phones during

school time. Any mobile phones brought inadvertently into school should be kept in the school office during the school day. The sending of abusive or inappropriate text messages is forbidden.

Internet access authorisation

The school allows Internet access to all staff and pupils. All pupils and staff will be asked to sign and return a consent form. Please see the sample form later in this document. In the Foundation Phase, access to the Internet will be by adult demonstration with directly supervised access to specific, approved on-line materials. Key stage 1 and 2 pupils apply for Internet access individually by agreeing to abide by the Responsible Internet Use statement. Parents will be informed that pupils will be provided with supervised Internet access (see letter in appendix).

Inappropriate Material

In common with other media such as magazines, books and video, some material available via the Internet is unsuitable for pupils. The school will take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of Internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer. Neither the school nor Bradford LA can accept liability for the material accessed, or any consequences of Internet access. The use of computer systems without permission or for inappropriate purposes could constitute a criminal offence under the Computer Misuse Act 1990. Methods to identify, assess and minimise risks will be reviewed regularly.

Introduction of the policy to pupils

Each year throughout school a week of lessons on responsible Internet use will be taught for both school and home use. This will introduce and/or re-emphasise the school Internet access agreement and Internet access rules. Rules for Internet access will be posted near all computer systems. Pupils will be informed that Internet use will be monitored. Instruction in responsible and safe use should precede any Internet access.

Staff

All staff must accept the terms of the 'Code of Conduct' statement before using any Internet resource in school. All staff including teachers, supply staff, teaching assistants, support staff and administrative staff have access to the School Internet Policy, and its importance explained. Staff should be aware that Internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential.

ICT system security

The school ICT systems will be reviewed regularly with regard to security and any LA/DfE guidance will be adopted. The use of CD-Roms, data sticks and any other data recordable devices, except by staff or with their expressed agreement, will not be allowed. Personal CD's and other data record devices may not be brought into school without an up to date virus check. (See ICT Subject leader for details) Unapproved system utilities and executable files will be blocked in pupils' work areas by the Active Directory environment. Files held on the school's network will be regularly checked. Only PrimaryT technicians will be able to introduce and install new programs onto the network.

Complaints

Responsibility for handling incidents will be delegated to a senior member of staff. Any complaint about staff misuse must be referred to the Head Teacher. Parents will be informed should a pupil misuse the Internet.

Parents

Parents' attention will be drawn to the School Internet Policy in newsletters, the school brochure and on the school Web site. Internet issues will be handled sensitively to inform parents without undue alarm. A resource of relevant information from organisations such as BECTa, PIN, and NCH Action for Children will be maintained and parents will be referred to these when necessary. Further Information and support for parents can be found at <http://www.parentscentre.gov.uk/>

Adult Helpers

Any adult helpers who take part in supporting ICT lessons must sign the School Internet access agreement and be given a copy of the Internet access policy.

Review

This policy will be reviewed annually in the Autumn term.

October 2016



E-Safety Rules

These E-Safety Rules help to protect pupils and the school by describing acceptable and unacceptable computer use.

- The school owns the computer network and can set rules for its use.
- It is a criminal offence to use a computer or network for a purpose not permitted by the school.
- Irresponsible use may result in the loss of network or Internet access.
- Network access must be made via the user's authorised account and password, which must not be given to any other person.
- All network and Internet use must be appropriate to education.
- Copyright and intellectual property rights must be respected.
- Messages shall be written carefully and politely, particularly as email could be forwarded to unintended readers.
- Anonymous messages and chain letters are not permitted.
- Users must take care not to reveal personal information through email, personal publishing, blogs or messaging.
- The school ICT systems may not be used for private purposes, unless the head teacher has given specific permission.
- Use for personal financial gain, gambling, political activity, advertising or illegal purposes is not permitted.

The school may exercise its right to monitor the use of the school's computer systems, including access to web-sites, the interception of e-mail and the deletion of inappropriate materials where it believes unauthorised use of the school's computer 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.



WIBSEY PRIMARY SCHOOL

KS2 Responsible Internet Use

We use the school computers and Internet connection for learning.
These rules will help us to be fair to others and keep everyone safe.

- I will ask permission before entering any Web site, unless my teacher has already approved that site.
- I will only sign in using my own username.
- I will not look at or delete other people's files.
- I will not bring CD-ROMs or data sticks into school unless I have agreed this with my teacher.
- I will only e-mail people I know, or those my teacher has approved.
- Any messages I send will be polite and sensible.
- When sending e-mail, I will not give my home address or phone number, nor will I arrange to meet someone.
- I will ask for permission before opening an e-mail or an e-mail attachment sent by someone I do not know.
- I will not use Internet chat.
- If I see anything I am unhappy with or I receive messages I do not like, I will tell a teacher immediately.
- I know that the school may check my computer files and may monitor the Internet sites that I visit.
- I understand that if I deliberately break these rules, I could be stopped from using the Internet or computers.

The school may exercise its right by electronic means to monitor the use of the school's computer systems, including the monitoring of web-sites, the interception of E-mail and the deletion of inappropriate materials in circumstances where it believes unauthorised use of the school's computer system is or may be taking place, or the system is or may be being used for criminal purposes or for storing text or imagery which is unauthorised or unlawful.

Name: _____

Date: _____



Wibsey Primary School

e-safety agreement form

Keeping safe: stop, think, before you click!

Pupil name: _____

I have read the school 'rules for responsible ICT use'. My teacher has explained them to me.

This means I will use the computers, Internet, e-mail, online communities, digital cameras, video recorders, and other ICT in a safe and responsible way.

I understand these rules are there to help keep me safe, and my friends and family safe. I agree to follow the rules.

I understand that the school can check my computer files, and the Internet sites I visit, and that if they have concerns about my safety, that they may contact my parent / carer.

Pupil's signature _____

Date: ___/___/___

Wibsey Primary School



Staff Information Systems Code of Conduct

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.

- 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 will ensure that my information systems use will always be compatible with my professional role.
- I understand that school information systems may not be used for private purposes, without specific permission from the Head teacher.
- I understand that the school may monitor my information systems 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 any incidents of concern regarding children's safety to the school e-Safety Coordinator or the 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 e-mail 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.

I have read, understood and agree with the Information Systems Code of Conduct.

Signed: Printed..... Date:

ICT Leader:



Wibsey Primary School

Policy & Guidance on Safe Use of Children's Photographs

1. Introduction

Wibsey, in common with all others, needs and welcomes positive publicity. Children's photographs add colour, life and interest to materials and articles promoting school activities and initiatives. This can increase pupil motivation, staff morale and help parents and the local community identify and celebrate the school's achievements.

However, in order to respect young people's and parents' rights of privacy and because of potential child protection issues, photographs must be used in a responsible way. Wibsey Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

This policy seeks to achieve a practical balance to secure the above.

2. Data Protection Act

Under the terms of the Data Protection Act 1998 images of pupils (or staff) must not be displayed in a public place without consent. This includes publications such as the school prospectus, website or areas in the school where visitors have access.

3. General rules on using photographs of individual children

- Parental consent must be obtained
- Images of children in suitable dress will be used – photos of children engaged in PE or swimming present a greater risk of potential misuse. In these cases the content of the photograph should focus on the activity, not a particular child; should avoid full face and body shots. For example, shots of children in a pool or shoulder up would be appropriate.
- Where we have been informed that a child is subject to a court order then we will never use their image.
- We will ensure images are stored securely, especially where electronic, and used only by those authorised to do so.
- Ensure file names given to electronic images of pupils do not identify the child, e.g. maryjones.jpg

4. Newspapers

- As long as parental consent has been secured newspapers may publish photographs of pupils but must not publish names alongside them. They may however refer to group photographs collectively e.g Class 6.3 or Wibsey Year 6 football team.
- Pupils must not be approached or photographed whilst at school (or engaged in school activities outside school) without the permission of a member of staff.

5. Websites

- The parental consent form will explicitly include publication on the school website.
- Where possible the school will use technology to prevent the misuse or downloading of images placed on the school website, e.g. watermarking, browser restrictions.
- First names with initial of surname will be written only – see e-safety policy.

6. Video & Filming

- The appropriateness of photographic images earlier outlined also applies to video/film images.
- We recognise that parents, carers and family members wish to record events such as school plays, sports days etc to celebrate their child's achievements. However not all parents give permission for this so there will be allotted time to take a photo of your child after the performances.

7. Commercial & Outside Photographers

- Will be given a clear brief about what is considered appropriate in terms of content and behaviour.
- Wear identification at all times.
- Will not have unsupervised access to children or one-to-one photo sessions at events.
- Will not solicit photo sessions outside the event or at a pupil's home.

8. Camera Phones

Personal camera phones may not be used under any circumstances. This does not include class Ipods or surface airs as these are used to record as part of the ICT curriculum.

9. Parental Consent

On admission of a pupil to the school parents/carers will be asked to sign a photography consent form which makes clear the school's policy, especially:

- i) How and where photographs will be used
- ii) The period of consent
- iii) The storage and deletion of photographs

Parents will only receive one consent form for the duration of their child's time at Wibsey except for updates by the school. However, a parent may change their consent at any time by writing a letter to the school office.

10. Complaints Procedures

Parents should follow the school's normal parental complaint procedures in most cases. In the case of concerns regarding the use of photographs by the press, they should contact the Press Complaints Commission or the Office of Communications (OFCOM) in the case of TV companies.

11. Review

This policy will be reviewed by the Governing Body annually in line with the child protection policy, in view of the continual advances in technology and in response to significant views expressed by parents, staff and pupils (if appropriate).

October 2016

Agreed by Governors	Full Governors	
	Finance and General Purposes	
Date:	Teaching and Learning	X
Chair of Committee		
Written	October 2016	
Review	October 2019	