



# Greenisland Primary School

## Policies Relating to ICT including:

- Using ICT
- E-Safety
- Social Networking
- Blended, Remote and Online Learning

Signature of Chair of Board of Governors: \_\_\_\_\_

Ratified: \_\_\_\_\_

Signature of Principal: \_\_\_\_\_

Signature of ICT Coordinator: \_\_\_\_\_

Reviewed and Updated: January 2022

Review Due: January 2023



## Using ICT Policy

### Introduction

At Greenisland Primary School we recognise the importance of ICT and how it is embedded into our lives. We aim to reflect this in the classroom by embedding technology and utilising ICT to enhance Teaching and Learning. Our ambition is to equip our pupils with the essential ICT knowledge and skills to operate as digitally capable young people who are resilient in meeting the technological developments of the future. The OECD in their 2030 Learning Framework (2019) state that:

*‘Schools need to prepare young people for jobs that have not yet been created, for technologies that have not yet been invented, to solve problems that have not yet been anticipated.’*

Our Mission Statement in Greenisland P.S. is **‘Engage, Expect, Excel’**. We believe the use of ICT in teaching and learning can contribute to our Mission Statement. We want our pupils:

- To **‘Engage’** with an array of ICT mediums, utilise their potential and understand their relevance in the world around them.
- To **‘Expect’** challenge, rigour and personal development when Using ICT.
- To **‘Excel’** in their personal and academic use of ICT as a means of engaging with society, having fun and enhancing learning.

### Curriculum Matters and Teaching/Learning Practices

There is importance in teaching ICT as a distinct subject discipline, but we also recognise the embedded nature of ICT and its potential to enhance learning across the curriculum. As such, teaching staff aim to both:

- teach ICT subject specific knowledge and skills; and
- Embed ICT as a tool in enhancing learning across all curricular areas.

Teaching staff plan lessons to deliver the statutory Using ICT Curriculum outlined by CCEA. These skills are named the 5Es and include the pupil’s ability to:

1. **Explore**
2. **Express**
3. **Exchange**
4. **Evaluate**
5. **Exhibit**

In delivering the 5Es each Key Stage has been set desirable features to teach, these include:

- **Computational Thinking and Coding**
- **Digital Art and Design**
- **Digital Audio: Music and Sound**
- **Digital Storytelling: Film and Animation**
- **Digital Storytelling: Presenting**
- **Digital Storytelling: Publishing**
- **Managing Data**

Our pupils at Greenisland P.S. will have the opportunity to experience lessons on each of the desirable features in each Key Stage. The whole teaching staff have collaborated in designing a spiral curriculum

model that repeats and progresses subject content per Key Stage (See diagram 1). Each Year group focuses on one desirable feature per term, this is not prescriptive. The main aim here is for staff to deliver a comprehensive scope of lessons in relation to their specific desirable feature per term; in addition, staff have autonomy in teaching further desirable features within each term if they so wish. Collaboration between teaching staff has taken place in relation to linking appropriate desirable features to year group World Around Us themes.

**Diagram 1- Whole School Mapping of Desirable Features (Spiral Curriculum Model)**

### Desirable Features Mapping

	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6	Primary 7
Term 1	All About Me/If You Go Down into the Woods	All About Me/Nocturnal Animals	Caring Creatures/Celebrations	Our Wee Country	Mesolithic Man/ Space	Ancient Egypt	Victorians
	Digital Audio: Music and Sound	Digital Storytelling: Presenting	Digital Art and Design	Managing Data	Digital Storytelling: Film and Animation	Computational Thinking and Coding	Managing Data
Term 2	Superheroes/Growing's Great	Cold Lands/Dinosaurs	Off We Go/All at Sea	The Rainforest	World War 2	Human Body	Stem Bridges
	Digital Art and Design	Digital Storytelling: Film and Animation	Computational Thinking and Coding	Digital Audio: Music and Sound	Digital Art and Design	Digital Storytelling: Film and Animation	Digital Storytelling: Publishing
Term 3	Yummy Scrummy	Zoo Animals	Growing and Changing	Knights and Castles	Water	Eco Warriors	Junior Entrepreneur
	Managing Data	Computational Thinking and Coding	Digital Storytelling: Presenting	Digital Storytelling: Film and Animation	Digital Audio: Music and Sound	Digital Storytelling: Publishing	Digital Storytelling: Presenting
Whole School Foci	Computational Thinking and Coding Digital Storytelling: Publishing E-Safety						

In addition, we advocate for teaching and learning practices that:

- Extend and enhance learning across all areas of the curriculum.
- Contribute to raising standards in Literacy, Numeracy and other areas of learning.
- Utilise a range of hardware, software and Virtual Learning Environments.
- Encourage pupils to select and use ICT appropriate to the task.
- Encourage pupils to develop a sense of online community via Virtual Learning Environments (blogs, email, comments etc.)
- Develop digital competence and the ability to apply these skills in a range of curricular contexts.
- Give children access to a variety of information sources.
- Instil in pupils a sense of confidence, achievement and enjoyment.
- Enable pupils to extend their learning beyond the school environment.
- Issue feedback to pupils via verbal and digital means.
- Encourage pupils to develop E-Safety awareness in a safe and secure environment (C2K Firewall).
- Provide equal access and opportunities in ICT for all pupils, regardless of age, gender, ethnicity or ability.
- Develop an awareness of the need for care and responsibility in handling equipment.
- Develop pupil independence in using ICT in school and at home.
- Model real-life situations and enable our pupils to develop digital competence in the world around them.

## Resources

Greenisland P.S. seeks to provide staff and pupils with an ICT rich environment, and we continually invest in new, current and up to date ICT facilities where funding allows. The school maintains and develops a range of ICT equipment including (as of January 2022):

- Computer Suite- 29 desktop computers; 2 laptops
- Classrooms-15 laptops allocated (1 for each classroom/SEN Room); 8 laptops allocated for Foundation Stage (2 in each classroom).
- Admin/Principal- 2 desktop computers; 1 laptop
- 8 multipurpose laptops
- Teacher iPads- 17
- Pupil iPads- 60
- Interactive TV panels- 14 (One in each classroom)
- Interactive Whiteboard- 1 in computer room
- Data projectors- 2 in use (Staff Room and Assembly Hall)
- Photocopiers (2 colour; 1 black and white)
- Beebots
- Digital cameras
- Easy speak mics
- Green Screen

## Access

### Infrastructure Access

To maximise the use and benefits of the school's ICT facilities, Greenisland P.S. aims to make the following ICT facilities available:

- Class sets of iPads available for booking by class teacher via a timetable.
- P1-7 classes scheduled to use Computer Suite once a week.
- Teacher iPad, Computer and Interactive TV Panel to be used by class teacher as learning and teaching aid.

**Due to the Covid-19 pandemic and the introduction of year group bubbles, the following mitigations have been put in place considering the circumstances:**

- The class set of iPads in the Foundation Stage have been split amongst the four teachers for individual class use.
- P1 and 2 classes will not be using the computer suite, instead each Foundation Stage classroom has been given two laptops and appropriate internet access points.
- P3-7 classes have been timetabled to use the computer suite once a fortnight. Each class will be allowed to use the computer suite for the full day. Arrangements have been made with cleaning staff to ensure keyboards and mice are sanitised at the end of the school day, ready for the next class.
- P3-7 classes have been timetabled for the use of a class set of iPads once a week. The class can make use of the iPads for the entire day. The teacher must ensure they are placed on charge and sanitised at the end of the day, ready for the next class.
- **Access to hardware is available to pupils, depending on stock, in the event of whole school remote learning. The Principal/ICT Coordinator will decide pupil eligibility.**

## Pupil Software and Virtual Learning Environment Access

Pupils have access to the following software and VLEs:

Software/VLE	Year groups	Used in School	Used at Home
SeeSaw	P1 & 2	Yes	Yes
Purple Mash	P3-7	Yes	Yes
IXL: Maths and English	P1-7	Yes	Yes
Charanga Music Schools	P1-7	Yes	No
C2K Managed Services including apps, printers and internet	P1-7	Yes	No

## Inclusion

The school's ICT facilities are available for use by all pupils and staff. All children will be given access to ICT regardless of gender, race, physical or sensory disability.

For pupils with learning difficulties and/or physical or sensory disability appropriate use of ICT can often enhance access to aspects of the curriculum. In co-operation with the SENCo we will endeavour to provide, wherever and whenever possible, appropriate software and hardware to enable such access.

## Internet and E-Safety

The school has internet access in every classroom and in shared areas. Any use of the Internet will be strictly monitored in accordance with the school's Internet Acceptable Use Policy, which has been communicated to and agreed by staff, pupils, governors and parents. Pupils are provided with opportunities to develop knowledge and understanding of e-safety and acceptable online behaviour at a level appropriate to their age and ICT capability. (See separate E-Safety policy)

## Implementation

### Coordination

In Greenisland P.S. we believe that it is important that if ICT is to make a valuable contribution to the learning and teaching throughout the school:

- There should be a consistent approach to ICT throughout all of the Key Stages.
- All staff (teaching and appropriate non-teaching) should have in-school help, advice and training.
- The school should be kept up to date with new developments.
- Learning should be monitored to ensure coherence and progression.

**The member of staff coordinating ICT is Mr. N. Lovell**

### The Role of the Principal

The overall responsibility for the use of ICT lies with the Principal. The Principal, in consultation with the ICT coordinator and staff will:

- Determine the way ICT should support, enrich and extend the curriculum throughout the school-  
**Due to Covid 19 and remote learning, the ICT Coordinator, in consultation with the VP, has**

**devised a 'Blended/Remote/Online Learning Policy' to run alongside existing ICT and E-Safety policies.**

- Decide the provision and allocation of ICT resources.
- Ensure that ICT is used in a way to achieve the aims of the ICT policy.
- Ensure that there is a current and agreed ICT policy which is implemented by all staff and monitored and reviewed by the ICT Coordinator

### **The Role of the ICT Coordinator**

It is the role of the ICT Coordinator to:

- Liase with the Principal and staff in the drawing up of an ICT policy for the whole school.
- Liase with the principal and staff in the drawing up of a yearly Action Plan for ICT.
- Enable the use of pupil performance data to inform strategic planning.
- Ensure that ICT is included in school policies and schemes of work for various curricular subjects.
- Provide leadership and direction for ICT.
- Advise staff as to the availability and suitability of software/resources for each Key stage and year group.
- Organise, deliver and advise on school-based training and support for all staff and individual teachers as identified on the School Development Plan and ICT Action Plan.
- Be responsible for the day to day management of the school's ICT system.
- Determine the placement of hardware and ensure maximum utilisation of all hardware.
- Monitor the work being carried out in Using ICT in the various Key Stages to ensure progression.
- Increase professional efficiency using ICT systems for planning, record keeping, reporting and communicating.

### **The Role of the Classroom Teacher**

It is the role of the classroom teacher to:

- Integrate ICT into their curriculum planning, classroom teaching and assessment of pupil's work.
- Ensure that any ICT resources used within the classroom are appropriate to curriculum needs and the needs of the children within the class.
- Ensure the 5Es are planned and delivered in teaching and learning.
- Ensure that their 'one per term' Desirable Feature along with the Whole School Foci are planned for and delivered in teaching and learning.
- Plan for cross-curricular and the creative use of ICT.
- Embed the school's Virtual Learning Environments for classwork and homework.
- Evaluate their use of ICT in learning and teaching and the impact on pupil outcomes.
- Ensure that they maintain and charge ICT equipment, especially when finished with the iPads.
- Ring the C2K helpdesk if they have any ICT related issues to seek guidance and help.

### **Staff Development**

Greenisland P.S. facilitates staff development in ICT by:

- Giving teaching staff opportunities to attend appropriate courses.
- Giving staff the opportunity to disseminate good practice where appropriate.
- Arranging school-based ICT course/training- C2K or other outside agency training.
- Asking teachers to identify their own individual training needs and tailoring training to meet these.



## **Planning and Monitoring**

### **Whole School Level**

- The Principal/ ICT Coordinator/ Teaching Staff will consult on how Using ICT is incorporated into the School Development Plan.
- A scheme of work detailing the 5Es, Desirable Feature Coverage and E-Safety progression has been drawn up in collaboration with teaching staff. The scheme will be implemented by teaching staff and monitored by Heads of Key Stage, ICT Coordinator, Vice Principal and Principal.

### **Class Level**

Teaching staff are to ensure that:

- ICT is embedded across the curriculum.
- ICT is planned for in medium term planners.
- Each year group will ensure that the 5Es, E-Safety and appropriate Desirable Features are being covered within class and planners.

### **Monitoring and Implementation**

- The Principal and Senior Leadership Team will ensure that ICT is incorporated into the School Development Plan.
- The ICT Coordinator will ensure that an annual Action Plan is drawn up and implemented.
- Staff reviewing planning will ensure that ICT is embedded into medium term planners.
- Staff will ensure that the ICT opportunities for all pupils' meet the aims of the ICT policy.
- The ICT Coordinator may use the following methods to monitor pupil outcome and disseminate good practice of teaching and learning:
  - ICT Virtual Book Looks
  - Collegiate Book Looks
  - Lesson observations
  - Trust Colleague Networks
  - Levelled ICT Moderation meetings
  - Whole School/ Key Stage/ Year Group Meetings
  - Pupil competence Check

### **Assessment**

- It is the role of the class teacher to make individual assessment of the ICT competencies of the children within their class.
- The ICT Coordinator will make regular collections of samples of work to assess the standards of Using ICT work being produced throughout the school and to ensure progression.
- The ICT Coordinator will report outcomes to the Senior Leadership Team and Board of Governors where applicable.
- Pupil's competencies in Using ICT will be assessed against CCEAs Levels of Progression for UICT and reported to parents at the end of KS1 and KS2 on the Annual Report Cards.

### **Review**

Because of the rapidly changing nature of technology this policy will be reviewed on an annual basis by the ICT Co-ordinator, in consultation with the Principal, SLT, teaching staff and governors.

## E-Safety Policy

### CONTEXT

This policy is based on and complies with DENI Circular 2007/1 on Acceptable Use of the Internet and Digital Technologies in Schools and DENI Circular 2011/22 and 2013/25 on Internet/e-Safety. This document sets out the policy and practices for the safe and effective use of the Internet and related technologies in Greenisland Primary School. It also links to Article 17 from the UN Convention on the Rights of the Child which states:

*"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 the information you are getting is not harmful, and help you find and understand the information you need."*

### WHAT IS E-SAFETY?

*e-Safety is short for electronic safety.*

This policy highlights the responsibility of the school, staff, governors and parents to mitigate risk through reasonable planning and actions. E-Safety covers not only Internet technologies but also electronic communications via mobile phones, games consoles and wireless technology as well as collaboration tools and personal publishing.

#### *E-Safety in the school context:*

- ❖ is concerned with safeguarding children and young people in the digital world;
- ❖ emphasises learning to understand and use new technologies in a positive way;
- ❖ is less about restriction and focuses on education about the risks as well as the benefits so that users feel confident online;
- ❖ is concerned with supporting pupils to develop safer online behaviours both in and out of school; and
- ❖ is concerned with helping pupils recognise unsafe situations and how to respond to risks appropriately.

### Using the Internet for Education

The benefits include:

- access to a wide variety of educational resources; including online assessment;
- rapid and cost effective communication;
- gaining an understanding of people and cultures around the globe;
- staff professional development through access to new curriculum materials, shared knowledge and practice;
- greatly increased skills in Literacy, particularly in being able to read and appraise critically and then communicate what is important to others;
- social and leisure use.



The Internet is a unique and exciting resource. It brings the world into the classroom by giving children access to a global network of educational resources. There is no doubt that the use of the Internet is an essential skill for children as they grow up in the modern world.

The Internet is, however, an open communications' channel, available to all. Anyone can send messages, discuss ideas and publish materials with little restriction. This brings young people into contact with people from all sectors of society and with a wide variety of materials, some of which could be unsuitable.

The rapidly changing nature of the Internet and new technologies means that E-Safety is an ever growing and changing area of interest and concern. This E-Safety policy reflects this by keeping abreast of the changes taking place. Schools have a duty of care to enable pupils to use on-line systems safely.

This e-Safety policy operates in conjunction with other school policies including Positive Behaviour, Child Protection/Safeguarding Children, Anti-Bullying. E-Safety must be built into the delivery of the curriculum. ICT is a compulsory cross-curricular element of the Northern Ireland curriculum and schools must ensure acquisition and development by pupils of these skills.

This policy 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.

E-Safety in Greenisland Primary School depends on effective practice at a number of levels:

- responsible ICT use by all staff and students; encouraged by education and made explicit through published policies;
- sound implementation of e-Safety policy in both administration and curriculum, including secure school network design and use;
- safe and secure Internet provision by C2K or any other provider.

## CARE AND RESPONSIBILITY

New technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school. The Internet and other digital information and communications technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. They also bring opportunities for staff to be more creative and productive in their work.

All users should have an entitlement to safe internet access at all times. With these opportunities we also have to recognise the risks associated with the internet and related technologies. The use of these exciting and innovative tools in schools and at home has been shown to raise educational standards and promote pupil achievement. However, the use of these new technologies can put young people at risk within and outside the school.

Some of the dangers pupils may face include:

- access to illegal, harmful or inappropriate images or other content;

- unauthorised access to/loss of/sharing of personal information;
- the risk of being subject to grooming by those with whom they make contact on the Internet;
- the sharing/distribution of personal images without an individual's consent or knowledge;
- inappropriate communication/contact with others, including strangers;
- cyber-bullying;
- access to unsuitable video/internet games;
- an inability to evaluate the quality, accuracy and relevance of information on the Internet;
- plagiarism and copyright infringement;
- illegal downloading of music or video files;
- the potential for excessive use which may impact on the social and emotional development and learning of the young person.

It is impossible to eliminate the risk completely. It is therefore essential, through good educational provision to build pupils' resilience to the risks to which they may be exposed, so that they have the confidence and skills to face and deal with any scenarios which may arise. In Greenisland Primary School we understand the responsibility to educate our pupils in e-Safety issues. We aim to teach pupils to behave appropriately and think critically enabling them to remain both safe and within the law when using the Internet and related technologies, in and beyond the context of the classroom.

## **ROLES AND RESPONSIBILITIES**

As e-Safety is an important aspect of Child Protection/Safeguarding Children within the school the Principal and Board of Governors have ultimate responsibility to ensure that the policy and practices are embedded and monitored. It is the role of the ICT Co-ordinator to keep abreast of current e-Safety issues and guidance through organisations such as CEOP (Child Exploitation and Online Protection) and Childnet. The ICT co-ordinator has the responsibility for leading and monitoring the implementation of e-Safety throughout the school. The ICT co-ordinator/Principal have the responsibility to update Senior Leadership Team and Governors with regard to e-Safety and all governors should have an understanding of the issues relevant to our school in relation to local and national guidelines and advice.

## **E-SAFETY SKILLS DEVELOPMENT FOR STAFF**

E-Safety training is an essential element of staff induction and should be part of on-going Continuous Professional Development programme. Through this e-Safety policy, we aim to ensure that all reasonable actions are taken and measures put in place to protect all users.

- All staff will receive regular information and training on e-Safety issues through the e-Safety co-ordinator /ICT co-ordinator at staff meetings.
- All staff must be made aware of individual responsibilities relating to the safeguarding of children within the context of e-Safety and know what to do in the event of misuse of technology by any member of the school community.

- All staff are encouraged to incorporate e-Safety into their activities and promote awareness within their lessons.
- All staff members will receive a copy of this e-Safety policy and Acceptable Use of the Internet Agreement. All staff should read and sign the Acceptable Use of the Internet Agreement.

## **HANDLING OF e-SAFETY**

To deal with any incidents of technology misuse by pupils which arise, the school's Positive Behaviour Policy will be followed. Pupils must be made aware the repeated misuse of the Internet may lead to their access to it being denied. Issues of Internet misuse and access to any inappropriate material by any user should be reported immediately to the school's ICT Co-ordinator and recorded, giving details of the site and the time.

## **ILLEGAL or INAPPROPRIATE ACTIVITIES**

The school believes that the activities listed below are inappropriate (and on occasions illegal) in a school context and that users should not engage in these activities when using school equipment or systems (in or out of school). Users shall not visit Internet sites, make, post, download, upload, data transfer, communicate or pass on, material, remarks, proposals or comments that contain or relate to:

- child sexual abuse images (illegal - The Protection of Children Act 1978); grooming, incitement, arrangement or facilitation of sexual acts against children (illegal - Sexual Offences Act 2003);
- possession of pornographic images (illegal - Criminal Justice and Immigration Act 2008)
- criminally racist material in UK - to stir up religious hatred (or hatred on the grounds of sexual orientation) (Illegal - Public Order Act 1986);
- promotion of any kind of discrimination;
- promotion of racial or religious hatred;
- threatening behaviour, including promotion of physical violence or mental harm;
- any other information which may be offensive to colleagues or breaches the integrity of the ethos of the school or brings the school into disrepute.

Additionally the following activities are also considered unacceptable on school ICT equipment provided by the school:

- using school systems to run a private business;
- use systems, applications, websites or other mechanisms that bypass the filtering or other safeguards employed by C2K;
- uploading, downloading or transmitting commercial software or any copyrighted materials belonging to third parties, without the necessary licensing permissions;
- revealing or publicising confidential or proprietary information (e.g. financial / personal information, databases, computer / network access codes and passwords);
- creating or propagating computer viruses or other harmful files;
- on-line gambling and non-educational gaming;
- use of personal social networking sites / profiles for non-educational purposes.

## **e-SAFETY AND PUPILS**

E-Safety will be discussed with pupils on an ongoing and regular basis in an age appropriate way, as a set of rules that will keep everyone safe when using technology in school.

Activities throughout the school year including visits from the PSNI will reinforce e-Safety and further pupils' understanding.

Pupils will be informed that all network and internet use is monitored.

## **e-SAFETY AND STAFF**

All staff will be introduced to the e-Safety Policy and its importance explained. Staff will be asked to read and sign the **Acceptable Use of the Internet Agreement for Staff** which focuses on e-safety responsibilities in accordance with the Staff Code of Conduct.

Staff should be aware that all Internet traffic (including email) is monitored, recorded and tracked by the C2K system.

Staff using their own digital cameras or mobile telephones in exceptional circumstances to take photographs or video footage should transfer the images/footage as soon as possible to the school's C2K system and then delete them from the camera, mobile phone or similar device.

Staff should always ensure that any Internet searches involving sites that have been granted enhanced access to should **not** be carried out when children can view them, i.e. on the computer's screen or on an interactive whiteboard. The use of such sites (E.g. YouTube) should only take place after the content has been checked therefore ensuring that children are not exposed to inappropriate content.

## **e-SAFETY AND PARENTS**

The e-Safety policy will be published on the school's website and parents will be encouraged to read the document. Greenisland Primary School will look to promote e-Safety awareness within the school community which may take the form of information evenings for parents/carers, information leaflets and/or links on the school website.

Information is available on the 'Think U Know website': [www.thinkyouknow.co.uk](http://www.thinkyouknow.co.uk)

## INTERNET SECURITY

Staff and pupils accessing the Internet via the C2k Education Network will be required to authenticate using their C2k username and password. This authentication will provide Internet filtering via the C2k Education Network solution.

Access to the Internet via the C2k Education Network is fully auditable and reports are available to the school Principal.

## INTERNET USE

- ❖ The school will plan and provide opportunities within a range of curriculum areas to teach e-Safety.
- ❖ Educating pupils on the dangers of technologies that may be encountered outside of school will be discussed with pupils in an age appropriate way on a regular basis by teachers and other agencies (as appropriate - E.g. PSNI as part of the CASE project).
- ❖ Pupils will be made aware of the impact of online bullying and know how to seek help if these issues affect them. Pupils will also be aware of how to seek advice or help if they experience problems when online. E.g. from a parent/carers, teacher/trusted member of staff.
- ❖ The school Internet access is filtered through the C2K managed service;
- ❖ Use of the Internet is a planned activity. Aimless surfing is not encouraged. Children are taught to use the Internet in response to a need e.g. a question which has arisen from work in class.
- ❖ Pupils will be taught to use the Internet as an aid to learning.
- ❖ The school will ensure that the use of Internet derived materials by staff and pupils complies with copyright law.
- ❖ Children will be taught to be **'Internet Wise' and therefore good online citizens**, and are encouraged to discuss how to cope if they come across inappropriate content.

## E-MAIL USE

- ❖ C2k recommends that all staff and pupils should be encouraged to use their C2k email system for school business. It is strongly advised that staff should not use personal email accounts for school business.
- ❖ The C2k Education Network filtering solution provides security and protection to C2k email accounts. The filtering solution offers scanning of all school email ensuring that both incoming and outgoing messages are checked for viruses, malware, spam and inappropriate content.
- ❖ Pupils must immediately tell a teacher when using their C2K email address (if activated) if they receive an offensive e-mail.
- ❖ Pupils must not reveal personal details of themselves or others in e-mail communication, or arrange to meet anyone without specific permission.
- ❖ The forwarding of chain mail by staff or pupils is not permitted.

- ❖ Children will not always be given individual C2K e-mail addresses. In some instances children may have access to a group e-mail to communicate with other children as part of a particular project. Messages sent and received in this way will be supervised by the teacher.

## **SCHOOL WEBSITE**

Greenisland Primary School's website promotes and provides up-to-date information about the school and showcases other aspects of school life. In order to minimise risks of any images of pupils on the school website being used inappropriately the following steps are taken:

- ❖ Group photos are used where possible, with general labels/captions;
- ❖ Only photographs of children with parental/carers consent will appear on the school's website.
- ❖ Names will be included with photographs on the website only if parent/carers permission has been given;
- ❖ The website does not include home addresses, telephone numbers, personal e-mail or any other personal information about pupils or staff.
- ❖ The point of contact to the school i.e. school telephone number, school address and email address.



## SOCIAL NETWORKING

C2K filters out services which are misused and block attempts to circumvent the filters. Pupils will not be allowed to use any social software which has not been approved by teaching staff and the C2K filtering service.

Staff and pupils are advised that it is not acceptable or school policy for them to be friends on social network sites (e.g. Facebook). Pupils in this school are told they should not request to be friends with a member of staff on a social network site. Equally, staff are also told that they must not request to be friends or accept requests to be friends with pupils or past pupils of the school on any such site. This is good practice in line with child protection/safeguarding children policy.

Pupils and their parents/carers are advised that the use of social network spaces outside school is inappropriate for primary aged pupils. However, we accept that some pupils will still use them; they will be advised never to give out personal details of any kind, which may identify them or their location. Pupils are advised to set and maintain profiles on such sites to maximum privacy and deny access to unknown individuals.

- Cyber-bullying is addressed within this policy and staff are made aware that pupils may be subject to cyber-bullying via electronic methods of communication both in and out of school. (More information provided below).
- Our pupils are asked to report any incidents of cyber-bullying to the school.

Social networking through the use of Internet-based and other electronic social media tools is integrated into everyday life. Use of Facebook, Twitter, blogging, wikis and other online social media vehicles are now commonplace with the result that the lines between work and personal life can become blurred. To protect staff, pupils and the reputation of the school the following guidelines should be followed:

- Staff **should not use school systems** to engage in **personal** social media activities, i.e. Facebook, Twitter, blogging, wikis etc. This inappropriate use of social media sites may be treated as a disciplinary matter;
- If staff use social media sites for personal use, they are reminded that they have a responsibility to ensure they are posting comments or images that are not detrimental to their position as a staff member of Greenisland Primary School, the privacy or rights of pupils or the reputation of the school. Images may include photographs from staff parties that could be misinterpreted and present the staff or the school, in a negative light. **A common sense approach to the use of social media websites is recommended.**

## PASSWORD SECURITY

- Staff users are provided with an individual login username and password, which they are encouraged to change periodically. **Login details should not** be shared with pupils, and should be changed if it appears pupils have worked out an adult's password.
- All pupils are provided with an individual login username and password.

- Pupils are not allowed to deliberately access files on the school network which belong to their peers, teachers or others.
- Staff Areas/Folders are the individual responsibility of each teacher to ensure they protect the security and confidentiality of the school network.

## **MOBILE PHONES AND OTHER RELATED TECHNOLOGIES**

Pupils are strongly discouraged from bringing such devices into school unless a prior arrangement has been made with a member of staff.

If mobile phones or other related technologies are brought into school by pupils, it is our policy that they should remain switched off during the time the pupils are on the school's premises. If a mobile phone is switched on and used inappropriately, for example, cyber bullying, sending inappropriate text or images, the school's 'Positive Behaviour Policy' and if appropriate, 'Child Protection/Safeguarding Children Policy' will be adhered to.

Staff members should refrain from using their mobile phones or similar technology when in contact with children.

If photographs of pupils are being used by staff for lessons, presentations, website design etc., then they should be stored as much as possible on C2K system. If however, staff are working on school related activities on personal computers, any photographs stored should be kept to a minimum and transferred to the school's network system as soon as possible. Photographs stored on a teacher's personal computer for school purposes should be deleted as soon as possible after they are no longer required or transferred to the school's C2K system.

### ***Cyber Bullying***

Staff should be aware that pupils may be subject to cyber bullying via electronic methods of communication both in and out of school. Pupils engaging in cyber bullying may be dealt with in line with the school's 'Positive Behaviour Policy' and 'Anti-Bullying Policy'.

Cyber Bullying can take many different forms and guises including:

- Email - nasty or abusive emails which may include viruses or inappropriate content;
- Instant Messaging (IM) and Chat Rooms - potential to transmit threatening or abusive messages perhaps using a compromised or alias identity;
- Social Networking Sites - typically includes the posting or publication of nasty or upsetting comments on another user's profile;
- Online Gaming - abuse or harassment of someone using online multi-player gaming sites;
- Mobile Phones - examples can include abusive texts, video or photo messages. Sexting can also occur in this category, where someone is encouraged to share intimate pictures or videos of themselves and these are subsequently transmitted to other people;

- Abusing Personal Information - may involve the posting of photos, personal information, fake comments and blogs, or pretending to be someone online without that person's permission.

Whilst cyber-bullying may appear to provide anonymity for the bully, most messages can be traced back to their creator and pupils should be reminded that cyber-bullying can constitute a criminal offence. While there is no specific legislation for cyber-bullying, the following may cover different elements of cyber-bullying behaviour:

It is important that pupils are encouraged to report incidents of cyber-bullying to both the school and, if appropriate, the PSNI to ensure the matter is properly addressed and the behaviour ceases.

A record is kept of all incidents of cyber-bullying. This allows the ICT co-ordinator to monitor the effectiveness of the school's preventative activities, and to review and ensure consistency in their investigations, support and sanctions.

## NETWORK ACCESS

Pupil access to the Internet is through a filtered service provided by C2K, which should ensure educational use made of the resources is safe and secure, protecting users and systems from abuse. Parental permission is sought from parents before pupils access the internet.

Use of a non C2K wireless network for use with iPads in school is provided by an external internet provider. This network has appropriate filters applied for use by staff and pupils and use of iPads will only be carried out under staff supervision.

Staff should read and sign a copy of the school's Acceptable Internet Use Agreement for Staff and return it to the Principal.

## POLICY REVIEW

This e-Safety policy and its implementation will be **reviewed regularly** or updated when new technologies are introduced and after a risk assessment has been completed.

### Acceptable Use of the Internet (P5-7)

Children should know that they are responsible for their use of the Internet in school and that they do so in a safe and appropriate manner.

Please discuss these guidelines with your child and stress the importance of safe use of the Internet.

**Pupils:**

- On the network, I will only use my own login username and password
- I will keep my username and password private
- I will not access other people's files without their permission
- I will not change or delete other people's work/files
- I will ask permission before entering any website, unless my teacher has already approved that site
- I will use the Internet for research and school purposes only
- I will only send e-mail in school if directed by the teacher as part of ICT lessons. I will make sure that the messages I send are polite and responsible
- I understand that the use of strong language, swearing or aggressive behaviour is not allowed when using e-mail etc
- When sending e-mail I will not give my name, address or phone number or arrange to meet anyone
- I understand that I am not allowed to enter Internet Chat Rooms while in school
- If I see anything I am unhappy with or I receive messages I do not like, I will tell a teacher immediately
- I will not bring in memory sticks from home to use in school unless I have been given permission by my class teacher
- I understand that the school may check my computer files/Emails 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/E-mail and my Parent/Guardian will be informed

**Signature of Pupil**

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**Signature of Parent/Guardian**

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**Date**

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## **Acceptable Use of the Internet (P3-4)**

Children should know that they are responsible for their use of the Internet in school and that they do so in a safe and appropriate manner.

Please discuss these guidelines with your child and stress the importance of safe use of the Internet.

### **Pupils:**

- On the network, I will only use my own login username and password
- I will keep my username and password private
- I will not open other people's files without their permission
- I will not change or delete other people's work/files
- I will ask permission before entering any website, unless my teacher has already approved that site
- I will use the Internet for research and school purposes only
- I will only send e-mail in school if directed by the teacher as part of ICT lessons. I will make sure that the messages I send are polite and responsible
- I understand that I am not allowed to enter Internet Chat Rooms while in school
- If I see anything I am unhappy with or I receive messages I do not like, I will tell a teacher immediately
- I will not bring in memory sticks from home to use in school unless I have been given permission by my class teacher
- I understand that the school may check my computer files/Emails 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/E-mail and my Parents/Guardian will be informed

**Signature of Pupil**

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**Signature of Parent/Guardian**

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**Date**

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## **Acceptable Use Agreement for Staff/Volunteers**

The computer system is owned by the school and is made available to staff to enhance their professional activities including teaching, research, administration and management. The school's Internet Access Policy has been drawn up to protect all parties – the students, the staff and the school.

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

- All Internet activity should be appropriate to staff professional activity or the pupils' education
- Access should only be made via the authorised account and password, which should not be made available to any other person
- Activity that threatens the integrity of the school ICT systems, or activity that attacks or corrupts other systems, is forbidden
- Users are responsible for all e-mail sent and for contacts made that may result in e-mail being received
- Use for personal financial gain, gambling, political purposes or advertising is forbidden
- Copyright of materials must be respected
- Posting anonymous messages and forwarding chain letters is forbidden
- As e-mail can be forwarded or inadvertently be sent to the wrong person, the same professional levels of language and content should be applied as for letters or other media
- Use of the network to access inappropriate materials such as pornographic, racist or offensive material is forbidden

**Name;** \_\_\_\_\_

**Signed;** \_\_\_\_\_

**Date;** \_\_\_\_\_

# Social Networking Policy for Greenisland Primary School

## Introduction

Social networking activities conducted online outside work, such as blogging (writing personal journals to publicly accessible internet pages), involvement in social networking sites such as Facebook or Twitter, and posting material, images or comments on sites such as You Tube can have a negative effect on an organisation's reputation or image. In addition, Greenisland Primary School has a firm commitment to safeguarding children in all aspects of its work. This policy has been written to set out the key principles and code of conduct that we expect of all members of staff with respect to their responsibilities in connection with the use of social networking sites.

## Key Principles

Everyone at Greenisland Primary has a responsibility to ensure that they protect the reputation of the school, and to treat colleagues and members of the school with professionalism and respect.

It is important to protect everyone at Greenisland Primary from allegations and misinterpretations which can arise from the use of social networking sites.

Safeguarding children is a key responsibility of all members of staff and it is essential that everyone at Greenisland Primary considers this and acts responsibly if they are using social networking sites out of school. Anyone working in the school either as a paid employee or volunteer must not communicate with children via social networking.

This policy relates to social networking outside work. Blogging and accessing social networking sites at work using school equipment is not permitted without the prior permission of the Principal.

## Aims

To set out the key principles and code of conduct expected of all members of staff, governors, and volunteers at Greenisland Primary School with respect to social networking.

To further safeguard and protect children and staff.

## Code of Conduct for Everyone at Greenisland Primary – Social Networking

The following are not considered acceptable at Greenisland Primary School:

- The use of the school's name, logo, or any other published material without written prior permission from the Principal. This applies to any published material including the internet or written documentation.
- The posting of any communication or images which links the school to any form of illegal conduct or which may damage the reputation of the school. This includes defamatory comments.
- The disclosure of confidential or business-sensitive information; or the disclosure of information or images that could compromise the security of the school.

The posting of any images of employees, children, governors or anyone directly connected with the school whilst engaged in school activities without the prior permission of the Principal.

## In addition to the above everyone at Greenisland Primary School must ensure that they:

- Do not make any derogatory, defamatory, rude, threatening or inappropriate comments about the school, or anyone at or connected with the school.
- Use social networking sites responsibly and ensure that neither their personal/professional reputation or the school's reputation is compromised by inappropriate postings.

- Are aware of the potential of on-line identity fraud and to be cautious when giving out personal information about themselves which may compromise their personal safety and security.

### **Potential and Actual Breaches of the Code of Conduct**

In instances where there has been a breach of the above Code of Conduct, the following will apply:

- Any breaches of this policy will be fully investigated. Where it is found that there has been a breach of the policy this may result in action being taken under the Disciplinary Procedure. A breach of this policy will be considered to be a serious disciplinary offence which is also contrary to the school's ethos and principles.
- The Board of Governors will take appropriate action in order to protect the school's reputation and that of its staff, parents, governors, children and anyone else directly linked to the school.



## **Blended/Remote/Online Learning Policy**

### **Specific Aims**

- To outline Greenisland Primary School's approach for pupils that, from September 2020, will not be attending school as a result of: a 'Lockdown', Government Guidance ( self-isolating, shielding) or in the event of parental decision that attending would not be in the interests of their child's health and safety/well-being.
- To outline Greenisland Primary School's expectations for staff who, from September 2020, are not attending school due to self-isolation but that are otherwise capable of fulfilling their role, and able to continue supporting with the teaching, marking and planning for pupils.
- To outline Greenisland Primary School's use of a range of Virtual Learning Environments (VLEs) to support learning and teaching during periods of remote learning.

### **Who is the Policy applicable to?**

In line with Government Guidance, the policy is applicable to pupils, staff and families who are affected by:

- A national lockdown;
- A decision not to attend due to concerns of a pupil's health, safety or well-being;
- The governments advice on shielding individuals not attending school;
- A period of self-isolation due to a positive test result for Covid-19;
- A period of self-isolation due to being named by 'Test and Trace' as a person of close contact to an individual who has tested positive for Covid-19; or
- A period of self-isolation due to displaying any of the following symptoms:
  - A continuous, dry cough;
  - A high temperature above 37.8°C; and/or
  - A loss of, or change to, their sense of smell or taste.

### **Remote learning for pupils who are not able to attend school due to self-isolation or in line with Government Guidelines**

Greenisland Primary School will provide remote learning (online and/or paper based) for pupils that are not able to attend school to ensure the learning gap that may ensue from lack of attendance at school is kept to a minimum. The following paragraphs below provide an outline of the provision that will be made along with some guidance given on the role of pupils, teachers and parents.

Greenisland Primary School are fully aware that these are exceptional times and would like to make it clear that we understand that the completion of work can prove difficult at times. We recognise each family is unique in terms of circumstances and capacity to deliver remote learning opportunities for their children; it may not always be possible to adhere to the following guidance thoroughly.

## **Family (Pupil/Parent/Guardian) Role**

To engage and avail of support from the school during a period of remote learning, it is important to become familiar with the school's Virtual Learning Environments (VLEs) (see table below)

Primary Group	SeeSaw	Purple Mash	IXL: Maths and English
1	✓	X	✓
2	✓	X	✓
3	X	✓	✓
4	X	✓	✓
5	X	✓	✓
6	X	✓	✓
7	X	✓	✓

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Greenisland Primary School would recommend that each 'School Day' maintains a sense of routine. Teachers may offer suggestions on how to structure remote learning activities in the form of 'Home Learning Timetables', especially during a period of 'Lockdown' or whole class self-isolation.

### **When can pupils access remote learning resources?**

During the Covid-19 pandemic, class teachers from P2-7 will send an updated *contingency* home learning pack home to cover a two-week period of time in which pupils are not in school due to Covid-19 related scenarios. Class teachers may advise pupils and parents to make use of the home learning pack in a period of 'Lockdown' or whole class self-isolation. Out of date home learning packs will remain at home and can be used as revision and consolidation.

**For individuals who are self-isolating or shielding**, the class teacher will prepare a blend of printable and/or online activities to be accessed via our Virtual Learning Environments. Once the school has been contacted about a period of absence from school due to self-isolation or shielding, the class teacher will endeavour to gather resources and upload them to the appropriate Virtual Learning Environments within a 48-hour period.

**For whole class self-isolations**, the class teacher will prepare a blend of printable and/or online activities to be accessed via our Virtual Learning Environments (VLEs). The activities accessed via the VLEs will be used in tandem with the *contingency* home learning pack already sent home. Once the school has been informed by the Public Health Agency (PHA) about a whole class self-isolation, the class teacher will be given a school day to prepare resources for remote learning. The class teacher will upload resources on the appropriate VLEs on the second school day after the PHA announcement.

**In the case of a nationwide lockdown or lockdown in the local area**, class teachers will prepare learning packs that will be sent home with pupils or collected from the school's assembly hall on a specified day. Learning packs not collected will be placed in the school foyer for collection during school opening hours. The class teacher will prepare a blend of printable and/or online activities to be accessed via our Virtual Learning Environments (VLEs). The activities accessed by the VLEs will be used in tandem with the home learning packs already sent home.

### **Communication**

A sense of community is an essential part of the educational environment. Both SeeSaw and Purple Mash are fantastic resources in ensuring dialogue and a sense of community can be fostered via an online medium. During a period of remote learning relating to whole class isolation or Lockdown, class teachers

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will be in daily contact with pupils via Purple Mash or SeeSaw. Pupils are also provided the opportunity to communicate with their peers via their class blogs by posting comments, audio notes and pictures. Using the Virtual Learning Environments (VLEs), classroom teachers will be able to schedule learning in a manner that does not overwhelm or concern our pupils. With continued dialogue between class teacher and pupils via a VLE, teaching and learning can be tailored, changed and updated as time progresses, allowing for replication of classroom activity to the best of our ability. In all communication, commitment to maintaining pupil well-being is a priority.

To negate any unnecessary anxiety of pupil well-being and educational attainment, parents are advised to contact the school if they are planning on not using the VLEs provided for a limited period of time.

If a pupil is engaging with the school's Virtual Learning Environments in a limited manner or in a manner that falls below the class teacher's expectations of the pupil, every effort will be made to encourage the pupil via a VLE to reach their potential. If this continues for a period of time without a satisfactory explanation, parents may receive an email and/or phone call from the class teacher, Head of Key Stage, Vice-Principal or Principal to gather information to ascertain why the pupil's performance is not meeting expectations.

If a pupil is not engaging with the school's Virtual Learning Environments for an extended period of time, parents may receive an email and/or phone call from the class teacher, Head of Key Stage, Vice-Principal or Principal to gather information for the lack of participation.

### **How can pupils communicate with their class teacher?**

Pupils may communicate with their class teachers via their Virtual Learning Environments.

- P1 & 2 pupils can communicate with their class teacher via their SeeSaw comment box or voice recording tool;
- P3-7 pupils can communicate with their class teacher via their Purple Mash 'class blog' or 2Email application.

Pupils are expected to communicate with staff members in an appropriate manner, similar to the way they communicate in the school environment. Inappropriate uses of communication will be addressed in accordance with our Positive Behaviour Policy.

Pupils are encouraged to use their problem-solving skills, resourcefulness and determination before contacting a teacher about an academic or ICT related problem. Staff will of course help pupils with issues after due diligence on the part of the pupil.

### **How can parents communicate with their child's teacher?**

Parents are advised to make contact with their child's teacher via the School Office. It should be made clear what subject the query relates to; information should be concise and mannerly. A member of office staff, a class teacher, Head of Key Stage or member of the Senior Leadership Team will endeavour to respond quickly to any communications received via the School Office, where appropriate. All complaints **must** be registered via the school office and not via a Virtual Learning Environment. Any complaints registered via a Virtual Learning Environment will be shared with the Head of Key Stage and Vice Principal/Principal if necessary.

Matters relating to small issues may be communicated via the school's Virtual Learning Environments. Staff will endeavour to reply promptly, where appropriate, but this may not always be the case.



Parents of children in P3-7 are not advised to contact teachers via Purple Mash's 2Email application. This is an educational tool which teachers use to teach pupils about the subject of emails. It is not a fully operating email platform.

## **How can pupils achieve their best?**

### **Pupils will:**

- Be assured that well-being is at the forefront of our thoughts and they should take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;
- Undertake the tasks and activities prepared by their class teachers;
- Be flexible in completing tasks; it may not be possible to access technology or parental guidance at certain times of the day;
- **Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly;**
- Only access the materials shared by their teacher and will ask for parental permission to use technology for anything beyond that;
- Read daily, either independently or with an adult;
- Consider using a period of remote learning to learn a new skill, follow their own interests to discover more about the world around us or be creative.

## **How can parents best support their child?**

### **Parents will:**

- Ensure their child completes the core tasks (mainly Numeracy and Literacy) set via paper/online mediums;
- Encourage their child to access and engage with posts shared via the school's Virtual Learning Environments;
- Not screenshot or copy any information, messages or posts to share on social media or any other platform outside of the school's designated VLEs;
- Contact their child's teacher via the school office if they require support of any kind;
- Check their child's completed work on a regular basis and encourage the progress that is being made;
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax.

## **Teacher Role**

In addition to their work in school, teachers will continue to support children that are unable to attend for the reasons outlined above.

### **Teaching staff will:**

- Prepare home learning packs and online resources to cater for remote learning;
- Give credence to the fact that learning remotely will be more difficult, so tasks will be shortened and supported in smaller steps to allow for this;
- Keep in contact with pupils via the school's Virtual Learning Environments;
- Be recommended to reply to messages and give feedback on activities during normal teaching hours (9am-4pm);
- Plan lessons that are relevant to the curriculum focus for that year group and endeavour to replicate this through tasks for remote learning;

- Make use of appropriate pre-made media clips or self-made media clips to support remote learning;
- Make use of asynchronous methods of remote learning to support pupils - this caters best for the varied range of family contexts within the school;
- Respond, within reason, promptly to requests for support in relation to remote learning;
- Seek support from other members of staff on training needed for the logistics of remote learning;
- Take regular breaks from the computer or iPad to engage in other professional duties as much as circumstances allow;
- Inform the Principal/Vice-Principal (if unwell) and ensure cover by another staff member for sharing of activities and keeping in touch with parents.

#### **Non-Teaching staff will:**

- Support the class teacher in preparation for remote learning;
- Inform the Principal/Vice-Principal (if unwell);
- Support the school in providing key worker/vulnerable children provision;
- Communicate with their pupils in conjunction with the class teacher, if appropriate.

### **Remote working for staff who are self-isolating**

Teaching staff are required to self-isolate if they:

- Show symptoms outlined at the start of this policy;
- Have been told to self-isolate by 'Test and Trace'; or
- Have received government guidance on shielding.

If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence;
- Get tested if they show symptoms of Covid-19 and share the test result with Principal or Vice-Principal so that appropriate plans can be made;
- If able to do so, support online learning provisions for their year group.

Staff may be asked to work on an area of school improvement whilst isolating (if able to do so); this will be in place of regular teaching responsibilities.

### **Flexibility**

We realise that periods of remote learning will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides: parents may be trying to work from home and so access to technology as a family may be limited; teachers may be trying to manage their home situation and the learning of their own children; systems may not always function as they should. An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

This policy is written in line with the following:

#### **Greenisland Primary School Policies on:**

- Acceptable Use of the Internet Policy;
- E-safety Policy;
- Child Protection Policy;
- Positive Behaviour Policy
- Pastoral Care Policy.

#### **Other References:**

- Education Authority: Safeguarding Children Guidance for Schools and EOTAS Centres During COVID-19 Arrangements;
- DE Circular 2020-5-Guidance for Schools on Supporting Remote Learning;

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- ETI - Safeguarding Remote & Blended Learning Challenges & Approaches -June 2020;
- ETI Primary - Remote & Blended Learning Challenges & Approaches -June 2020;
- Stranmillis College Report – Home Schooling in N. Ireland;
- The Continuity of Learning Project – Supporting Learning. Moving to Blended Learning in the Primary School – Guidance for Primary School Leaders & Practitioners.

Signed : \_\_\_\_\_ (UICT Coordinator)

Signed : \_\_\_\_\_ (Principal)

Signed : \_\_\_\_\_ (Chair of Board of Governors)