



Developing the use of social media by schools

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Who am I?



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Back to basics?



What drives us to communicate with others outside our organisation?

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Effectiveness of leadership and management



Section 141 – Ofsted handbook

- The CIF sets out the overarching criteria for judging the effectiveness of leadership and management.
- In making this judgement in schools, inspectors will consider:
 - the leaders’ and governors’ vision and ambition for the school and how these are communicated to staff, parents and pupils
 - how well leaders and governors engage with parents, carers and other stakeholders and agencies to support all pupils

Grade descriptors for the effectiveness of leadership and management



Outstanding;

- Leaders and governors have a deep, accurate understanding of the school’s effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.

Quality of teaching, learning and assessment



- The school’s engagement with parents, carers and employers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve

Grade descriptors for the quality of teaching, learning and assessment



- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. **Parents are given guidance about how to support their child to improve.**

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Grade descriptors for the effectiveness of the early years provision



Outstanding

- Leaders use highly successful strategies to engage parents and carers, including those from different groups, in their children's learning in school and at home.
- Parents are encouraged to support their children's learning and development at home.

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Back to basics



What do I want to communicate?

Who is the intended audience?

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What and why?



- Paper based
- Text messaging
- School Website
- School Learning platform
- School owned/developed app
- Main stream social media

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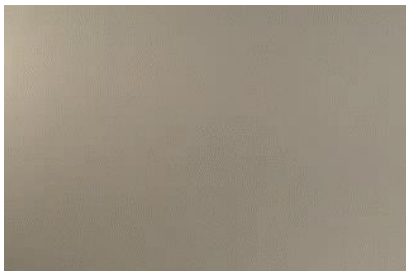


Why is the use of technology better than what we have already?

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What do we mean by social networking?



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What do we mean by social media?



- Blogs
- Vlogs
- Forums
- Wiki's
- Social networks
- Facebook
- Twitter

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Which approach?



- Text messaging
 - Bespoke app
 - Website
 - Blogs
 - Vlogs
 - Forums
 - Wiki's
 - Social networks
 - YouTube
- What are the benefits and risks of each of the approaches?



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What's the demand?



- Is there a need/demand for a new approach?
- Do your parents/carers want an online approach?
- Do they have a preferred approach to technology?
- How do you know?

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Engagement with Parents



Option (Add or amend as appropriate)	Yes I would use this	No I would not use this	Other comments
School website			
Email			
Text Message			
Newsletter			
Official School Blog			
Official Facebook Page			
Official Facebook Group			
Official Twitter Account			
Official YouTube Account			
Other			

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Making it clear...



- Ensure that the use of social media is clear in the schools policies
 - Online Safety
 - Digital Safeguarding
 - Home/School agreements
 - Acceptable behaviour
- Identify which policies it needs referencing in
- May require a separate policy
 - Purpose...
 - Who...
 - What ...
 - When...
 - On what device...
- Has this been shared?

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Safe and Responsible



- Do you have the resources (people, time etc) to support the activity? Who will be responsible for what?
- Does the tool offer moderation?
 - If so, who and when?
 - What will you do about negative comments?
- How is acceptable behaviour being shared with your community?
- Do you have the appropriate consent for use of any material including images and video material?
- Does the app/site collect personal data? If so, ensure the use of the app/site is in accordance with the schools legal obligations as per the Data Protection Act 1998

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Safe and Responsible



- Posting to the site
 - Who will post
 - What will be posted
 - When will we post
- School devices v Personal devices
- Use as professionals

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Terms of Service Didn't Read



twitter No Class Yet

- Twitter deletes tracking data in 10 days and offers an opt-out
- Very broad copyright license on your content
- You can retrieve an archive c
- Critical changes to the terms
- Twitter deletes your account content.
- [More details](#)

Facebook No Class Yet

- Very broad copyright license on your content
- This service tracks you on other websites
- Facebook automatically shares your data with many other services
- Facebook uses your data for many purposes
- The Android app can record sound & video from your phone, at any time, without your consent
- [More details](#)

YouTube Class D

- Terms may be changed any time at the user
- They can remove your content at any time and without prior notice
- The copyright license is broader than necessary
- Reduction of legal period for cause of action
- Deleted videos are not really deleted
- [More details](#)

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Public or Private



- What is the objective of the project?
- Who do you want to see the content posted?
- Using Facebook/Twitter as examples;
 - Facebook Page
 - Facebook Group
 - Twitter Public
 - Twitter Private

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For example Facebook



Page

- Privacy:**
- Page information and posts are public and generally available to everyone on Facebook.
- Audience:**
- Anyone can like a Page to connect with it and get News Feed updates. There is no limit to how many people can like a Page.
- Communication:**
- People who help manage a Page can publish posts as the Page. Page posts can appear in the News Feeds of people who like the Page. Page owners can also create customized apps for their Page and check Page Insights to track the Page's growth and activity.

Group

- Privacy:**
- In addition to a public setting, more privacy settings are available for groups. In secret and closed groups, posts are only visible to group members.
- Audience:**
- You can adjust group privacy to require members to be approved or added by admins. When a group reaches a certain size, some features are limited. The most useful groups tend to be the ones you create with small groups of people you know.
- Communication:**
- In groups, members receive notifications by default when any member posts in the group. Group members can participate in chats, upload photos to shared albums, collaborate on group docs and invite members who are friends to group events.

Its easier in some than others ...



Things to think about



- Groups needs a user.
- Could be seen as exclusive or restrictive.
- Still need the appropriate permissions for content even though it's a 'private space'.
- May make those who post vulnerable as it appears 'private'.
- No such thing as 'private'.

Moderation of comments



- Very few public social media tools are able to verify and authenticate users appropriately, unless the system is controlled directly by the educational setting or by a subscription service.
- When using services which the educational setting cannot control via moderation or user authentication (e.g. Facebook, Twitter, YouTube), it is recommended that comments etc. are screened or approved before they are made live and membership to online groups etc. is controlled (e.g. people must request to join a group or follow) by the educational setting.
- Start with a smaller focus/pilot group before rolling out the project out more widely. If the project has been successful then move forward.

Parents... encouraging their responsibility



- Most educational settings have a contract (or home-school agreement) with parents, to ensure that children and young people’s learning and welfare are fully supported both inside and out of the classroom.
- These include statements for parents, confirming that they will reinforce the settings policies on homework, behaviour and conduct.
- This can include expectations around the use of social media with regards to the school

Potential statements



"We will support the school's approach to online safety and will not upload, share or add any pictures, video or text that could upset, offend or threaten the safety of any member of the school community".

OR

"Parents and carers are reminded to use existing structures when making any complaint about the school or a member of staff. They are advised not to discuss any matters on social networking sites".

OR

"If at any time during your child's time at xxxx school, you wish to make a complaint, then you are advised to follow the school's complaints procedure which can be found on the school website [insert link]. We recommend that all parents and carers refrain from using social networking sites to discuss sensitive issues about the school."

PTA and other associated organisations



- Make it clear who runs it
- Parents of pupils
- What's the purpose
- Not an official school site
- What will and wont be tolerated;
 - Contravention of any school policies
 - Breaking the law or encourage others to do so.
 - Abusive content or inappropriate language, images or statements.
 - Identification of pupils, parents and/or staff in defamatory, abusive, or generally negative terms.
 - No showing proper consideration for others' privacy or are considered likely to offend or provoke others
 - Any spam
 - Any posts that are political in nature.

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What about the students



A key area to explore will be the website or app's terms and conditions, as this will highlight some important issues to consider, for example:

- What are the app/site age restrictions?
- What are their terms and conditions?
- Only use sites that are deemed to be age appropriate and suitable for educational purposes.
- Be careful to not promote or advocate the underage use of any sites.
- What back-channels are there?
- How is the site/app moderated?
- What is the incident/content reporting? How effective is this?

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Keeping a watching eye...



- Google Alerts' is a way to keep track of public content posted online about your school/setting.
www.google.com/alerts
- Content management tools such as "Hootsuite" and "Tweetdeck" search social media channels for keywords such as names and "hashtags" and can be used to manage social media content. It will need a member of staff to login to access search results.
- Reputational alerts tool within South West Grid for Learning's 'Boost': <https://boost.swgfl.org.uk/>

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Reflect and build your networks



- Spend some time learning to use your social networking safely and effectively. Different sites will have different benefits and risks depending on your aims.
 - Some social networking sites have in depth information and advice in their help sections specifically for educators.
- Ensure that you are aware of online etiquette otherwise known as "netiquette" on the sites you use.
- If you attend CPD events and conferences then use your social media presence to engage in the discussions and share ideas and resources.
- Use your account or profile biography or descriptions etc. to highlight any particular educational interests or experiences to help build online networks and connections.
- Social networking sometimes takes time to build up relevant links and networks so keep engaging by getting involved in some of the many online educational communities such as UK Ed Chat, the Guardians Teacher Network and Kent-Teach.
- Social networking can provide education professionals with exciting new opportunities

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Useful resources



Using Social Media in Educational Settings(Kent):
<http://www.kelsi.org.uk/child-protection-and-safeguarding/e-safety>

Managing your school's online reputation – If you don't, someone else will (LGfL):
<https://goo.gl/Tlhfr8>

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THANK YOU AND ANY QUESTIONS

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