



ABLE Education Policy Document

SOCIAL MEDIA POLICY

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1. Introduction

The guidance aims to help individuals maintain a clear distinction between personal and professional lives, stay safe when using electronic media, and adopt responsible online behaviour that protects both their well-being and careers.

This document is intended as guidance. It does not seek to interfere with employees' private lives but rather to help prevent conflicts between personal and professional spheres due to social networking activities.

2. Legal consequences

All staff, contractors and volunteers with access to online services through work networks should be aware of the legal consequences of inappropriate use. While not an exhaustive list, examples of prohibited content include racist material, pornography, sexually explicit images or texts, content promoting illegal activities, and material that encourages intolerance or discrimination.

3. General guidelines

You should

- You are accountable for all data stored on and transmitted through your electronic communication device.
- Avoid any behaviour that could be perceived as an attempt to establish a personal relationship with a child or vulnerable adult.
- Do not share or post content that may be considered defamatory, obscene, or libellous.
- Refrain from posting comments that promote, support, or appear to condone irresponsible behaviour or illegal activities.
- Adjust the privacy settings on all your social networking accounts.
- Protect all technological devices, including your mobile phone, with a secure password or PIN.
- Consider creating professional online accounts if you need to interact with service users, their families, or other professionals.
- Ensure any publicly available information about you is accurate and appropriate.
- Keep in mind that online conversations, even when referred to as "chat," are written records and should be treated accordingly.
- Familiarize yourself with the consequences of misusing digital equipment.
- If you're unsure who can access online content, assume it is public. Once information is posted online, you lose control over it.
- Disable Bluetooth when not in use.
- When receiving new equipment (personal or work-related), review its default features and take necessary steps to secure or disable them as needed.

You should not

- Do not share your personal information with service users, including children, young people, or their parents/carers. This includes your mobile number, social media accounts, personal websites/blogs, online image storage sites, and passwords.
- Do not use your personal mobile phone to communicate with service users via calls, texts, emails, or social media platforms.
- Do not send personal messages to children or young people through the internet or any web-based communication tools.
- Do not disclose personal details to service users on social networking sites.
- Do not accept or add service users to your personal social media contacts or friends list.
- Do not use your personal digital camera or video recording device for work purposes, including mobile phones with built-in cameras.
- Do not participate in online gaming with service users.

4. Code of conduct

Both students and tutors are expected to adhere to the following code of conduct during remote tutoring sessions:

- **Respectful communication:** students and tutors must communicate respectfully and courteously during all online interactions.
- **Engagement:** students should remain actively engaged during the session. This includes being attentive, responding to questions, and participating in activities.
- **Appropriate environment:** students should attend tutoring sessions in a quiet, distraction-free environment. Tutors should ensure they are in a professional setting free from distractions and other members of the general public to safeguard the student. Neither parties should attend any sessions from a bedroom.
- **Recording sessions:** Sessions will not be recorded unless written consent is obtained by the tutor, student and their guardian. Any recordings will only be used for educational purposes and stored securely in line with our **GDPR Privacy Policy**.

5. Student responsibilities

- **Preparation:** students should come prepared to each session with any required materials, such as notebooks and any previous assignments.
- **Participation:** students are expected to actively engage in their learning during each session. If a student is unable to participate due to technical or personal reasons, they should notify the tutor in advance.
- **Technical setup:** it is the student's responsibility (or the guardian's) to ensure that their device, internet connection, and required software are working before the session begins.

Any difficulties should be reported as far in advance of the session as possible so that assistance can be provided where possible.

6. Tutor responsibilities

- **Punctuality:** tutors are expected to log into the tutoring platform before the start the session, ready to begin promptly at the scheduled time.
- **Preparation:** tutors will prepare lesson plans and materials tailored to the student's needs and academic goals.
- **Professionalism:** tutors will maintain a professional demeanor and create a supportive, encouraging environment for students.
- **Feedback:** tutors will provide regular feedback on the student's progress, reporting what went well during each session and over a number of sessions as well as areas and suggest strategies for improvement.
- **Incident logging:** tutors should log incidents correctly within the incident log book, any additions to the log book should be communicated with the Designated Safeguarding Lead (DSL).

7. DSL responsibilities

Full details of the roles and responsibilities of the DSL as well as safeguarding procedures are outlined in ABLE's Child Protection and Safeguarding Policy. The DSL will take lead responsibility for online safety and reporting of concerns or incidents including;

- **Incident management:** the DSL will be responsible for management for any incidents through to their conclusion.
- **Incident Escalation:** liaising with the relevant external agencies such as CEOP with concerns about student online safety in line with ABLE's Child Protection and Safeguarding Policy.
- **Staff and contractor training:** the DSL will be responsible for staff and contractor training ensuring they are kept up-to-date with the latest developments in child safety regulations and procedures.

8. Safety and well-being

- **Online safety:** we take online safety seriously. All online tutoring sessions will take place on secure platforms. Neither students or tutors should ever share personal information (such as address and telephone phone number) during online sessions.
- **Guardian consent:** written guardian consent is required prior to students participating in online tutoring. Guardians should be available throughout the session for to assist with any technical issues or other concerns.

- **Session monitoring:** tutors will keep a log of session times, content covered, assignments, student engagement and other information for use in evaluating student progress.

- **Child Protection Concerns:** If a student discloses abuse or there are signs of harm, the tutor will follow the organization's safeguarding procedures in line with ABLE's Child Protection and Safeguarding Policy, including referral to relevant authorities if necessary.